



COMMITMENT TO SUCCESS PLAN

**ENGLISH MONTREAL SCHOOL BOARD
2023-2027**



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GOAL OF THE COMMITMENT TO SUCCESS PLAN

The EMSB's Commitment to Success Plan is the blueprint of its vision, achievements and challenges, shared with all its stakeholders, to support the effective and efficient integration of student-centered goals and objectives. This plan describes the school board's planned actions, protocols, and practices to ensure the educational success of all its students.

REFERENCES TO THE LEGAL AND REGULATORY FRAMEWORK

"209.1. For the exercise of its functions and powers, every school board shall establish a Commitment-to-Success plan that is consistent with the strategic directions and objectives of the department's strategic plan. The Commitment-to-Success plan must also meet any expectations communicated under section 459.2. In addition, the period covered by the plan must be consistent with that of the department's strategic plan in accordance with any terms prescribed under the first paragraph of section 459.3." - Quebec Education Act

The Commitment to Success Plan between the Minister of Education (MEQ) and the school board is made within the scope of the Education Act and the regulations applicable to school boards.

The Commitment to Success Plan links the responsibility entrusted to the Minister, under section 459 of the Act, to support schools and centres by procuring access to the goods and services and offering optimal conditions enabling them to provide students with quality educational services so that the population may attain the highest level of formal education and qualification.

Under section 209.1, in the development of the board's Commitment-to-Success Plan, the school board must incorporate into its Commitment-to-Success Plan the strategic directions and objectives of the MEQ's strategic plan and should take into account:

- the objectives of the strategic plan determined by the Minister.
- the policy directions, objectives or targets determined by the Minister, under section 459.2, based on the situation of each school board or service centre.

GROUPS THAT COLLABORATED IN THE DEVELOPMENT OF THE PLAN

This document was produced by the English Montreal School Board in collaboration with representatives from the following:

- Council of Commissioners
- Management Table (directors, assistant directors)
- Consultants from the Educational Services Department
- Senior administrators of the Student and Complementary Services Department
- All principals from schools and centres
- Educational Policies Committee
- Union representatives from MTA, APPA, QFL (Local 800)
- EMSB Parents Committee
- Advisory Committee for Special Education Students
- English Montreal Student Advisory Committee
- Senior administrators of Adult and Vocational Services Department
- Management Advisory Committee (including board level directors and principals of schools and centres)

OUR TERRITORY & ENROLLMENT

The English Montreal School Board (EMSB) is an English school board serving the English population of the city of Montreal.

The EMSB's territory is divided into two regions. The schools in the East region serve: Ahuntsic-Cartierville, Outremont, Villeray–Saint-Michel–Parc-Extension, -Plateau-Mont-Royal, Ville-Marie, Rosemont–La Petite-Patrie, Mercier–Hochelaga-Maisonneuve, Saint-Léonard, Anjou, Montréal-Nord, Rivière-des-Prairies–Pointe-aux-Trembles and Montréal-Est. The schools in the West region serve the areas: Ville de Mont-Royal, Côte-des-Neiges–Notre-Dame-de-Grâce, Saint-Laurent, Côte-Saint-Luc, Westmount, Hampstead, Sud-Ouest and Montréal-Ouest.

With a youth and adult sector population of more than 32,000 students, the EMSB is the largest English public school board in Quebec. It was established on July 1, 1998, when the province created new boards along linguistic lines. The network consists of 73 schools and centres.

There are 10,835 elementary students and 7723 secondary students enrolled as of September 30th, 2022. This brings the total number of students in the Youth Sector to 18,558 students. The Youth Sector has a workforce of 1386 teachers during the current academic year.

The Adult Sector's registration numbers from 2021-2022 indicated that 13,539 students were registered. Enrollment in the Adult Sector continues throughout the year and includes both students who wish to complete academic studies as well as those who are pursuing certification in vocational education.

VARIOUS CHARACTERISTICS OF THE COMMUNITY WE SERVE

- Throughout our territory, we serve families who live in areas that are categorized as being economically disadvantaged. According to the provincial socio-economic index, *Indice du milieu socio-économique* (IMSE), there are 14 elementary schools that fall within the 8-10 decile ranking, indicating the greatest need. In the secondary and Outreach schools' network, 8 of our schools fall within that ranking.
- The student population from the East Sector attending our schools is more culturally homogenous, whereas the student population from the West is more culturally diverse.
- The Board serves over 50 different cultural communities. There are over 70 different languages spoken within the home settings.
- The proportion of students born outside of Canada and legally attending our schools, is approximately 15.9% at the elementary level and 12.9% at the secondary level.
- While the international student population had been increasing in Youth, Adult and Vocational Sectors before 2020, the impacts of COVID-19 related travel restrictions, shutdowns and international border closures significantly reduced the number of international students. In the 2018-2019 school year, the EMSB had 263 international students registered in the Youth sector. In 2022-2023, the number has decreased to 75 students. The Adult and Vocational programs continue to experience declining enrollment with regards to international students.
- Students with special needs constitute 11.7% of the population in elementary and 22.0% in secondary. These students possess an exceptional code and receive special services to assist them in their learning. Students with special needs receive an Individualized Educational Plan (IEP) that outlines various adaptations and strategies that teachers can use to best respond to the students' needs. There are many students in the system who have an IEP but may not have an exceptional code. Other students may request to have an IEP, and yet not possess a code. Currently, 16.0% of elementary students have an IEP, while 28.7% of secondary students have an IEP.
- The Outreach Schools Network provides alternative education for secondary students who are at-risk. These schools have low student-teacher ratios to allow students to receive more personalized instruction. In a similar way, the social affairs schools recognize extenuating circumstances that affect a student's ability to participate in a regular school setting.
- Parents are active participants in school governance and volunteer their services, particularly at the elementary level through governing boards, Parent Participation Committees and Home and School associations.

MISSION OF THE EMSB

The mission of the English Montreal School Board is to support its schools and centres in their efforts to educate students within a caring, safe and inclusive learning community.

