



New Frontiers School Board

Annual Report 2015-2016



Our Vision

The New Frontiers School Board supports success for all students

Our Mission

To realize our vision, our mission is to:

- Provide experiences that will challenge our students and employees to learn and develop respect for themselves, others, and the environment;
- Engage students, staff, parents, and the community as educational partners;
- Expect and support all employees to continuously improve with a focus on enhancing student learning;
- Create a hospitable learning environment where everyone feels they belong and are appreciated.

The New Frontiers School Board offers quality education to close to 5,000 youth and adults in the Southwest region of Québec. Our territory stretches from the St. Lawrence River to the North, Autoroute 15 to the East, the American border to the South and the Ontario border to the West.

We are adults returning to school to rewrite our future. We are kids raising money to send to Africa to help kids there get some of the opportunities we have. We are dedicated workers giving of our time to make sure students have everything they need to succeed. We are families volunteering for fundraisers and sport tournaments. We are elected officials weighing all the options and making decisions to ensure New Frontiers School Board stretches its resources to the limit. We are more than charts and numbers, we are a community.

*We are the New Frontiers School Board...
A community of lifelong learners, a community that cares.*

A message from our Chair & Director General

It gives us great pleasure to advise the Ministry of Education and Higher Education that the Annual Report of the New Frontiers School Board was presented to the Council of Commissioners at a special meeting held at Howard S. Billings High School in Chateauguay on December 20, 2016. Public notice was given as required by the Education Act.

Our Annual Report was produced and made available to members of the public not simply for the Board to account for its operations, but also to provide an update on progress made during the school year to meet the goals set in our Strategic Plan. This progress is an attestation of the hard work and determination of our staff members in our school, centres, and Board Office to help students improve their competencies, skills and knowledge base to follow a path of lifelong learning.

Parents, grandparents, and rate-payers without students in schools and centres across Quebec want to know if all students were given the same opportunity to learn and receive the best services their school board can provide. They also want to know if our schools and centres are meeting their goals and that the school board's overall school success rate is increasing with reference to 5-year and 7-year cohorts of students. With respect to the New Frontiers School Board, we all want to know if, by 2020, an 86% success rate for students will be achieved. Although the Ministry's graduation statistics for the 2015-2016 school year have not yet been published, we have every confidence, based on prior years' results, that we will approach this goal and that 86% of our students will receive their high school or vocational education diploma.

What we do know at this time is that our student success in mathematics has risen by 10% to 71%; that our success rate in Histoire (exam taken in French) has risen by 12% with a student average of 76%; and that in the sciences, English Language Arts, and French Second Language, student success rates continue to be maintained.

Despite the 2015-2016 school year being one affected by negotiations, our staff continued to show their commitment to student success. Extracurricular activities are a fundamental part of who we are at New Frontiers, providing our students with options outside of the classroom that support their engagement and foster relationships among staff and students. We are proud that our students were able to benefit from the many activities that were offered during the year.

Many staff members continued to remain actively involved in extracurricular activities and this helped our students as finding a comfort zone in extracurricular activities is often the key to motivating students to achieve and succeed in their studies. In turn, this contributes to the Board's increased retention and graduation rate.

With respect to health and safety, many of our schools have healthy living plans which include exercise and better eating habits. Each of our schools and centres also have Anti-Bullying & Anti-Violence plans, security systems to prevent the entry of unwanted intruders, and lockdown procedures that are rehearsed and taken very seriously by our staff members.

From a financial perspective, our School Board was able to distribute financial, human, and material resources in an equitable manner, by presenting a balanced budget.

Many innovations have taken place over the past school years... a result of dynamic staff member leadership. Their positive impact has contributed to the results revealed in this Annual Report.

David D'Aoust
Chair

Rob Buttars
Director General

The Council of Commissioners

The Council of Commissioners is composed of 10 elected commissioners, a Chair who is elected universally, and four parent commissioners: one representing the elementary sector, one for the secondary sector, one representing our students with special needs, and one member at large.



David D'Aoust
Chair

In accordance with By-Law BE, Council holds regular meetings on the first Tuesday of each month at 19:30 hours at Howick Elementary School, 5 Lambton, Howick. These meetings are open to the public.



Neil Burdon

Lina Chouinard

Kenneth Crockett

Barbara Ednie

Howard (Buzz) Gibbs

Dianne McKell Eastwood

Abdul Pirani



John Ryan
Vice-Chair

Peter Stuckey

Karin Van Droffelaar

Debie Germann
Parent Commissioner

Shannon Keyes
Parent Commissioner

Bob Lalonde
Parent Commissioner

Ray Ledoux
Parent Commissioner

Your Council... 15 members representing your voice.

Code of Ethics & Professional Conduct for Commissioners

The Ethics' Officer's mandate is to examine any expressed complaint directed towards a commissioner, and to determine, when applicable, if a commissioner has been in contravention of the "Code of Ethics & Professional Conduct for Commissioners". In the case of an identified contravention by a Commissioner, if found guilty, the Ethics' Officer will consider imposing a sanction.

The Ethics' Officer received one complaint related to the "Code of Ethics & Professional Conduct for Commissioners" in the 2015-2016 school year, against one commissioner.

The Ethics' Officer determined the complaint to be receivable and, based on evidence, found said commissioner guilty of breach. Because of said conclusion, a decision against identified defendant commissioner, was rendered in relation to the following:

- Absence of required disclosure as to personal affairs.
- Existence of a conflict of interest situation.
- Inappropriate use of NFSB property (in contravention to rule).

The sanction imposed to said commissioner was a suspension of mandate to serve on standing committees and the executive committee for a specific period.

In conclusion, the Ethic's Officer recommends a yearly information and review session with the NFSB Council of Commissioners, related to ethics, conflicts of interest, and expected professional conduct of the commissioners.

Respectfully submitted,

A. Linda Julien, Lawyer
NFSB Ethics' Officer

The Board Office

Supporting our schools and centres, are the employees within the Board's departments working behind the scenes to ensure the best possible environments for our staff and students. These include the Director General's Office, Educational Services, Secretary General, Human Resources, Continuing Education, Financial Services, Transportation Services, Material Resources, and Information Technology.



Rob Buttars
Director General

Mike Helm
Assistant Director
General

Walter Coriandoli
Director of
Material Resources

Craig McAlpine
Director of
Administrative
Services

Cuthbert McIntyre
Director of Human
Resources
& Secretary
General

Bonnie Mitchell
Director of
Continuing
Education

Youth Sector Educational Services

Complementary Services include guidance counsellors, speech and language pathologists, and psychologists help students and families with both short and long-term needs. Our Curriculum Centre offers support and resources to our teachers. Subject Advisors in English Language Arts, Math and Science, French, and Technology ensure our curriculum is meeting guidelines set out by the Québec Government and provide assistance to teachers in implementing this curriculum.

Adult Sector Educational Services

Academic programs offered in our centres enable students to improve literacy skills, obtain their secondary school diploma, or pre-requisites required for CEGEP or vocational programs. Programs are complemented by offering a variety of interest courses. Our centres also offer 17 career options in vocational education, which lead to a Québec "Diplôme d'études professionnelles". Student Services are also available and include guidance services, training opportunities and government loan and bursary programs.

Government Required Components & Reports

Components of the Annual Report are either mandated by virtue of the Quebec Education Act, or required by the Quebec Ministry of Education.

The following pages address these requirements, while also rendering account to our public.

The Ministry of Education's Strategic Plan

The Ministry of Education's Strategic Plan ended in 2013. As a new plan has not yet been made public, the New Frontiers School Board is unable to provide an update relative to this plan.

Report on Bullying & Violence – Law 56

As outlined in Law 56, schools are obliged to report incidents of bullying and violence to the Director General, including the actions taken, and support provided to both the victim and the perpetrator. During the 2015-16 school year, the Director General received a total of 6 reports from across the system. New Frontiers continues to work with its school communities in the development of proactive approaches, early identification, and appropriate remediation efforts. Every school and centre has an Anti-Bullying/Anti-Violence Plan in place.

Workforce & Service Contracts

As outlined in Law 17 “An act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises”, school boards must report on their staffing level and service contracts entered into with a value of more than \$25,000 in the case of service providers operating a business, and of more than \$10,000 for service providers not operating a business.

- **Workforce Report**

From April 1 to March 31, 2016 the staffing level was at 1041 employees, compared to 1051 for the period from January 1 to December 31, 2014. This represents a decrease of ten employees in our workforce (or a 0.95% decrease). The workforce decrease is specifically in the areas of teacher and professional staff. In this period, we also see a 24% decrease in overtime hours, going from 4307.95 overtime hours to 3266.49 overtime hours.

- **Service Contract Report**

For the period from July 1, 2015 to June 30, 2016, the New Frontiers School Board entered into 11 service contracts for a total amount of \$565,932.93.