To fulfill its mission the EMSB will:

- recognize and value the diversity of its community;
- provide all students with the opportunity to develop their talents and achieve their personal best;
- recognize the skills and competencies of its employees and support their continuous professional development;
- encourage collaboration among the various educational partners and stakeholders;
- use resources effectively, efficiently and innovatively to help schools and centres focus on the mission of instruction, socialization, and qualification;
- encourage lifelong learning and critical thinking.

The EMSB mission fosters the development of educated and responsible persons who will assume their position as active members of a democratic society.

SERVICE STATEMENT

The EMSB's responsibility is to support its schools and centres in their efforts to offer quality educational services in a caring, welcoming and inclusive learning environment. Through their education, students will acquire the academic knowledge and competencies, and the social skills to become contributing members of society. Additionally, they will earn the qualifications necessary to pursue their future educational or career goals. The Board is committed to recruiting qualified individuals and providing professional development for them. With due diligence and within MEQ guidelines and legislation, the Board provides the resources and services based on the needs of its schools and centres. It adheres to the principles of equity. There are administrative rules and procedures that govern the allocation of resources to schools and centres.

Most students receive their qualifications in the youth sector. The adult education sector provides additional academic and complementary services to those individuals who may not have completed their education in the youth sector. The adult education sector also provides adult literacy services. The vocational training sector offers programs in trades and occupations qualifying its students to meet the demands of Quebec's economy.

The Board's schools are universally accessible to all who legally qualify. According to Ministry indicators, the Board's success rate in graduation and qualification is among the highest in the province. The Board regularly monitors how services and resources are being used and the impact they have on educational success. The Board is actively engaged in finding new ways to deliver and add services depending on the evolving needs of its student population and the society they will live and work in. It aims to increase the scope of its complementary services, such as psychology, guidance and academic counselling, speech and language services and spiritual and community animation. In addition, the Board continues to integrate the use of assistive technologies for students with special needs.

It offers all its teaching and non-teaching personnel professional development aimed at keeping them at the forefront of research-based instructional practices. The Board ensures that all schools have the necessary technological infrastructure and support needed to complement pedagogical practices and to assist students and teachers in pursuing new learning paradigms. All staff --- teachers, professionals, support staff and administrators--- contribute towards the high success rate of our students.

The Board is committed to continuing to provide students with opportunities to develop an active and healthy lifestyle through nutrition education and regular physical activity.

The Board actively seeks opportunities for students to connect to their community. through volunteering opportunities and programs. The goal is to develop students' awareness of the world around them and the responsibilities they have as citizens.

The Board provides libraries, staffed by qualified personnel, as learning spaces that are active, collaborative, connected and are relevant and inclusive in meeting the needs of diverse learners and promoting information and digital literacy skills.

The Board provides childcare for extended hours and professional days through the Before and After School Enriched (B.A.S.E) daycare service. who In addition to providing a safe and nurturing environment, their activities and programs contribute to the development of the whole child.

As part of the educational system, parents are involved in determining the orientations of their child's school and the Board through their participation on governing boards, parent participation organizations, EMSB Parents' Committee, and the advisory committee on students with special needs. As well, secondary school students are involved in governing boards at their schools.

List of Schools and Centres

✓ Elementary Schools

Bancroft
Carlyle
Cedarcrest
Coronation
Dalkeith
Dante
Dunrae Gardens
East Hill
Edinburgh
Edward Murphy
Elizabeth Ballantyne
FACE
Gardenview
Gerald McShane
Hampstead
Honore Mercier
John Caboto Academy
Leonardo Davinci Academy
Merton
Michelangelo International
Nesbitt
Our Lady of Pompei
Parkdale
Pierre de Coubertin
Pierre Elliott Trudeau
Roslyn
Royal Vale
Sinclair Laird
St. Monica
St. Gabriel
St. Raphael
Westmount Park
Willingdon

✓ Secondary Schools

James Lyng
John Grant
John F Kennedy
FACE
LaurenHill Academy
Laurier Macdonald
Lester B Pearson
LINKS
MIND
Marymount Academy
Rosemount
Royal Vale
Royal West Academy
Vincent Massey
Collegiate
Westmount

✓ Outreach Schools

Focus
Options
Outreach
Perspectives 1 & 2
Program Mile End
Venture
Vezina

✓ Adult Education

Galileo
HSM
James Lyng Adult
John F Kennedy Adult
St Laurent
Wagar

✓ Vocational Training

Laurier Macdonald Career Centre - 2 campuses
Rosemount Technology Centre- 2 campuses
Shadd Health & Business Centre
St. Pius X Career Centre

✓ Social Affairs

Mackay Centre
Philip E. Layton
Sir Mortimer B. Davis
Montreal Children's Hospital
Montainview
Elizabeth High
Cite des Prairies

Total: 73



THE COVID-19 PANDEMIC

The COVID-19 virus pandemic that began in 2019 inflicted severe illness and death worldwide. The pandemic has had significant impacts on global health, economies, and societies. In trying to control and contain the virus, governments around the world implemented various measures, including lockdowns, social distancing, travel restrictions and the compulsory wearing of personal protection equipment such as masks. Quebec, which is not the most populous province in Canada, reported one of the highest COVID related death rates in Canada as of March 2023. In Quebec, schools were closed on March 16th, 2020 as part of the province's efforts to control the spread of COVID-19, curtail its disastrous impacts on the health system and reduce the number of deaths.

MODELS OF INSTRUCTION

Remote learning was put in place for the remainder of the 2020 academic year, with some limited in-person classes for students with special needs. The government determined that schools were an essential service and made temporary changes in staffing and school organization to assist with keeping schools open. During this time of uncertainty, many families switched their students to homeschooling, or forms of virtual school that would accommodate students' medical needs to remain at home (please see section: Homeschooling and Virtual School).

In August 2020, as per the Quebec government's mandate, schools reopened with a mix of in-person and remote learning options to isolate outbreaks and re-establish a more normal schedule for students. Whenever students and staff needed to self-isolate at home due to a COVID outbreak as defined by Quebec public health, the classes would switch to remote learning for those periods of time. In EMSB Secondary schools, Secondary 1 and 2 students attended in-person every day unless they were exposed to the virus. For-Secondary 3 to 5 students, a hybrid schedule was implemented where students alternated attending in-person and online.