The Student Ombudsman

The Student Ombudsman's mandate is to examine complaints from students or their parents/guardian, in conformity with any applicable laws and/or by-laws, such as "By-laws on the procedure for the examination of complaints from students or their parents established by the NFSB, the Education Act and the Regulation respecting the complaint examination procedure established by a school board.

The Student Ombudsman for the New Frontiers School Board is A. Linda Julien, Lawyer.

Student Ombudsman's Report

A. Linda Julien, Lawyer

The complaint process is usually initiated by a parent, or sometimes a student, who directly contacts the Student Ombudsman or goes through the school administration to file said complaint. Typically, the complainant is asked to outline the situation in detail. The Student Ombudsman encourages this to help determine the best action to take next, including redirecting said complaint within the school administration for follow up. Also, active listening and meeting with the parents, if necessary or useful, to better understand the situation, can often contribute to resolving the problem. If, however, there is no resolution at school level, then, following due process, the Ombudsman will get involved in the file review.

The Student Ombudsman must send the school board an annual report stating the number of complaint referrals received and their nature, the corrective measures recommended and any action taken. The report must separately list complaint referrals concerning acts of bullying or violence. It may include any recommendation the Student Ombudsman considers appropriate with respect to measures required to prevent and stop bullying and violence. The report must be attached to the school board's annual report. For the 2015-2016 school year, the Student Ombudsman did not receive any formal complaints to go through the complaint examination procedure.

The Student Ombudsman was contacted for ten (10) parental concerns, which were discussed and followed-up with the Secretary General. These concerns did not, however, go through the Ombudsman process as established, and were redirected to either the school and/or NFSB administration.

The nature of the concerns included the following at the elementary level:

- Concern regarding repeated gift giving by a teacher to a student;
- Alleged inadequate school level placement in new school year, after summer school courses;
- Alleged inappropriate school dealing with children squabbles leading to verbal racial insults exchanged between students;
- Imposition of new bus accommodation fee denounced. A suspension of bus transportation for discipline purposes decried;
- Family children being transferred from one school to another because of parent-administration disagreements/ disputes;
- Dissatisfaction as to special needs requirements offered by school/ Board to two same family children.

There was one concern at the high school level alleging inappropriate school & board dealing and actions taken, related to teen-ager accused of inappropriate conduct towards a co-student, and decried police involvement.

Observations & Recommendations

Although the full process for complaints was not completed by complainants, the Ombudsman felt that these parental concerns justified further analysis and follow-up which was done, and in most cases resulted in resolution. However, the following recommendations are formulated for further action and diligence by the School Board in the future.

- Parent-school disagreements/disputes file is to focus on minimizing negative impact on children, as to schooling.
- New bus “accommodation fee” should have been better explained, justified and applied. Suspension of bus transportation due to discipline issues penalizes parents more than children.
- Increased special attention and adaptation to be given to special needs cases.
- Review of referral process to police/ Youth Protection Services (DPJ) in “alleged” inappropriate student behavior, must be initiated to ascertain adequateness of measures taken.

In closing, the Student Ombudsman wishes to reiterate previous statements to the NFSB staff, teachers and administration, being that timely communication with parents and considerate response to their generally legitimate inquiries can often quickly resolve most problems.

As to Parents, they must also remember that schools and their administration can only deal with, and respond to, reasonable complaints that they are informed about. For those reasons, good communication between both sides is essential and to be encouraged. As always prevention and anticipation of likely problems can avoid them.

Linda A. Julien, Lawyer
NFSB Student Ombudsman

Financial Results

NEW FRONTIERS SCHOOL BOARD

Financial Results

For the Year Ended June 30, 2016

Extract from the Audited Financial Statement

Balance Sheet as at June 30, 2016

(Comparative figures as at June 30, 2015)

	<u>2016</u>	<u>2015</u>
Financial Assets		
Cash	\$3,552,203	\$415,045
Gov Operating Grants Receivable	6,417,057	5,425,522
Other Gov Grants Receivable	9,353,014	10,245,042
Taxes Receivable	647,338	710,730
Other Assets & Receivables	5,484,879	6,858,335
	<u>\$25,454,491</u>	<u>\$23,654,674</u>
Liabilities		
Bank Indebtedness	\$0	\$0
Payables, Accrued Liabilities	10,389,517	11,794,262
Other Liabilities and Trusts	8,645,869	7,805,866
Long Term Debt	48,874,200	45,300,140
	<u>\$67,909,586</u>	<u>\$64,900,268</u>
Non Financial Assets		
Fixed Assets (Net)	\$46,169,447	\$45,187,383
Prepaid Expenses	212,996	255,051
	<u>\$46,382,443</u>	<u>\$45,442,434</u>
Accumulated Surplus	<u>\$3,927,348</u>	<u>\$4,196,840</u>

Assets

MEES grants receivable amount to \$6,417,057 for operations and \$9,353,014 for capital investments. Fixed Assets includes acquisition of buildings & equipment of \$3,273,710 and amortization was \$2,291,647.

Liabilities

Long term debt increased from \$45,300,140 to \$48,874,200. The Board maintains self insurance for capital assets and employee disability benefits.

Accumulated Surplus

In 2015-2016, the Board recorded an operational deficit of -\$269,492. This combined with the adjusted balance forward to produce an accumulated surplus of \$3,927,348 as at June 30, 2016.

Trust Funds held for Anglo Boards

The NFSB acts as a fiduciary, holding funds from the MEES in trust and disburses them to fund various Anglophone Board Projects. The balance in these trust funds at year end was \$147,162.

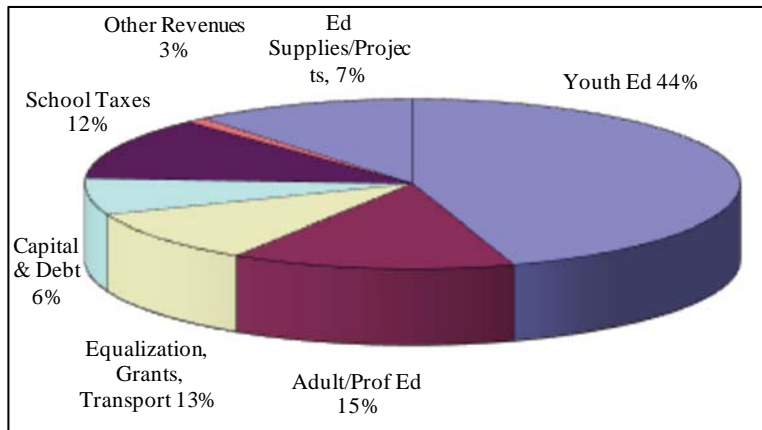
Board's Auditors: Goudreau Poirier Inc, Chartered Accountants

School taxes represented about 12% of the Board's total revenues. Despite the tightening of budgets from the MEES, Council has mandated the administration to maintain the highest level of services in the areas of:

- Optimizing teacher staffing in classrooms
- Special Ed Technicians & Attendants, Psychological services
- Maximizing operational funding to schools
- Providing adequate student supervision

The funding associated with providing these services had to be offset by reducing administrative and building maintenance budgets.

Approximately 82% of financing for NFSB's operations was assumed by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES).

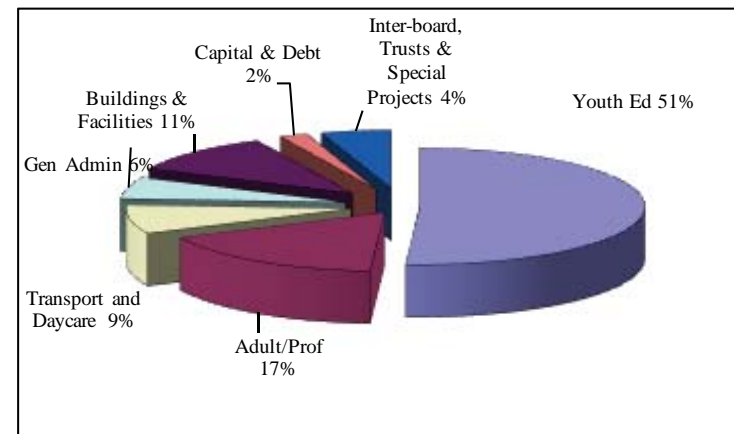


Revenues	
MELS- Youth Education	28,299,999
MELS- Adult/Prof Ed	8,515,871
MELS- Eq, Transp, Suppl Alloc	6,352,940
MELS- Capital/LTD	4,438,679
School Taxation/Buildings & Facilities	7,722,967
Rev's: Interboard/ Misc./Trusts	909,553
Educational Supplies/Projects	5,960,289
	62,200,298
Gross Operating Deficit	
	\$ (269,492)

Approximately 81% of financing for NFSB's operations was assumed by the Ministry of Education, Leisure & Sports (MELS).