RESOURCES

As per the directives from Public Health, the Board developed practices and protocols related to mask-wearing, and physical and social distancing. Schools implemented these practices and protocols according to the building's floor plan and class schedules. Students and staff were required to undergo daily health screenings before entering the building. Each school was provided with personal protective equipment (PPE) for students and staff that included masks and disinfectant supplies as well as COVID-19 rapid testing kits. Schools were cleaned and sanitized more frequently by custodial staff. The Board improved ventilation systems in schools to ensure better air quality. While these measures helped minimize transmission in schools, they have also had an impact on the well-being of all the stakeholders in schools.

PERSONNEL

Developing these new routines took time and changed the daily operation of each school, transportation systems and family life of those people linked to the school. In many cases, schools were forced to operate without full staff due to staff shortages caused by a range of factors related to the pandemic, including illness and quarantine requirements, burnout and stress, and changes in the working conditions. Many adults who were able to retire did so and we continue to feel the impact of these staff shortages today. There is a Quebec wide challenge to recruit and retain new staff. The pandemic increased the demand for teachers to integrate technology and use remote learning platforms. This

resulted in increased workloads and stress, particularly for programs that depend heavily on in-person attendance such as physical education, music instruction and preschool.

EQUITY

The COVID-19 pandemic posed several challenges related to equity for elementary and secondary students. These issues existed pre-pandemic but were exacerbated by the various measures taken by the government to slow the spread of the virus.

Students may not have had access to the technology needed to participate in remote or virtual learning. The EMSB was able to provide learning devices (laptops and tablets) for students with data plans to help families in need. With lockdowns and working from home, some students were unable to find a place in the home that was conducive to remote learning. Families with multiple children struggled to share devices and space.

While working from home posed a challenge for some families, others were faced with having to provide appropriate childcare while parents and guardians, who were essential workers, needed to go to work. Many essential workers were concerned about contracting the virus and spreading it to their families. Additionally, many of these workers contracted COVID at some point and were sick, posing a challenge to their ability to care for their families. Changes in employment status for adults in the home resulted in food insecurity and stress over the inability to pay bills.

Students who come from English speaking families were limited in their ability to engage in French as a Second Language beyond time spent online with teachers. This resulted in difficulty completing homework and impacted academic progress.

Students with special needs required additional support and resources to succeed in remote learning. The lack of in-person support and resources made it challenging for these students to access the education they needed and were used to receiving. Following a classroom routine is very important to the success of these learners.

MENTAL HEALTH AND WELL-BEING

Generally, the COVID-19 pandemic has created a range of stressors and challenges that have contributed to poor mental health for many people. Factors include: social isolation and loneliness; grief and loss related to death; economic hardship; and fear and anxiety. The disruption of work and school deeply affected both staff and students as they sought to continue instruction despite the circumstances imposed by the government's COVID-19 mitigation directives and strategies.

Returning to in-person instruction posed challenges of its own that were raised as issues in the Commitment to Success Plan's consultation process. Many students struggled with the transition to remote learning and the social isolation that came with it, while teachers had to adapt to new teaching methods and increased workload. Many students lost some social skills during the pandemic due to isolation and had trouble readjusting to social situations. Anecdotally it has been reported that this loss is particularly evident in students who missed their in-school kindergarten year. It has been observed that elementary students have missed out on learning routines and the social conventions of school that are associated with growth and development. Classroom teachers are working to support learning in these areas in addition to academic remediation.

These challenges also affected some secondary students, particularly those who were in secondary 2 in 2020, and returned to a full exam schedule in 2022. Anecdotally it has been reported that the academic challenges caused stress, anxiety and depression as students struggled to catch up. Schools have offered increased tutorial service to alleviate this pressure. Public health has created various programs in schools to help address student well-being. Concerns remain about safety and health in public places, as COVID-19 infections continue with new variants of the virus, however, the situation is considerably improved since 2020.

The pandemic has highlighted the importance of mental health and well-being for all citizens. There is an increased demand for mental health services, as more people seek support for issues like anxiety and depression. The need for mental health support continues to be raised in public discussions and through media coverage. The importance of social connection, self-care and coping strategies are promoted as individuals struggle to manage the responsibilities of work and family life while facing adversity. EMSB's stakeholders recognize the importance of the promotion of well-being services and programs for both staff and students.

LEARNING TO BE PRIORITIZED AND EVALUATIONS CANCELLED

Quebec's Learning to Be Prioritized (LBP) is a set of priorities that was established in response to the COVID-19 pandemic shut down and school attendance interruptions to guide curriculum implementation and planning. The LBP was developed to address the challenges posed by the pandemic and to ensure that students received the education they needed to continue their studies with an appropriate base of knowledge, skills, and competencies (at the time of writing, the LBP is still in place). The LBP priorities are to ensure student well-being, to consolidate learning, to develop autonomy and 21st century skills and to ensure equity. The LBP enabled teachers to reduce the full program and to narrow the focus of the learning to the identified content areas.

The writing of uniform exams was cancelled for June 2020 and June 2021. During this time, students were evaluated based on completion of coursework that was graded by their teachers. Students continued to graduate from secondary school and adult education. The full impact of the pandemic has yet to be seen in student result data. In June 2022, the MEQ rescheduled exams for students with the caveat that the LBP would reduce the content of the curriculum. It is expected that once the LBP is removed, students will return to the regular program and evaluation schedule. This gradual return to normal has assisted students and staff in re-emerging from the pandemic.

Emerging from the pandemic, two models of instruction have experienced increased student registration. As many families and students remain uncomfortable with in-school attendance due to the continued presence of COVID-19 in communities; they have turned to homeschooling and virtual options as alternatives.

HOMESCHOOLING

In July 2018, the Quebec Homeschooling Law and its associated regulations came into effect, in line with Law 101 and the Quebec Education Act. The legislation regulated homeschooling to establish a framework and structures to ensure that homeschooled students receive an education based on the provincial curriculum, the Quebec Education Program (QEP). As part of this framework, school boards and service centers were required to evaluate students' QEP based Learning Projects; provide complementary services to students (e.g. learning resources that were free to students who attended school, psycho-social services, access to school facilities such as laboratories), monitor students' learning progress in relation to the QEP, and evaluate students' learning progress as per the QEP. Over the course of two years, the MEQ Department of Homeschooling gradually reclaimed these tasks. Homeschooled students are required to graduate from secondary school as per the Quebec Education Act.

Table A: Number of Homeschooled Students Supervised by the Board

School year	Elementary	Secondary	Total
2018-2019	42	25	67
2019-2020	52	45	97
2020-2021	343	122	465
2021-2022	194	91	285
2022-2023	180	71	251

In response to the increased demand for homeschooling and the associated responsibilities placed on the Board for servicing, supervising, tracking and evaluating these students, the Board established a Homeschooling Team composed of professionals.

Effective June 2022, homeschooled students were required to write MEQ elementary cycle 3 and secondary 4 and 5 exams. School boards and service centers set up and supervised exam centers for the students to write the MEQ exams in accordance with directives from the MEQ's Department of Homeschooling.

Table B: Number of Homeschooled Students who wrote the MEQ exams

School year	Elementary Cycle 3	Secondary 4	Secondary 5	Total
2021-2022	15	10	2	27

VIRTUAL SCHOOL

On March 16th, 2020, Quebec’s education sector shut down because of the COVID-19 pandemic. School boards and service centres scrambled to move teaching and learning online. From March to June 2020, all education stakeholders learned, adapted, and succeeded with what used to be called distance or remote education and had now morphed into online education or virtual school.

Schools reopened for the 2020-2021 school year with compulsory in-school presence for students and teachers. However, many parents were reluctant to send their children back into school buildings as COVID-19 was still present in communities. Some of these parents chose to homeschool their children. For other parents, homeschooling was not a viable option and these parents opted for virtual school. To be eligible to attend virtual school during the pandemic years, parents had to provide medical proof that their child could not be in school. The proof had to state that if the child contracted COVID in school and introduced it into the household; this represented a severe medical danger for the child or for someone the child lived with. Teachers and administrators had to provide the same kind of medical proof to work in the virtual school.

Since September 2020, the virtual school has undergone several iterations from school boards establishing their own virtual school to virtual school established through a partnership of some English school boards to the 2023-2024 model called the Quebec Virtual Academy. The Quebec Virtual Academy will be a partnership of all English school boards, including the EMSB, as an initiative of the MEQ.

Students must meet one of the following criteria to be accepted into virtual school.

- Have a long-term medical condition and therefore cannot be present in a school because of the severity of their needs. All requests must be accompanied by a recent (less than three months) recommendation from a professional in the Health and/or Social Services Sector;
- Be registered in a Sport-étude program or be an elite athlete whose academic needs cannot be met in their local school, due to lack of accessibility to specific courses (e.g. scientific math, chemistry, physics) or because of a distance and scheduling conflict with the sport organization and school;
- Live in a rural area where their academic needs cannot be met in their local school, due to lack of accessibility to specific courses (e.g. scientific math, chemistry, physics) and where transportation to an alternative school is not an option.

Table C: Number of students enrolled in virtual school as of September 30th of the year

	2020-2021	2021-2022	2022-2023	2023-2024
# of students	560	77	64	TBD

THE CONSULTATION

Public consultation plays a critical role in creating the Commitment to Success (CTS) Plan as it enables the Board to engage with its stakeholders. This includes students, parents, teachers, educational professionals, as well as unions, school administrators, senior management, and commissioners. Consulting allows participants to share insights and feedback on challenges that schools and stakeholders face, and on the proposed goals for the next iteration of the CTS plan. By engaging with stakeholders through public consultation, the Board can ensure that the MEQ's plans align with the needs and expectations of the community we serve. By involving stakeholders in the decision-making process, the Board reaffirms its commitment to transparency and accountability to improving services to its community.

In revising the Commitment to Success Plan, the Board consulted with all its stakeholders to identify their priorities and concerns related to student success. Each group met either virtually or in person for a brief presentation that summarized the achievements of the previous CTS plan. Participants were asked questions which prompted reflections on what challenges the Board should prepare for in the future. Participants shared a variety of observations, identifying the strengths and weaknesses in both daily operational and systemic issues and problems. The consultation process especially highlighted concerns emerging from the pandemic.

Of the various issues raised, there were some that fell outside the scope of the Commitment to Success Plan. The objectives and targets which constitute the Commitment to Success Plan must have a direct, measurable impact on student success. The MEQ has released province-wide strategic indicators to guide the new plan's objectives. However, it remains the Board's discretion to select which additional objectives, that emerged from the consultation, it will include.

CHALLENGES EMERGING FROM THE CONSULTATION

The following challenges were identified in the EMSB's consultation about student success and school improvement.

STAFF RETENTION AND RECRUITMENT

Since the pandemic, it has become significantly harder to recruit and retain employees in the education sector. There are shortages in school staffing, particularly among teachers. Many teachers have retired early, resigned, or taken extended leaves of absence due to concerns over their health and safety. This has resulted in a smaller pool of available teachers, making it harder for schools to find eligible candidates. In addition to the demands of the classroom, teachers have had to adapt quickly to new teaching methods and technologies, particularly in using online platforms for remote learning. Learning to pivot between instruction models can add further stress to an already complex job.

This challenge has a direct effect on student success. Students learn best when the teaching staff remains constant throughout the year. Students also benefit from being taught by qualified teachers. There are also shortages in administration, secretarial and custodial staff. The Human Resources Department continues to seek out new ways to attract new teacher candidates to the Board. Provincially, recruitment and retention of employees continue to be a challenge in the education sector.

WELL-BEING FOR ALL STAKEHOLDERS

Anxiety is a growing concern for both students and teachers, and stakeholders have expressed awareness of the impact of anxiety on mental health and well-being at school. In recent years, there has been a greater understanding of the prevalence of anxiety in students, with studies showing that anxiety disorders are the most common mental health problems among children and adolescents¹. As a result, there has been increased societal concern for the impact of anxiety on students, including its impact on academic performance and social development.