Expenses

MELS- Youth Education	31,863,605
MELS- Adult/Prof Ed	10,412,450
MELS- Eq, Transp, Suppl Alloc	5,127,187
MELS- Capital/LTD	3,509,392
School Taxation/Buildings & Facilities	6,618,888
Rev's: Interboard/ Misc./Trusts	1,381,773
Educational Supplies/Projects	3,556,495
	62,469,790



Our Schools & Centres

The New Frontiers School Board includes:

- 10 elementary schools
- 2 high schools
- 3 career centres, and
- Community Learning Centres

From suburban Châteauguay to rural Franklin Centre, our Board offers high quality education to youth and adults,

Each day close to 5,000 students and almost 700 employees fill our schools and centres with learning. In the following pages, read about the great things that are happening in our buildings.

Success for all students!

Elementary School Reports

Centennial Park School

Our theme this year was “My True Colours – Mes vraies couleurs” and we can say with certainty that it felt like working inside a rainbow... with beautiful student work, activities, and endless learning opportunities. In an effort to identify and meet the needs of our families, the school-based Healthy Eating & Active Living Committee supported initiatives such as the Breakfast Program, Healthy Back-Packs, Healthy Snacks as well as coordinating multiple food drives with the Châteauguay Food Bank. Always working toward improvement, CPS continued perfecting a balanced literacy approach in every classroom using the Daily Five and SoundPrints approaches, the S.T.A.R.T. program, and an early literacy intervention program. CPS staff and students were very engaged in various projects, including the visual and performing arts. Our participation in the New Frontiers’ Music Fest, and the production of our first ever Art-In-The-Park performances were all amazing successes. CPS proudly offers resource support to all students with special needs. Our Resource teachers, including specialists, all worked diligently with our students who require additional academic and/or personal support. Our technicians’ resource support is continually fine-tuned and adjusted to meet the needs of all our students. We are continuing to develop a comprehensive support system to address everyone’s needs. We look forward to next year with a new theme as we look to surpass the quality of education for all students, the instructional competencies of our teaching staff, and the care dispensed by our support staff to all our students.

Franklin Elementary School

The 2015-2016 school year saw a change in school administration with Mr. Edwards taking his retirement and Mr. James Walker coming in as the new school principal. The school carried on in the direction set forth by the previous administration with a focus on literacy, French, and science education. We offered robotics in science for the first time. Franklin Elementary School continues to be responsive to its community undertaking efforts to increase its offerings in experiential education. Students helped identify and tag all of our trees as well as expand the arboretum by planting a new set of trees. We continue to be inspired by the responsive classroom; this approach puts an emphasis on community and student choice. Our students often gather in a community circle, and begin each morning with a free-choice activity that we call “chunka-chunka” for chunks of time. FES was nominated by one of our parents, Janick Tétreault-Moïse, for the Grand défi Pierre Lavoie, where her team “Eequipe coup de Coeur” raised over \$20,000 for our school. Finally, our school continues to work on improving communication practices with the launch of a school web page (franklin.nfsb.qc.ca), Facebook page, and by offering principal’s office hours to parents. Our motto is “Small School, Big Difference” and we continue to work every day to positively impact the lives of our students and offer something unique to them and the community.

Gault Institute

The past school year at Gault was one where students and teacher witnessed further growth and success but not without challenges. In a year burdened by the reality of provincial negotiations, the Gault teaching staff worked collegially with school administration on dossiers that directly impacted student success while adhering to directives from union leaders and supporting the negotiations. As an example Barrie Bennet and the work on developing best practices in the area of teacher instruction continued and was embraced by teachers throughout the school. After-school and lunchtime sports were available to students as well as various other clubs such as music, cheerleading and a literacy club. The topic that has been a driving force for Gault is the idea of being purposeful with the time that we have to make the biggest positive impact on our students and their road to success. In driving forward, we feel that the staff of Gault are continuing upon the journey of growth and stretching within their own individual professional practice with the shared goal of student success. We are coming to a deeper understanding of the implication of teacher growth on student success and the importance of school systems to make that more effective.

Harmony Elementary School

The Harmony community had an exceptional year providing a variety of learning opportunities to ensure student success academically and physically, while emphasizing the character pillars. Over the last several years, there has been an emphasis on early literacy initiatives and approaches, including The Daily 5, S.T.A.R.T, Leveled Literacy Intervention, and the Six Traits of Writing. What we are seeing now is consistent results; the acquisition of literacy skills throughout all cycles has led to a success rate of 98% of grade 6 students graduating at PM level. Harmony continued with anti-bullying programs to provide students with strategies while promoting the character pillars. For the first time this year, we participated in the QMAT Math competition and we received three monetary prizes. The grade 4-5-6 students won the Banner for the Battle of Chateauguay Run, and Track & Field, while 70 students participated in the HALO race. Our Harmony resource team, which includes six attendants and two technicians, continued to identify and work with our students who are at-risk to provide the best pedagogical assistance for them. Our parent community ran several fundraisers bringing in over \$8000. Thanks to our PPO and Governing Board, and the additional funding from the Green Apple Grant, our outdoor classroom is blooming.

Hemmingford Elementary School

The 2015-2016 school year saw a change in school administration with Mr. Edwards taking his retirement and Mr. James Walker entering as the new principal. Hemmingford Elementary School had a fantastic year. Our enrollment increased by about 7.5% from the previous year and we were able to offer dedicated kindergarten and pre-kindergarten classes. Our school continues to be responsive to, and work with, our local community. Offering a unique model, we host the Hemmingford Archives in our school. 2015-2016 saw the launch of our community connections, where members of the community came into the school to demonstrate local trades to our students. Our grade 6 students, accompanied by staff, went out to the community and participated in mini-work studies. The culminating event was our Community Evening and Open House, where community organizations were able to gather for members of the community. The community continues to support our school, with our annual Spaghetti Supper raising in excess of \$10 000 to support our students. Our staff participated in school visits to Gatineau and Montreal to collaborate with fellow teachers to find innovative ways to deliver the curriculum. Our school continues to work on improving communication practices, with the launch of a school web page (hemmingford.nfsb.qc.ca), Facebook page, and by offering principal's office hours to parents. Our motto is "Where Every Student Matters". This is a statement we take very seriously as we offer unique ways to support every child.

Heritage Elementary School

This year's focus was on making our school a safe and calm environment. Several measures were put in place to reinforce safety on and off the bus, during recess activities, and when engaging in school-wide events with a focus on communicating nicely with each other to avoid conflict. Our students took part in several campaigns that fostered community engagement and awareness for other people's needs. April was dedicated to Autism Awareness by lighting our school blue and decorating each classroom door with quotes and messages relating to Autism. The school acquired two new Smartboard s, and we also purchased 20 Osmo Kits to complement the iPads that are being shared in Cycle 1. A new physical activity initiative entitled B.O.K.S. (Building Our Kids' Success) was introduced to Pre-K, Kindergarten and Grade 1 with the help of our social aid technician and several leaders in Grade 6. The entire school participated in Le Grand Defi Pierre Lavoie for a third consecutive year, reinforcing the importance of physical activity. This campaign brought in over \$10 000 to help embellish the playground. Students were treated to several fun activities throughout the school year with the support and dedication of our PPO and other local partners: an anti-bullying play, Winter Carnival Day and a day at Parc Safari. A Sport Depot called the Sport-o-theque of Haut St-Laurent was inaugurated in June allowing families and organizations access to free sports equipment. At Heritage, we are collectively driven in making a difference in the lives of our students and their families.

Howick Elementary School

Our year started by us participating in an Activity Day with the students at Ecole St. Jean. During September we had our Welcome Back BBQ & Corn Roast, where parents were invited to join in. We had success at our Terry Fox run where all students participated, and at the Battle of Chateauguay run where the grades 4-5-6 took part. From October to March we offered Karate after school and, in January, we added badminton. These activities were not only for interested Howick students, but also students from Ecole St. Jean. In January our grades 1-2-3 went to CVR's presentation of Neverland. All of our students enjoyed a trip to Chapters, and our grades 5-6 participated in We Day. In March some of our grade 5-6 started curling at the Riverfield Curling Club which culminated in a Bonspiel in Ormstown. Our grade 6 participated in a career fair at Gault Institute, our grades 3-4-5-6 participated in the Cup-Stacking Tournament in Ormstown, and our K-pre-k went to Zig-Zag-Zoo. In April our grades 5-6 played basketball with Franklin Elementary and went to the career fair at CVCEC. Our grade 2-3 went to a production of the Fisher King at Grove Hall. During May our grades 1-2-3 took a fieldtrip to Drouleurs. In June our grades 3-4-5-6 participated in the Track & Field competition in Ormstown, our 4-5 students went to Sky Tag, and the entire school went bowling, and participated in our year-end BBQ where their parents again joined in the fun.