There is also growing concern for the impact of anxiety on teachers. Heavy workloads, long hours, and mediating conflicts with students and parents can contribute to high levels of stress and anxiety among teachers. Teachers are responsible for planning and delivering lessons, assessing student progress, providing feedback, and managing classroom behavior. Additionally, teachers may be responsible for extracurricular activities, such as coaching sports teams or organizing school events. All these responsibilities can make it difficult for teachers to find time to maintain a healthy work-life balance.

As society has become more aware of the impact of anxiety on both students and teachers, there has been a growing focus on addressing anxiety through education and support. This has led to increased funding for mental health resources in schools and an emphasis on providing training and resources to help teachers better manage stress and anxiety. In the last Commitment to Success Plan, the human resources department prioritized providing professional development in this area as well as committing to offering more opportunities for employees to participate in webinars geared towards improving their well-being.

In 2018, the EMSB added monitoring student perceptions of anxiety to the school climate goals in the Commitment to Success Plan. Given the prevalence of this issue, we will continue to report on students' perception of anxiety, as well as measures taken to improve the overall well-being of students and the school climate.

ACADEMIC AND SOCIAL LEARNING GAPS FOR STUDENTS

Academic and social learning gaps are a concern throughout the system. During the pandemic, when in school, students dealt with pandemic mitigation practices such as social distancing, masking, and plexiglass barriers that limited regular social contact and some pedagogical activities. Because of lockdowns, public health requirements for quarantines, and COVID outbreaks, students and teachers were forced to pivot between in-school and online learning environments. These breaks from the normal learning environment created gaps in the pedagogical calendar resulting in students' academic and social learning gaps. These gaps were further exacerbated by the uncontrollable differences in the students' home environments related to family finances, living conditions, family responsibilities and employment situations.

Emerging from the pandemic, the academic gaps will be closed to move the students through the QEP and towards success. Efforts linked to the closing of the social gaps related to the development of positive peer-to-peer and student-to-adult communication and relationships, improved motivation, and to the utilization of normal routines and study habits will be intensified because of their impacts on academic success.

¹ Wiens, K et al. "A growing need for youth mental health services in Canada: examining trends in youth mental health from 2011 to 2018." *Epidemiology and psychiatric sciences* vol. 29 e115. 17 Apr. 2020, doi:10.1017/S2045796020000281

The Board will monitor the closing of these gaps through the academic targets set in the CTS plan and school climate through the results of the OURSCHOOL survey.

COMMUNICATION AND TASK MANAGEMENT

One of the issues emerging from the consultation, involved stakeholders' concerns about the increased workload at schools, merging new routines of policies and procedures to ensure health and safety measures and the regular operation of the school day. During the pandemic, administrators navigated a rapidly changing landscape of regulations and guidelines from public health and the Ministry of Education. To keep schools open, administrators implemented these policies and procedures while making adjustments for their specific school context as needed. This required the taking on of extra tasks related to budgets, the acquisition and distribution of PPE and rapid COVID-19 test supplies and the supervision of disinfection procedures. Of great concern were the additional communications required of administrators to convey plans and procedures to all stakeholders. In a time when mask-wearing and vaccination became controversial, schools did their best to mitigate the challenges posed by the pandemic while continuing to offer a high level of care for students and staff.

In addition to challenges posed by staff shortages, administrators had to navigate the management of remote learning for teachers, students, and themselves. These routines were new and developed throughout the pandemic. The need to communicate with all stakeholders was continuous. Although much of pandemic life has passed, schools are still responsible for making sure that the environment is safe and clean, and should the need arise to pivot back to remote learning, that all staff and students will be able to do so.

Considering the pandemic and its aftermath, the challenge moving forward is to restore communications beyond information purposes and improve the sense of community and school spirit to ensure continued partnership with all stakeholders.

UPGRADING INFRASTRUCTURE TO SUPPORT 21st CENTURY LEARNING

In today's rapidly evolving digital landscape, the development of digital competencies has become increasingly important for students. These competencies are essential for preparing students for the workforce of the future, where technology is likely to play an even more central role than it does today. Upgrading facilities to ensure that students have stable Internet access is critical for ensuring that all students have equitable access to educational resources and opportunities.

Stakeholders expressed concern about school access to the Internet for students and teachers. Since the pandemic, teachers continue to use digital resources and online platforms to deliver lessons, assess student progress and support project-based learning. The challenge that the Board faces is to continue to provide access to updated devices, a reliable and robust Internet network, and to a variety of apps and software.

At home, not all students have equal access to technology and the Internet. Students from lower-income households may not have reliable access to the Internet, which can put them at a disadvantage when it comes to completing homework or accessing educational resources outside of school hours. Providing reliable Internet access from home can enable students to access online educational resources, complete homework assignments, and communicate with teachers and peers outside of school hours. This can help to level the playing field and provide all students with the resources and opportunities they need to succeed academically.

While maintaining a robust infrastructure is important to connectivity, student success is directly impacted by the use of technology in the classroom. The Commitment to Success Plan will include objectives aimed at developing the digital competencies of students and teachers.

SUMMARY FROM THE ANNUAL REPORT 2021-2022

After the approval of the initial Commitment to Success Plan, schools and centres established their educational projects and began working towards school improvement and student success. The COVID-19 pandemic interrupted the implementation of many of the strategies developed to achieve our goals. From the 2021-2022 Annual Report:

- The graduation and qualification rate of students after seven years has increased from 88.6% in 2016 to 92.7% in 2022. This is the highest achievement for the Board in this area.
- The gap in graduation and qualification success rates between male and female students decreased from 8.2% in 2016 to 3.6% in 2022.
- The graduation and qualification rate of students with special needs decreased significantly from 76.7% in 2019 to 66.7% in 2020. The rate increased in 2021 to 74.3% and is currently at 75.1% in 2022.
- The June global success rate of students in Secondary 4 Mathematics (CS&T) increased from 63.3% in 2017 to 66.0% by 2022. The rate was highest in 2018 at 67.8%.
- Uniform exams in Secondary 4 History and Histoire were delayed, with various complementary exams used throughout the pandemic. The first uniform exam in the new program will be held in June 2023.
- The success rate of students on the English Language Arts Secondary 5 uniform exam has remained stable at about 96% through 2022. The average grade has increased from 74.2% in 2017 to 78.3% in 2022.
- The student success rate on the reading component of the secondary 5 FLS June Examination (programme de base) decreased from 90.4% in 2017 to 86.3% in 2022.
- The success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the uniform exam decreased from 74.3% in 2017 to 66.1% in 2019. In 2022, the rate increased to 73.1%.
- Throughout the pandemic, the OURSCHOOL Survey was administered with a focus on gaining insight into student perceptions concerning the pandemic and student well-being. Given that various models of instruction were in place since 2020, the data was used individually by the school, rather than globally for the Board, to assist in improving the school's climate.
- The number of students registered in Adult Education and Vocational Services decreased significantly since 2020, due to the pandemic. Many international students were unable to continue their studies due to border closures. Declining enrollment continues to pose a challenge in this area.

ACADEMIC OBJECTIVES

The Ministère de l'Éducation du Québec (MEQ) releases data on student achievement on an annual basis. The MEQ's success rate for student graduation and qualification is determined by examining the rate of students who receive a Secondary School Diploma (DES) or a first qualification² seven years after they begin high school. The data follows student cohorts according to the school board or service centre they are registered in for Secondary 1. The seven-year rate allows for two additional years after Secondary 5, where students can complete their studies through adult or vocational education.

The English Montreal School Board (EMSB) has maintained a seven-year graduation/qualification rate above 90% throughout the 2018-2022 Commitment to Success Plan. The Board will continue to monitor and set objectives for student success in courses related to graduation (math, science, social sciences and languages).

Table 1: Province-wide and EMSB Graduation & Qualification Rates after 5, 6 and 7 Years (%)

	2013 Cohort (followed until 2019-20)			2014 Cohort (followed until 2020-21)			2015 Cohort (followed until 2021-2022)		
	5 Year	6 Year	7 Year	5 Year	6 Year	7 Year	5 Year	6 Year	7 Year
All of Quebec	72.7	79.4	81.8	72.7	79.1	82.1	76.2	81.9	84.1
Public Schools	68.2	75.9	78.6	68.1	75.4	79.0	72.5	78.9	81.6
Private Schools	88.9	92.2	93.0	88.8	92.3	93.5	-	-	-
EMSB	81.0	88.8	90.3	83.8	89.6	91.6	85.4	91.0	92.7

Source: Taux de diplomation et de qualification par cohorte de nouveau inscrits au secondaire, 2022 et 2021; Taux de diplomation et de qualification par cohorte au secondaire, cohortes de 2014 et 2015

Table 1 lists the 5-, 6- and 7-year success rates for the EMSB, all public school boards and private schools, as well as the overall achievements of the province. In 2020, the EMSB 7-year success rate was 90.3%. It increased slightly in 2021 to 91.6%. The EMSB's 7-year success rate at the time of writing is at 92.7%. This is the highest success rate in graduation and qualification that the Board has achieved to date.

Table 1A: Contribution to Graduation and Qualification to the 7 Year Success Rate by Sector (%)

	2012 (Cohort followed to 2019)	2013 (Cohort followed to 2020)	2014 (Cohort followed 2021)
Youth	88.5	86.9	88.6
Adult	4.1	3.3	2.7
Vocational Training	0.0	0.1	0.4
Total	92.5	90.3	91.6

Source: MEQ, PSP, DGSAD, BIA, DIS, compilation spéciale des taux de diplomation et de qualification par cohorte au secondaire, 2022

Table 1A shows the contribution to the success rate by sector. The success rate in the Youth Sector has remained stable in the high 80s range. The Adult sector contribution gradually decreased from 4.1% in 2019 to 2.7% in 2021. As the graduation rate in the Youth sector rises, there are less students that need

² There are a variety of certifications that can count as a first qualification; in this document it most often refers to students in the Work Oriented Training Path who receive either a Pre-work Training or Training for a Semi-skilled Trade qualification.

to complete their studies in Adult education. There has been an increase in the number of students completing their training in Vocational education from 0.0% in 2019 to 0.4% in 2021. This is noteworthy, and hopefully continues to trend upwards given that it is also a goal of the MEQ strategic plan.

Table 1B: Contribution of Graduation and Qualification Rates to the 7 Year Success Rate (%)

	2012 (Cohort followed to 2019)	2013 (Cohort followed to 2020)	2014 (Cohort followed 2021)
Qualification rate	0.4	1.4	1.6
Graduation rate	91.3	88.9	90.9
Total	92.5	90.3	91.6

Source: MEQ, PSP, DGSAD, BIA, DIS, compilation spéciale des taux de diplomation et de qualification par cohorte au secondaire, 2022

The graduation and qualification rate is comprised mostly of Secondary School Diplomas (DES) and a variety of additional qualifications that students may obtain through the Work Oriented Training Path. A further investigation of the data (not shown here) shows that qualifications account for about 4% of the provincial total. Table 1B shows that for the EMSB, qualifications make up less than 2% of the total graduation rate. Nonetheless, it is worth noting that the qualification rate is gradually increasing. This may be attributed to the increase in the qualification rate of students with special needs.

Beyond the youth sector, Adult Education and Vocational Training are a vital part of the overall system. In addition to students from the youth sector who attend Adult education to complete their DES, there is a portion of students who complete programs in vocational training. The adult sector is comprised of students who continued in adult education to complete academic courses that contributed to the completion of their studies. The composition of the vocational sector includes a variety of students, ranging from recent graduates from secondary school, mature students, and international students.

Adult education and vocational studies were severely affected by the pandemic, as priorities shifted towards maintaining health and safety in buildings and remote learning. Students who began a program that required practicing skills in person may not have received the necessary training, delaying their completion of the program. It is also possible that students may have entered the workforce during the pandemic and did not return to complete their studies.

Table 2: Rate of Students Who Completed their Vocational Program After 3 Years

Cohort Year	Completion Rate in 3 Years (%)
2020-2021	69.9
2021-2022	60.2

Source: AEVS Power BI, 2023

The MEQ has prioritized increasing the rate of students obtaining their diploma in Vocational Education after three years from 81.6% in 2023 to 85.6% by 2027. The baseline will be calculated using an average of the last two years. The baseline is 65.1%.