Mary Gardner School

A community garden initiative enabled our students to plant their own gardens and enjoy the benefits of fresh produce. Starting in the fall and again in spring, our students took part in the "Bouge au Max" after-school program offered by Québec en Forme. Our cafeteria maintains their support for our Breakfast Program through the Lion's Club. We are committed to our Daily 5 and we are also developing a Play 5 approach to enable students to read earlier in Kindergarten. Our Parent Participatory Organization is very involved in activities such as our Fun Day and Halloween Day. We participated in two campaigns through Free the Children and in June we created a sensory room for students with special needs. We were the leaders in VCN presentations to enhance project and regular teaching with over 20 presentations. Jump Math was a success in grades 3 and 4 and will be implemented in grades 5 and 6. Levelled Literacy Interventions helped many emergent readers in grades 1 and 2 mainly. We are developing our Word Q program with laptops to help students be autonomous in their work for grades 3-4-5-6.

Ormstown Elementary School

OES kicked off its new school year with a Welcome Back to School day for students and parents which provided an opportunity to meet the teachers, set learning and reading goals, discuss homework and classwork expectations, deliver school supplies and obtain other start-up information. Our Ministry-funded daycare was launched, providing 17 students with before and after-school care. Starting in the Fall, our students benefitted from a variety of lunch hour activities which included yoga, rock climbing, art club, reading club, dance & choir, student leadership and Spanish class. Along with their 30-minutes of weekly community service, students found little time to wonder what they could do at lunch! OES teachers continued to use Common Formative Assessments by performing the ELA, FSL and Math assessments in September and February. After the Christmas break, our staff and students began dedicating class, lunch and after-school time to the rehearsals for our “OES Goes Broadway” Performing Arts show. The show took place to capacity crowds in April. Our students in the Learning Centre received an ALDI grant permitting them to enjoy weekly therapeutic horseback riding lessons at the Lucky Harvest Project. Our Governing Board and PPO were active in their support of our fundraising efforts and extra-curricular activities. The year wrapped up in a flurry with our Grade 5 & 6 students heading to Quebec City, a Volunteer Recognition Luncheon, the NFSB Track & Field event at OES, our Family BBQ, Talent Show, Water Day and Grade 6 sleepover. It has been a very rewarding, jammed-packed year!

St. Willibrord School

The parents and staff of St. Willibrord School can take a moment to enjoy the pride that comes with knowing that working together we have supported a vast amount of learning this year: from knowing their ABCs to solving complex math problems to conversing en Français; from making new friends to being good citizens to learning to cope with loss; our kids have made huge strides! We have focused on our literacy initiatives this year by hiring a 50% English resource teacher and a 67% French resource teacher; we invested in technology such as RAZ Kids, and OSMO to go along with new iPads; we introduced a vocabulary enrichment component to our English classes; and we created Phoenix classes through an ALDI grant which provided 25 minutes per day of enrichment/acceleration/remediation in English, French and Math to every student. We also learned about animal migrations through a giant interactive World Wildlife Federation Map, we visited the Montreal Symphony Orchestra, and we participated in track and field, cup-stacking, volleyball, triathlon and other athletic events. We again planted our community garden, and learned about pollinators. We sang and danced, we drummed and we created beautiful works of art. Our student leaders got a Buddy Bench for the school yard which we are very excited about! We continued to recognize, practice, and celebrate good citizenship in our everyday lives. Most of all, we learned that learning can be fun, it opens the door to endless possibilities, and we can all achieve at high levels when we work together.

High School Reports

Chateauguay Valley Regional High School

CVR offers a Regular, a Bilingual, and a Universal program; with the latter including “Français langue d’enseignement” offered from Secondary I to V. Literacy support in both languages is assisted by our Reading Resource Program. Our transition efforts help elementary students progress to high school and have been instrumental in the success of our Secondary I students. We also believe it is important to teach students about tolerance, cooperation, and respect. A team of students and mentors works collaboratively to instill these principles in our culture. Our international students enrich our culture and inspire understanding and appreciation of various ethnic differences. We explore other cultures through various events and by offering our senior students an opportunity to travel to Europe. We offer SmartBoard Interactive learning, supported by online guided tutorials and remediation in subjects such as Math, English Language Arts, Science and French. Embracing the 21st century learning trends, our Multimedia Center holds a library, SmartBoard technology, video conferencing equipment, and a computer lab. This Center supports research and learning through a team of dedicated professional who offer an after-school homework program. School life is vibrant with the majority of our students participating in extra-curricular activities ranging from sports to performing arts, to leadership. Our Community Learning Centre is growing and is recognized as being an active partner in the community. We are a regional school where collaboration and respect are at the heart of our community! Our strength, our people!

Howard S. Billings Regional High School

Given our positive results from the previous year, the challenge is not only to maintain these results, but continue to make improvements in all subject areas, and more specifically in History. Closing the achievement gap between students at-risk and other students continued to be a priority. Strategies included professional development workshops by parents of at-risk students. The school received a Native grant to focus on academic success for Native students. We provided many areas for students to get involved in student life. Of note, the girls’ juvenile rugby team and boys’ lacrosse teams both won GMAA Championships. Our Arts Department, specifically the SWAT (Students Working Artistically Together) team, visited our elementary schools and entertained the school community with many evening performances. Students were involved in school governance opportunities through committees such as Governing Board, Prefects, Student Council, and Student Coalition. Students were also responsible for several awareness campaigns including Aboriginal Day, LGBTQ, and Autism, to name a few. Staff members were involved in professional development, both in-school and out, school governance or other school leadership activities, and student extra-curricular activities. The community was once again invited to our community BBQ, which was a great success. Other events for the school community included Open House, a successful fundraising campaign for Fort McMurray fire victims, and “Coffee with the Principal.” The school continues to support the Billings community through partnerships, openness, accountability, student and staff leadership opportunities, all with an emphasis and focus on student success.

Career Centre Reports

Chateauguay Valley Career Education Centre

The 2015-16 year was a year that saw over 125 graduates from our different programs. Student success is our priority, and by having a positive school culture we have ensured that our students enjoy the short time they spend with us. Landscaping Operations had 12 students registered and 11 graduated. Our Carpentry Department has the plans for the Habitat for Humanity “Our House” project and will start building in August. Our Health Care team was relieved to find out we were granted the HAN program for another year. We have also spent time adding to our portfolio in order to acquire the program for several more years. Our staff and students once again went on their humanitarian trip to the Dominican Republic. The reality of nursing in other countries, humanitarian efforts as well as awareness of how fortunate our students are to be educated in a country where it is valued, ensures that our students get an education unlike the rest. New to CVCEC was our first Residential & Commercial Drafting group. The group is comprised of 16 Chinese students and 2 local students. We are also offering a 450-hour French program for immigration status to 12 of the 16 Chinese students on weekends and evenings. We are glad to welcome Rachida El Aarfaoui, Jason Sheppard, and Rachel Arsenault to the CVCEC teaching team.

Huntingdon Adult Education & Community Education Centre

We had a great year at HAECC with over 151 students passing through our doors each day and a vibrant evening schedule for our community. We offered driver’s education, MAPAC training for restaurants and food production, first-aid, CPR, and agricultural courses. We also kept the Cardio-room very busy. The PASS program contributes to the school by linking at-risk students to our Centre and programs. Our successful SFIS/SVIS classes for adults with special needs, had forty-four students who worked on individualized programs with their educators. Our partnership with the CSSS and Melissa’s Sunshine Camp has increased our enrolment by 20 students. The Adult Education program had 21 graduates which is triple the amount from previous years. We also qualified 18 students to enter vocational training programs, and the Horticulture Program had 9 graduates. We attribute most of this success to having a strong retention plan where the students’ social and emotional needs are supported. Our teachers have worked hard to develop a RAC program for next year to qualify people who have been working in the field of horticulture for several years. Some of our teachers went to the Dominican Republic this spring to see what aid our Horticulture students could bring to remote, impoverished regions of the country. HAECC has something for everyone in the community. We are proud of our achievements and look forward to working on new ways to increase our student population and community involvement, while creating innovative programming for the future.