EMSB Objective: To maintain the rate of students obtaining their first diploma or first qualification in seven years after starting secondary school in the range of 92% or above through 2027.

EMSB Objective: To increase the rate of students obtaining a diploma in vocational education after three years from 65.1% in 2023 to 70.0% in 2027.

Students who receive a Secondary School Diploma must successfully complete obligatory courses in Secondary 4 and 5. As such, the board will monitor and set objectives for Math, Science and Technology, History/Histoire, English Language Arts and French Second Language.

Table 3: June MEQ Exam Success Rates in Secondary 4 Mathematics, Science and Technology*, History of Quebec and Canada and Histoire du Québec et du Canada for EMSB & Quebec Public Schools (%)**

Subject	English Montreal School Board Success Rate		Quebec Public Schools Success Rate	
	2019	2022	2019	2022
Cultural, Social & Technical Math C2	61.9	66.0	67.2	64.3
Science & Technology	83.9	85.9	81.5	80.3
History of Quebec and Canada	77.3	69.3	-	-
Histoire du Québec et du Canada	97.1	88.9	-	-

Source: Charlemagne, 2022

*The results for Science and Technology reflect the success rate for the course 555444.

** The results in History and Histoire reflect the success rate for the courses 587404 and 087404.

Note: The success rates for History and Histoire are provisional and based on complementary exams prepared by the MEQ. Given that these exams were not mandatory, there is no data for the province's public schools. The first uniform exam is scheduled for June 2023 and will represent 20% of the student's final mark in the course.

***There were no exams in 2020 or 2021 because of the pandemic.

Mathematics

Table 3A: Secondary 4 Math CST, C2 Success Rate (%)

Subject	English Montreal School Board Success Rate		Quebec Public Schools Success Rate	
	2019	2022	2019	2022
Cultural, Social & Technical Math	61.9	66.0	67.2	64.3

Source: Charlemagne, 2022

It is worth noting that approximately half of EMSB students in Secondary 4 are registered in Science Option Math (SN). This course is a pre-requisite to taking science courses at the Secondary 5 level. The average success rate in SN since 2018 is above 90%. All other students are required to take Cultural, Social and Technical Math (CST).

Table 3A shows that in 2019, the Board's success rate in Competency 2 was 61.9%, approximately 5% below the province's success rate. In 2022, the Board's result increased to 66.0%, slightly higher than the provincial rate of 64.3%.

The baseline is calculated using an average of the results from 2019 and 2022 and is therefore 64.0%.

EMSB Objective: To increase the success rate of Secondary 4 students on the Math CST C2 June exam from 64.0% in 2023 to 69.0% by 2027.

Science & Technology

Table 3B: Science & Technology Global Success Rate (%)

Subject	English Montreal School Board Success Rate		Quebec Public Schools Success Rate	
	2019	2022	2019	2022
Science & Technology	83.9	85.9	81.5	80.3

Source: Charlemagne, 2022

Pre-pandemic, the Board's student success rate in Secondary 4 Science and Technology steadily decreased from 87.2% in 2017 to 83.9% in 2019. In June 2022, the rate rose to 85.9%. During the pandemic, students' success increased due to the MEQ's prioritized learning initiative, thereby allowing for more time to consolidate the students' learning. The baseline is calculated using the average of the last two years of results and is therefore 84.9%.

EMSB Objective: To increase the global success rate of Secondary 4 students on the Science & Technology course from 84.9% in 2023 to 88.5% by 2027.

History

Table 3C: History of Quebec and Canada Global Success Rates (%)

Subject	English Montreal School Board Success Rate		Quebec Public Schools Success Rate	
	2019	2022	2019	2022
History of Quebec and Canada	77.3	69.3	-	-
Histoire du Québec et du Canada	97.1	88.9	-	-

Source: Charlemagne, 2022

In 2017, the Secondary 4 History program changed to the History of Quebec and Canada (This also applies to Histoire du Québec et du Canada). To measure improvement, the Board monitors the global success rate in the course as an indicator. Typically, this means that the rate is comprised of the course mark (50%) and the uniform exam mark (50%).

Following the program change, the MEQ allowed for two years of complementary exams, so that teachers and students could gradually transition to the new material. Uniform exams in this course were planned for June 2020 but were cancelled due to the pandemic.

Secondary 4 students wrote the provincial complementary exam in 2019 and 2022 as part of the EMSB's formative evaluation strategy. Because the exams were complementary, the results were not moderated by the MEQ. The first uniform exam in this course is scheduled for June 2023 and will be worth 20% of the overall grade. In subsequent years, the rate will be calculated as 50% for the course mark and 50% of the exam mark. It is worth noting that moderation will be applied to this exam, and this may impact students' results.

The baseline is calculated using an average of the last two years of results and is therefore 73.3%.

Students enrolled in Histoire are those who have demonstrated proficiency in French as a Second Language. Pre-pandemic, the success rate in this course was consistently above 90%. In 2019, the success rate in this course was 97.1%. In June 2022, the success rate decreased to 88.9%.

EMSB Objectives:

To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 73.3% in 2023 to 78.0% by 2027.

To maintain the global success rate of Secondary 4 students in Histoire du Québec et du Canada course above 90% through 2027.

Secondary 5 English Language Arts

The English Montreal School Board is committed to educating all students to be bilingual. Since the Partnership Agreement (2008), the Board continues to monitor student results in both French as a Second a Language and English Language Arts where English is the language of instruction at the end of elementary Cycle 3, Year 2 and Secondary 5.