Nova Career Education Centre

Again this year NOVA participated in the annual HSB/NOVA Community BBQ. We also hosted Héma-Québec's Blood Drive. We had a visit from some students from Chateauguay Valley Regional High School to see training in action. For Halloween, students and staff wrapped themselves up in creative, witty and spooky attires. Our NOVA NorthStars men's basketball team was back in action when the team participated in a Home & Home exhibition with Stanstead College. Following are a few highlights from our vocational programs: In our Hairdressing Department, "Client Days" were an opportunity for our hairdressing students to welcome real-life customers to the NOVA Hair Salon. Our Welding teacher and NOVA graduate Jonathan W.J Shang is one of our success stories. He exemplifies the reasons "why welding is worth it". In Automobile Mechanics, twice this year, as part of NOVA's function as the Centre of Expertise for the English sector, we hosted professional development seminars to help keep Quebec's English-speaking Automobile mechanics teachers current with new technologies. 25 students from the Residential & Commercial Drafting program visited the Canadian Centre of Architecture (CCA) as it relates to their Reinforced Concrete module of the program. In Interior Decorating & Visual Display, students worked on Christmas decorations, St-Valentine's day, Chinese New Year and art designs presented as part of the International "Hello Kongzi" exhibit during the "Montréal En Lumière" festival.

x

The School Board's Strategic Plan for Success 2014-2018

Each day close to 5,000 students and almost 700 employees fill our schools, centres, and offices. We educate. We celebrate. We learn.

Guiding us is our Strategic Plan for Success. It is made up of eight goals; the first five goals were prescribed by the Ministry of Education, who also mandated the objectives, the indicators, and the targets. The New Frontiers School Board added three more goals which we felt are important to our students and our communities.

Read about our goals and our first-year results in the following pages.

Success for all students!

Goal #1

Increase graduation/qualification rates of students under the age of 20

Goal #2

Increase command and quality of English and French literacy

Goal #3

Improve levels of retention in school and academic success among certain target groups, especially handicapped students or students with learning or adjustment difficulties.

Goal #4

Growth of a healthy and safe environment in schools/centres

Goal #5

Increase the number of people under the age of 20 in vocational training paths

Goal #6

Optimize the conditions for professional growth to enable all employees to support student success

Goal #7

Increase the effectiveness of our interactions with our students, employees, parents, partners, and communities

Goal #8

Department resources, infrastructures, processes, and delivery of services are clearly linked to the success of our students.

Goal #1

Ministry of Education

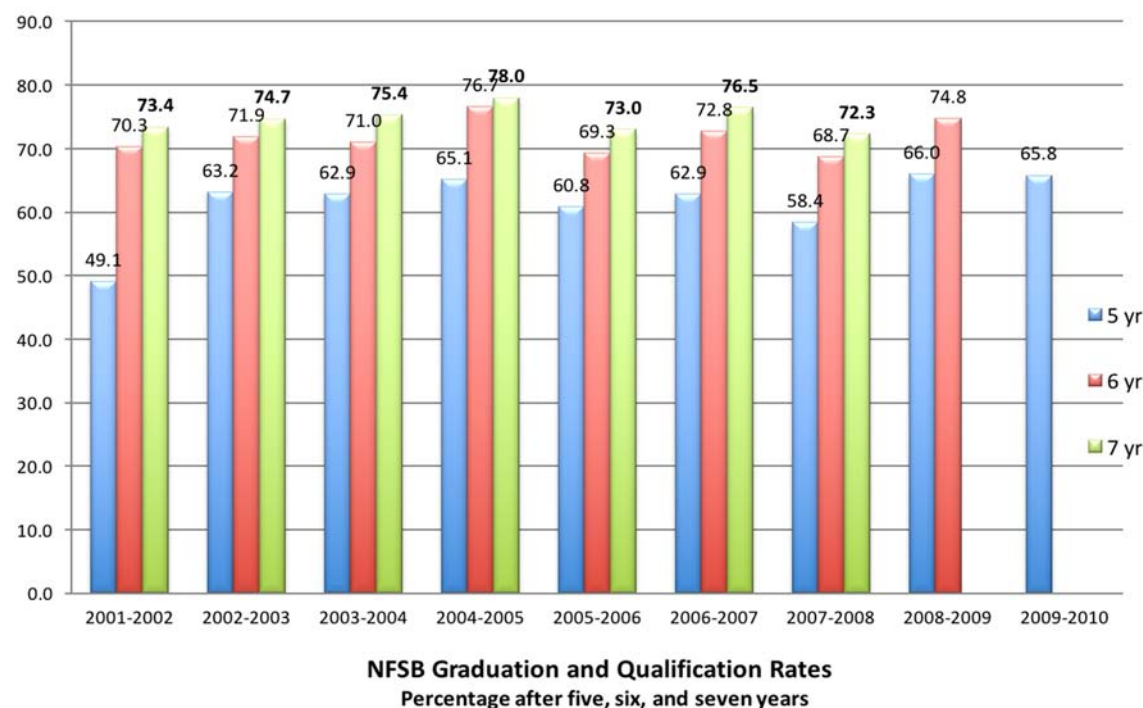
Increase graduation/qualification rates of students under the age of 20

Objectives

1. To increase the percentage of students under the age of 20 who graduate or acquire qualification.
2. To increase the percentage of Elementary, Secondary and Adult Education students reading at grade level.
3. To increase the success rate in the Mathematics, Science & Technology and History & Citizenship subjects required for graduation.
4. To reduce the number of students who leave without completing a diploma or certification.

Context

The first objective in Goal #1 is to increase the number of students under the age of 20 who graduate or obtain qualification. Students may do so by graduating from high school, qualifying from a Work-Oriented Training program, completing high school leaving requirements in the adult education sector or graduating from a vocational training program. In June 2014, seven years after the 2007-2008 cohort began their secondary studies, their graduation and qualification rate was 72.3%. This rate is below the provincial average for public sector school boards by 1.5% and the



entire province as a whole (private and public) by 5.4%. The Ministry of Education has set NFSB's graduation and qualification rate for the year 2020 at 86%, two years after the end of this strategic plan.

Source : Ministry of Education, Portrait des statistiques ministérielles, juillet 2015

The second objective of Goal #1 is to increase the percentage of Elementary, Secondary and Adult Education students reading at their grade level. Research has demonstrated a correlation between reading at level in the elementary grades and increased graduation rates. It is for this reason that objective #2 supports the goal of increasing the number of students who graduate or obtain certification. The transition from "Learning to Read" to "Reading to Learn" generally occurs in grade 3 however many students struggle through this transition into high school. This explains why support for reading must continue to be monitored and sustained throughout Secondary and Adult Education.

It is important to acknowledge that 50% of the schools in our School Board are identified as NANS (New Approaches, New Solutions) schools, with socio-economic indexes ranging from 8 to 10 (Table 2). The high incidence of students at risk due to socio-economic disadvantage is a critical factor in the portrait of New Frontiers.

SCHOOL	SEQ index
Centennial Park Elementary	5
Chateauguay Valley Regional High School	10
Franklin Elementary	8
Gault Elementary	9
Harmony Elementary	7
Hemmingford Elementary	7
Heritage Elementary	10
Howard S. Billings Regional High School	4
Howick Elementary	8
Mary Gardner Elementary School	5
Ormstown Elementary	9
St. Willibrord Elementary	6

Source: MEES, SPSC, DSID, SIS, compilation spéciale des données du recensement canadien de 2006 (production mars 2015)

Four elementary schools, one secondary school, and one adult/vocational training centre in Chateauguay serve the First Nations students from the community of Kahnawake (Table 3). These students may sometimes need particular support in terms of school retention and adaptations to the curriculum. Our schools and training centre offer a variety of programs and additional support funded through Aboriginal Literacy grants.

School	# of Aboriginal Students	% of student population
Centennial Park Elementary	13	4%
Harmony Elementary	21	8%
Howard S. Billings High School	210	23%
Mary Gardner Elementary School	36	10%
NOVA Career Centre	70 (part-time)	25%
St. Willibrord Elementary School	119	39%

Source: NFSB internal data, official September 30th enrolment figures

The third objective of Goal #1 is to increase the success rates of Grade 10 subjects required for graduation. This includes: History & Citizenship Education, Science & Technology, and Mathematics. All three subjects involve a uniform year-end evaluation that comprises 50% of the overall subject result. The success rates of

the Elementary Cycle 3 evaluation in Mathematics, the Secondary 2 common summative assessment in Science & Technology and the Secondary 3 common summative assessment in History & Citizenship Education are also tracked.

The fourth objective is to decrease the number of students under 20, who leave without graduating or obtaining certification. The benchmark of 68 student “leavers” reflects the number of students who left the system but also includes students who moved out of the province of Quebec, returned to a school in a Native community, or who are deceased. The Ministry of Education has set a provincial target of reducing the number of dropouts by 5000 students; NFSB’s share is to reduce by 10 students by the year 2020.

Objective Statement		Benchmark 2013-2014	Target 2018	Current Results Board 2015-2016
1. *	To increase the percentage of students under the age of 20 who graduate or acquire qualification.	76.5% (2013, 7 year cohort)	86.0%	Will be available in 2017 from the Ministry
2. **	To increase the percentage of Elementary, Secondary and Adult Education students reading at grade level.	Grade 2: 70% Grade 4: 84% Grade 6: 65% Grade 8: 57% Grade 9: 52% HA ECC: 53% NOVA: 52%	Grade 2: 75% Grade 4: 80% Grade 6: 70% Grade 8: 74% Grade 9: 78% HA ECC: 53% NOVA: 69%	Grade 2: 57% Grade 4: 80% Grade 6: 67% Grade 8: 59% Grade 9: 59% HA ECC: 32% NOVA: 59%
3a. ***	To increase the success rate in the Secondary 3 Summative Assessment and Secondary 4 History and Citizenship Education courses.	Sec 3 38% (2015)	Sec 3 65%	Sec 3 50%
		Sec 4 History: 73% Histoire: 82%	Sec 4 History: 77% Histoire: 85%	Sec 4 History: 75% Histoire: 89%
3b ***	To increase the success rate in the Secondary 2 Summative Assessment and Secondary 4 Science and Technology course.	Sec 2 65%	Sec 2 70%	Sec 2 62.2%
		Sec 4 78%	Sec 4 80%	Sec 4 82%
3c. ***	To increase the success rate in Cycle 3 Elementary End of Cycle Evaluation and Secondary 4 Mathematics courses.	Cycle 3: Sit prob: 76% App quest: 59%	Cycle 3: Sit prob: 80% App quest: 70%	Cycle 3: Sit prob: 72% App quest: 37%
		CST: 64% SN: 97%	CST: 70% SN: 96%	CST: 74% SN: 95%
4. *	To reduce the number of students leaving secondary without a diploma or certificate.	2011-2012 Cycle 1: 13 Sec. 3: 26 Sec. 4: 12 Sec. 5: 17 Total 68	Cycle 1: 10 Sec. 3: 15 Sec. 4: 15 Sec. 5: 9 Total 49	2013-2014 Cycle 1: 14 Sec. 3: 12 Sec. 4: 4 Sec. 5: 11 Total 41
Sources: *Ministry of Education, Portrait des statistiques ministérielles, juillet 2016; **NFSB internal results, GRADE assessment tool; ***Ministry of Education third publication of results, September 2015				

Progress

Objective 1 - Graduation and Qualification Rates

The most recent Ministry of Education 7-year cohort result (72.3% in 2013-2014) reflects a 4.2% decrease from the previous year's rate of 76.5%, with the youth sector contributing a decreased percentage of graduating or qualifying students (64.5% from the youth sector, down from 67.7% in the previous year; 7.2% from the adult sector compared to 7.5% and 0.6% from the vocational training sector, down from 1.3%). The youth sector contributed 89% of the graduates, while the adult and vocational sectors contribute 10% and 1% respectively.

The target graduation rate for the end of this strategic plan is 86% by June 2018. While the 2014 graduation rate is 72.3%, an increased trend is evident with the 2015 6-year rate, already at 74.8%. It is predicted that the 7-year rate for the 2015 cohort will approach 80%. The 2016 graduation cohort also records an increased 5-year rate of 65.8%, the NFSB's second highest 5-year graduation rate in the last 10 years.

The variance from year-to-year in our graduation rates reflects several factors, however many of the strategies implemented are demonstrating positive results.

- Some of the strategies that will continue to influence the graduation and qualification rates include a number of systemic activities that have been focused on the elementary to secondary transition. The feedback from students and teachers from these efforts is encouraging and is certainly influencing the level of engagement within each Middle School.
- The fourth year of students to qualify for a Work-Oriented Training Certificate are included in the certification results for 2014. In previous years, students completed an in-house work-study program but they did not benefit from the recognition of certification. These newly acknowledged "graduates" will continue to have a positive impact on our graduation and qualification rates.
- Increased collaboration between the youth and adult/vocational sectors will further assist appropriate placement of students, transitions from the youth to the adult and/or vocational training sectors, support for adult students with special needs and the continuation of educational opportunities for all.

Objective 2 – Elementary, Secondary and Adult Reading Levels

The reading levels of all elementary students up to Grade 6 were determined using the PM Benchmark Reading Assessment system designed to assess students' instructional and independent reading levels. Classroom teachers use this information to adapt and modify their instructional approaches. Schools use this information to identify students who require additional support, either through resource intervention or the early intervention reading program called S.T.A.R.T. (Strategies that Target the Acquisition of Reading and Talk). Both of these types of support are found in all of our elementary schools. The reading level of all Grade 6, secondary and adult education students was determined using the G.R.A.D.E. - Group Reading Assessment and Diagnostic Evaluation tool. The benchmark for these indicators was established in June 2014 for Elementary students, September 2013 for Secondary students and August 2014 for Adult Education students.

The results of this year's elementary reading assessments demonstrate a 3% decrease and 8% increase in the reading levels of Grade 2 and 4 students. While this decrease may be of some concern, efforts to strengthen the subjective nature of this assessment continue to result in lower reading scores. Training for teachers and an improved understanding of the need to ensure comprehension and not only fluency, have resulted in lower results across the elementary system. We welcome this "adjustment" in what we consider an effort to work with more valid results. The increase in reading levels of our grade 4 students is the hopeful result of the many resource interventions in the early elementary years.

The Grade 6 reading assessment is performed in June in order for students to transition into high school with a reliable reading level. The Grade 6 results in June 2016 recorded a 2% increase in the percentage of students reading at grade level. This assessment provides feedback on not only sentence and passage comprehension but also listening comprehension and vocabulary acquisition. The Grade 8 and 9 reading results noted an 8% and 2% decrease in comparison to last year's data. This decrease is within the variability that is recorded from year to year.

Over the past three years, all students in our Adult Education sector have had their reading levels assessed upon entry into a program of study. While the reading levels serve to inform our teachers, it has proven challenging to influence and support reading development given that adult students tend to remain in a program for a relatively short period of time. As is the case again this year, the percentage of students reading at level, varies greatly from one year to the next and one Centre to the next.

- Early literacy intervention strategies (S.T.A.R.T.) in Cycle 1 elementary will continue to demonstrate a positive impact on elementary reading levels in the next few years.
- Most elementary schools have resource models that provide reading interventions for students reading below grade level.
- Both high schools are developing their own reading interventions for struggling students. This is primarily delivered through the resource model however it is understood that the goal must be to influence classroom teacher practice in order to be effective and sustainable.
- Our Adult Education sector is working through effective resource models that support students who have significant reading challenges as they work on the completion of their secondary requirements.

Objective 3a - Success Rate in Secondary 4 History & Citizenship Education

Objective 3b - Success Rate in Secondary 4 Science & Technology

Objective 3c - Success Rate in Secondary 4 Mathematics

History & Citizenship Education, Science & Technology, and Mathematics at the Secondary 4 level were subjected to Ministry of Education uniform evaluations in June 2016. Summer school supplemental exams provide students with an additional opportunity to write the Ministry exams.

History & Citizenship Education is taught in both English and French. Many of our students enrolled in the bilingual program complete the course in French. The success rate of NFSB students enrolled in the History course in French (087-404) is 89%. This success rate is higher than the benchmark established in 2014 of 86%. Students who wrote the History exam in English had a success rate of 75%, a 2% increase from the 2014 benchmark rate of 73%. The combined success rate for History & Citizenship Education (in English and in French) after the August 2015 supplemental exam period is 80.5%. This represents a 5.5% increase over last year's combined rate of 75%.

Only one path of Science & Technology (General) is offered in each of our high schools. The success rate of 82% represents a 4% increase over last year's rate of 78% (2014). This rate is 2% above the established target of 80% for the end of this strategic plan.

In Secondary 4 Mathematics, there are two paths: Cultural, Social and Technical (CST), and Science (SN). The overall success rate for these two paths combined was 84.5%. It is encouraging that more students are opting for and prepared to succeed in this advanced option. The SN course recorded a 95% success rate, a 2% decrease compared to last year's rate. The success rate in CST math was 74%, 10% more than last year's result.

Objective 4 - Students Leaving without a Diploma or Certification

NFSB had an average from 2003 through 2007 of 100 students defined by the Ministry of Education as students who did not complete their graduation or qualification requirements. In 2014, this number was 41 student leavers, successfully below the target set for 2018 of 49 students. Transition efforts have been implemented in both high schools and that all Cycle 1 students were involved in at least one extra-curricular activity. All students were supported through their transition with a number of welcoming and engaging activities.

Goal #2

Ministry of Education

Increase command and quality of English and French literacy

Objectives

1. To increase all students' academic results in English Language Arts
1. To increase all students' academic results in French Second Language

Context

The New Frontiers School Board has adopted a bilingual programming model at the elementary level. This means that we deliver pedagogical services 50% in English and 50% in French, with Language Arts being taught in English from kindergarten through grade 6. One exception exists in an elementary school that serves a predominately French-speaking population (Gault Institute in Valleyfield); the programming in this school is primarily in English.

At the secondary level, while instruction is based on an English mother tongue model, enriched programming is provided; this includes programming in enriched French second language and French mother tongue. Further enrichment opportunities exist in both high schools with the International Baccalaureate program at Howard S. Billings, and the locally developed Universal Program at Chateauguy Valley Regional High School. To promote bilingualism and inter-cultural collaboration, an "Option Études" program exists in Chateauguy in collaboration with the *Commission scolaire des Grandes-Seigneuries (CSDGS)* at the first-cycle secondary. French and English students are grouped together and spend half of the school year at *Ecole Gabrielle Roy (CSDGS)* and the other half at Howard S. Billings High School (NFSB). As well, our two high schools use data from many sources to provide information about individual students. With this information, the schools can identify at-risk students and provide support and resources. The schools have access to Common Formative Assessments, GRADE results, PM and GB+ results.

At the adult level, Secondary V French Second Language and Secondary V English Language Arts courses are taught which lead students to graduation requirements. The students in the Chateauguy area attend the Nova Centre, and in the Chateauguy Valley, students attend the Huntingdon Adult Education & Community Centre.

Objective Statement	Baseline Year (2014)	Target Year (2018)	Current Results	
			Board	
1	To increase all students' academic results in English Language Arts (ELA) - Reading and Listening	C3 – 64%	C3 – 72%	66%
	To increase all students' academic results in English Language Arts (ELA) - Product	C3 – 64%	C3 – 72%	75%
	To increase all students' academic results in English Language Arts (ELA) - Sec. V Global result	71%	75%	74%
	To increase all students' academic results in English Language Arts (ELA) - Overall Success Rate	95%	95%	92%
	To increase all students' academic results in English Language Arts (ELA) - End of Units Adult Education	(2015) 81%	87%	94%

C3 = Cycle 3 (grade 6)

Progress

English Language Arts – Secondary V

In Secondary English Language Arts, the NFSB had a 1% decrease in its success rate result however increased in the global result by 3%, which was a focus point of this year. The overall result is comprised of two evaluations: strategic reading for comprehension, and writing. In looking at those results our students performed better in the writing evaluation than the reading. This is noted in our Elementary results as well. Our Adult Centres have seen an increase of 13% for those students following the English Language Arts program in order to complete their secondary qualifications.

Objective Statement		Baseline Year (2014)	Target Year (2018)	Current Results
				Board
2	To increase all student academic results in French Second Language (FSL) – C3 Interagir	75%	77%	79%
	To increase all student academic results in French Second Language (FSL) – C3 Comprendre et lire	66%	68%	67%
	To increase all student academic results in French Second Language (FSL) – C3 Produire	70%	72%	81%
	To increase all student academic results in French Second Language (FSL) – Sec. V Global result	77%	79%	76%
	To increase all student academic results in French Second Language (FSL) – Sec. V Success Rate	94%	94%	92%
	To increase all student academic results in French Second Language (FSL) - End of Units Adult Education	(2015) 87%	91%	93%

Progress

French Second Language (FSL)– Secondary V

The NFSB maintained the same results in both the global result as well as the success rate result. We have students enrolled in FSL – Enriched program, which is not reflected in the uniform exam results. Our students who wrote the Ministry’s complementary exam for FSL – Enriched in June 2016, achieved a 100% success rate. The NFSB also had a small cohort of students who followed the French Mother Tongue (language of instruction) program. The students achieved a 100% success rate. In our Adult Centres, the French Second Language course has produced very high results for the students requiring the course for secondary qualifications.

Goal #3

Ministry of Education

Improve levels of retention in school and academic success among certain target groups, especially handicapped students or students with learning or adjustment difficulties.

Objectives

- To increase the percentage of students identified as EHDAA (élèves handicapés ou en difficulté d'adaptation ou d'apprentissage) who graduate or acquire qualification
- To increase the accessibility of educational services to adult students with learning challenges and identified special needs

Context

We are an inclusive school board; students with special needs are integrated into our schools. While our overall enrollment has seen a decline, the number of students identified with special needs continues to grow. In response, we offer a range of services to our students with special needs aimed at supporting their learning. Our Complementary Services Team includes:

- Speech & Language Pathologists supporting students with language disorders;
- Psychologists providing consultation and assessments;
- Re-adaptation Officer working with our students with autism;
- Special Education Consultant supporting our teachers.
- Special Education Technicians & Attendants working directly in the classrooms.

We also work with outside partners such as the Montreal Association for the Blind and the Montreal Oral School for the Deaf, who provide students with equipment that enables them to learn alongside their peers in our integrated classrooms. At the adult level, we offer the SIS Program (Social Integration Services) which supports adults with special needs. Students engage in activities that are geared to help them become more autonomous in the community. "Options" or SVIS (Socio-Vocational Integration Services) is geared towards students who have passed a secondary II level and provides soft skills and academics that could lead to employment.

Objective Statement		Baseline Year	Target Year	Current Results
		2013-2014	2018	2015-2016
1	To increase the percentage of students identified as *EHDAA (special needs) who graduate	5yr - 41%	5% increase	80% (61/76 students)
		6yr - 22%	2% increase	12% (9/76 students)
		7yr - 16%	2% increase	8% (8/76 students)
	To increase the percentage of students identified as *EHDAA (special needs) who acquire qualification	20%	5% increase	21% (8/38 students)
2	To increase the accessibility of educational services to adult students with learning challenges and identified special needs	15 students	5% increase	38 students

*EHDAA : élèves handicapés ou en difficulté d'adaptation ou d'apprentissage

Progress

Our 2015-2016 results for 5-year, 6-year and 7-year cohorts do not include our students with special needs from the Learning Centers (a small special education class) or our students in the Work Oriented Training Program. Our results show an increase in the number of students who acquired qualification as well as an increase in the number of students attending our SIS and SVIS services.

Goal #4

Ministry of Education

Growth of a healthy and safe environment in schools/centres

Objectives

1. To decrease incidence of bullying and violence (youth sector)
2. To develop engaged, informed, caring and active citizens through the Character Education & Citizenship Program
3. To increase regular daily practice of healthy eating and active living
4. To continue to improve the air quality in our schools and centres
5. To improve student and staff safety awareness and preparedness for emergency response situations

Context

One of NFSB's four orientations is Health & Wellness. In this context, we seek to create a hospitable learning environment where everyone feels they belong and are appreciated. This includes consideration to both the physical and social environments which we support through our anti-bullying and anti-violence initiatives, as well as our commitment to character education, physical education and health.

Objective Statement		Baseline Year 2014	Target Year 2018	Current Results
				Board
1	To decrease incidence of bullying and violence	Bullying: 6 incidents Violence: 206 (June 2016)	Bullying: 0 incidents Violence: 150 (1 incident per school, per month)	Bullying: 12 Violence: 206
2	To develop engaged, informed, caring and active citizens through the Character Ed. & Citizenship Program (CEP)	3 schools with CEP	Increase by 3 schools annually	14 out 15 have a CEP. Digital Citizen Events: Students (54) Parents (5) Teachers (22) Administrators (0)
3	To increase regular daily practice of healthy eating and active living	Students who consume more than 5 fatty/sweet foods per day Elem: 46% / Sec: 54%	Elem: 40% Sec: 48%	Elem: 47% Sec: 49%
		Hours/day engaged in physical activity Elem: 1.1 / Sec: 0.8	Elem: 1.3 hours Sec: 1 hour	Elem: 1 hour Sec: 0.7 hour
4	To continue to improve the air quality in our schools and centres	9 substantiated air quality cases reported	0 substantiated cases	19 air quality cases reported
5	To improve student and staff safety awareness and preparedness for emergency response situations	Percentage of buildings conforming to all procedures: Lockdown Drill: 81% Fire Drill: 50% Emergency Kit: 31%	100%	Percentage of buildings conforming to all procedures: Lockdown Drill: 100% Fire Drill: 100% Emergency Kit: 100%

Progress

The areas of greatest progress include: Character Education & Citizenship Programs that are present and self-sustaining in virtually all of our buildings and where Digital Citizenship awareness for students is part of many class and school activities; and full compliance with targets for student and staff safety awareness and preparedness for emergency response situations.

Goal #5

Ministry of Education

Increase the number of people under the age of 20 in vocational training paths

Ministry Objective

To increase the number of students under the age of 20 registered in vocational training paths

NFSB Objective

To increase the number of students who are certified in their vocational training program

Context

We have three Vocational Training Centres: Nova in Chateauguay; the Chateauguay Valley Career Education Centre in Ormstown; and the Huntingdon Adult Education & Community Centre in Huntingdon through which we offer 17 vocational training options. We also provide vocational training to students who are off our territory through agreements with other school boards. Through our own centres and agreements with others, we continue to increase the availability of options for our students under the age of 20.

We focus on strategies that bring students to us, and ones that help them remain in their programs. Such supports include:

- SARCA (*Service d'accueil et référence, conseils, et accompagnement*), a reception, referral, counseling, support service for all community members;
- RAC (Recognition of Acquired Competencies) which could assist potential clients in the recognition of prior experience to accelerate their path to a diploma;
- High School Equivalency and General Development testing to qualify entry to a vocational option;
- Support to students who qualify for loans and bursaries;
- Student-for-a-Day where students can participate in a trade of their choice; and
- Various student activities (clubs, sports, etc.) as these have been shown to have a positive impact on student retention.

There are also activities that involve collaboration between the youth and adult sectors, which create opportunities for students in the youth sector to experience and learn about the options that are available in the vocational sector.

Ministry Objective Statement	Baseline Year 2012-2013	2013- 2014	Target Year 2014-2015
Increase the number of students under the age of 20 registered in vocational training	103	115	127

Source : Ministry of Education, *Portrait des statistiques ministérielles*, juillet 2015

Progress

In 2012-13 (the baseline year), the number of students under the age of 20 enrolled in vocational training, according to the Ministry of Education criteria, was 103. The target set by New Frontiers is to increase by five students from the previous year. In the 2013-14 school year, there were 115 students under the age of 20 enrolled in vocational training—an increase of 12 students from the previous year. In 2014-2015, there were 127 students—an increase of 12 students from the previous year.

NFSB Objective Statement	Baseline Year 2014-15	2015-2016	Target Year 2018
Increase the number of students who are certified in their vocational training program <ul style="list-style-type: none"> • The number of students under 20 who are certified • The number of students 20 and over who are certified 	636 86 under 20 331 20 & over 219 20 & over	432 84 under 20 348 20 & over	Increase by 10 students

Progress

We will be tracking the number of students under the age of 20 and the number of students who are 20 years and over who were certified during the school year. The target set by the School Board is to increase by ten students from the previous year. In 2014-15 we were in a partnership in which we provided training to 200 students; the partnership has since expired.

Goal #6

New Frontiers School Board

Optimize the conditions for professional growth to enable all employees to support student success

Objective

To work with professional growth frameworks and provide professional learning opportunities that support the 2014-2018 School Board Strategic Plan for Success

Context

The New Frontiers School Board recognizes that effective professional growth has one of the most positive impacts in the classroom. Following extensive research, the Board selected the Charlotte Danielson Framework to guide professional growth and assessment of teachers. The Danielson Framework is powerfully evidence driven. In order to align our professional growth efforts, the Board is reorganizing its assessment of other employee groups and aligning job-related competencies in keeping with the spirit of the Danielson Framework.

Objective Statement	Baseline Year 2014	Target Year 2018	Results 2015-16
To work with professional growth frameworks and provide professional learning opportunities that support the 2014-2018 School Board Strategic Plan for Success	Number of competencies selected: Teachers – 0 Support staff – 0 Professionals – 0	Number of competencies selected: Teachers – 4 Support staff: 7 Professionals: 7	Number of competencies selected: Teachers - 4 Support staff: 7 Professionals: 7

Progress

The team has identified four core/power competencies for Teachers. These four competencies involve: Planning and Preparation, The Classroom Environment, Professional Responsibilities, and Instruction. Definitions for each core/power competency have been developed. The team has also identified seven core/power competencies for non-teaching staff (support staff). These seven involve: Service Delivery, Organization, Communication, Collaboration, Professionalism, Judgment, and Safety. The definitions for each of the core/power competencies have been developed and further collaboration will take place on developing the framework for working with administrators and union groups to create job-specific criteria.

Goal #7

New Frontiers School Board

Increase the effectiveness of our interactions with our students, employees, parents, partners, and communities

Objective

To build effective communication practices through centralized strategies and increased use of social media.

Context

The communication goal was developed to help guide us in our communication efforts. Over the years, communication tools have changed...some drastically, however the importance of good communication has not changed, and good communication matters to us. We understand the importance of consistency, cascading messages, and the matching of media tools to our target audiences. To improve the overall impact of our communications and to build effective communication practices, we agreed the first step would be to capture a snapshot of our current practices through a communication satisfaction survey. This snapshot would drive subsequent years' strategies for improvement.

Objective Statement	Baseline Year 2014	Target Year 2018	Result 2015-16
To build effective communication practices through centralized strategies and increased use of social media	Communication Satisfaction Result: TBD	To increase level of satisfaction by: TBD	Employee Satisfaction Survey was undertaken

Progress

During the spring of 2016, we applied for and were granted Federal funding to undertake our employee satisfaction survey. We hired Abacus Data and worked directly with Mr Bruce Anderson. In May 2016, the survey was launched. We heard from 431 of our employees, giving us a very reliable margin of error of plus or minus 3.1%. Preliminary data was provided at the end of June 2016. Interestingly, some of the data is showing us that communication through social media is not what our employees want all the time. Results suggest that a balance between face-to-face and electronic interactions would be appreciated.

The framework for each of our schools' websites exists. Work continues with the school teams to have information uploaded to the sites. Schools are using Facebook pages to further engage their communities, communicate their successes, and share important events and news. At the end of the 2015-26 school year, Facebook was being used by five of our elementary schools, and one high school.

In March 2016, a Community Connections event was held with our stakeholders invited to share in a conversation based on the following theme: "Clarity. Community. Communications. How are we doing?" The information feedback from this event has been collated and will be shared across our system, and used to guide our communication strategies and the development of our Communication Plan.

Goal #8

New Frontiers School Board

Department resources, infrastructures, processes, and delivery of services are clearly linked to the success of our students.

Objectives

1. To increase employees' work engagement and job satisfaction
2. To build a qualified and diverse workforce through value-added recruitment
3. To restructure service delivery processes to reduce administrative burden
4. To optimize resource allocation for buildings and maintenance
5. To provide improved network performance and critical service redundancy

Context

The New Frontiers School Board has as a core value that every employee is of equal value as long as they are focused upon student success. In the creation of the strategic plan in 2014, a goal was set to include elements to improve the linkage between the efforts of the Board's non-pedagogical staff and the overall results of pedagogical activity. We wish to make it easier for all employees to understand how their work impacts upon our central mission.

The objectives selected for this goal are centered primarily on the impact of effective recruitment and management of human resources, upon the optimization of workflows and processes for the management of financial and material resources, and upon ensuring a robust and high quality IT network to support pedagogy and operational management.

Progress

The achievement of some of these objectives, such as the continuous improvement of recruiting and employee satisfaction, or the of the IT network, have fairly direct impact upon the effectiveness of pedagogy. For other initiatives, such as those relating to the restructuring of service delivery processes, the connections are more indirect, taking the form of reduced administrative burden in schools and centres, and of more responsive maintenance of our buildings and infrastructure.

- In 2015-2016 we implemented a web-based service request system to replace the existing paper-based work order systems used for both IT and maintenance. This resulted in a reduction of both for paperwork and time for schools and centres for these departments.
- The ability of the Board to effectively prioritize its infrastructure needs in order to maximize timely access to capital funding for projects from the Ministry of Education (MEESR) depends upon having an accurate and up-to-date picture of all of its buildings. This "picture" is a specialized database containing a virtual map of the condition of every aspect of the buildings. As of June 30th, 2016, the updating of external structures in the "SIMACS" database has been completed, and the building interiors are at 45%.
- Due to its location and geographic distribution, the Board is not always able to quickly fill positions in all its schools and centres. Through the implementation of more effective recruitment and retention measures, the Board is committed to measuring, and improving, the average "length of time required to hire", and the "quality of hire" or "fit" of new employees.
- The IT network connecting us all to each other, and to the world via the Internet, supports pedagogy, communications, and critical operational software. With increasing use of wired and wireless technology and with the migration of data and applications to the "cloud", our network and IT infrastructure must be both scalable and robust. 2015-2016 efforts to support this include the achievement of our goal of ensuring that all fifteen of our buildings are supported by one gigabyte per second fibre optic connections. The Board also upgraded the core switches which are the cornerstones of our network infrastructure, in order to better support current and future needs in wired and wireless networking.

- We believe that our greatest asset is our employees. We have therefore set as a goal to increase employee engagement and satisfaction by 5% annually. In order to achieve this, we will annually measure our Employee Relations Index (ERI) and implement action plans focused on the three areas where we are weakest.
- The options for reducing the workload of schools and centres through improved or re-engineered processes take two forms. We are seeking to either reduce the number of physical documents processed (handled), or to reduce the number of transactions performed. The gradual implementation of the service request system over the course of the year fees resulted in a reduction of documents to be handled by school and center personnel by about 400 documents. The piloting of online payments for student and daycare fees in two schools for resulted in further reduction of in a reduction of documents to be handled by school and center personnel by about 100 documents and transactions in 2015-2016.

The objectives identified in Goal 8, and their related initiatives, provide for broad participation of Board level staff in particular as they engage in thoughtful and structured change to their work processes leading to measurable impacts upon the resources, time and energies available to school and centre staff to support student success.