Table 4: Secondary 5 English Language Arts Global Success Rate & Average Grade on June Exam (%)

Sec 5 ELA	English Montreal School Board		Quebec Public Schools	
	2019	2022	2019	2022
Success Rate	96.3	96.2	96.6	96.2
Average Mark	75.4	78.3	75.8	78.7

Source: Charlemagne, 2022

In 2018, the initial Commitment to Success Plan recognized that historically the success rate of Secondary 5 students in English Language Arts was consistently in the range of 95% and above. Given that English is the language of instruction, the plan prioritized to report on the proficiency of students as demonstrated on the June exam, where provincial data is available for comparison. Table 4 shows that the success rate of EMSB students remained relatively stable from 2019 to 2022, at about 96%. The Board’s average mark increased from 75.4% in 2019 to 78.3% in 2022. Both results mirror the provincial achievement. The Board will continue to prioritize increasing student proficiency in this subject. The baseline is calculated using an average of the last two years of results and is therefore 76.8%.

EMSB Objectives:

To maintain a global success rate in the range of 95% on the Secondary 5 English Language Arts uniform exam through 2027.

To increase the average grade on the English Language Arts uniform exam from 76.8% in 2023 to 78.0% in 2027.

Secondary 5 French Second Language

Table 5: Secondary 5 French Second Language Success Rates on the Reading Component of the June Exam (%)

French Second Language	English Montreal School Board		Quebec Public Schools	
	2019	2022	2019	2022
FSL-Programme de base	93.4	86.3	91.1	100
FSL- Enrichi	84.5	94.7	89.1	93.1

Source: Charlemagne, 2022

Table 5 shows the success rates of EMSB students and Quebec public school students in both French Second Language courses (programme de base & programme enrichi). The indicator that is reported on in this objective is the Reading Component, because it is uniform and evaluated by the MEQ.

In 2018, the initial Commitment to Success Plan prioritized to maintain the success rate of students at 90% or above for programme de base. The success rate decreased from 93.4% in 2019 to 88.6% in 2022. Students in the French Second Language (programme de base) may have been most affected by the pandemic shutdown. During this time, many EMSB students were not able to practise communicating in French as they would have done in their classrooms.

In the French Second Language programme enrichi, the Board's success rate increased from 84.5% in 2019 to 94.7% in 2022. Students in enrichi have a better command of the language and were likely able to continue learning independently during the pandemic. The Board will continue to monitor that the success rate in both courses be maintained at 90% or above.

When a success rate in a course is maintained at 90%, the next area for improvement is to raise students' proficiency.

Table 5A: Secondary 5 French Second Language Average Grades on the Reading Component of the June Exam (%)

	English Montreal School Board		Quebec Public Schools	
	2019	2022	2019	2022
FSL-Programme de base	84.7	80.9	82.3	92.7
FSL- Enrichi	72.9	80.5	76.3	80.9

Source: Charlemagne, 2022

The average grade of EMSB students in French Second Language Programme de base decreased from 84.7% in 2019 to 80.9% in 2022. The average grade of students in Quebec public schools increased significantly from 82.3% in 2019 to 92.7% in 2022. In French Second Language enrichi, the average grade of EMSB students increased from 72.9% in 2019 to 80.5% in 2022. The results mirror the provincial achievement.

The baseline is calculated using the average of the last two years' results. For Programme de base, the baseline is 82.8%. For Programme enrichi, the baseline is 76.7%.

EMSB Objectives:

To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.

To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam through 2027.

To increase the average grade of students from 82.8% in 2023 to 84.0% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.

To increase the average grade of students from 76.7% in 2023 to 79.0% on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam by 2027.

ELEMENTARY SCHOOL OBJECTIVES

Elementary school serves as a foundation for a student's future academic and personal growth. It is during these formative years that students develop fundamental skills in language acquisition and mathematical concepts. By monitoring student results in elementary school, educators can identify areas where students will need additional support and interventions to improve their academic performance as they advance through secondary school.

The Board will monitor academic performance in the core subjects at the end of Cycle 3, Year 2 (Grade 6). Where possible, uniform exams will be used as an indicator. It is important to note that these goals reflect student performance on one indicator using the End of Cycle exams to provide a snapshot of student results at the end of the year. Individual student report cards offer an overall portrait of student achievement over the course of the school year.

Table 6: Proportion of EMSB End of Cycle 3 Students who Demonstrate Proficiency (70-100%) on the Math June Exam, Competency 1 (%)

Year	EMSB
2019	68
2022	55

Source: DBMS, 2022

In monitoring Cycle 3 Mathematics, this plan focuses on the Situational Problem (Competency 1) as an indicator of student success. The situational problem competency is designed to help students develop critical thinking and problem-solving skills related to real life situations. Students must be able to read and understand the problem, identify the mathematical processes to solve it, and determine what information is missing. This poses a challenge to students who struggle in literacy.

Table 6 shows that the success rate for EMSB students decreased from 68% in 2019 to 55% in 2022. The MEQ has prioritized increasing the proportion of end of cycle 3 students who achieved between 70% to 100% on competency 1 of the June exam. They will increase this proportion from 66% in 2023 to 75% in 2027. The baseline is calculated using the results from the last two years and is 61.5%.

EMSB Objective: To increase the proportion of End of Cycle 3 students demonstrating proficiency on the Math June exam of 70% to 100% from 61.5% in 2023 to 69% by 2027.

Table 7: EMSB End of Cycle 3 Year 2 Success Rates on English Language Arts June Exam (%)

	2018	2019	2022
Reading Component	89.1	92.9	87.3
Writing Component	94.1	95.9	92.5

Source: DBMS, 2022

In monitoring Cycle 3 English Language Arts, both components of the exam are used to determine progress. Table 7 shows that the Reading component increased from 89.1% in 2018 to 92.9% in 2019. The rate decreased to 87.3% in 2022. The success rate in the Writing component was maintained above 90% from 2018 to 2022.

EMSB Objectives:

To maintain the success rate of elementary students on the End-of-cycle 3 English Reading component of the June examination above the 90% range through 2027.

To maintain the success rate of elementary students on the End-of-cycle 3 English Writing component of the June examination above the 90% range through 2027.

Table 8: EMSB End of Cycle 3 Year 2 Success Rates on French Second Language Exam (%)

	2018	2019	2022
Reading Component	90.8	87.1	-
Writing Component	92.5	90.6	-

Source: EMSB Annual Report 2017-2018, Lumix 2019

Table 8 shows that the results in French Second Language before 2020 were relatively stable at just under 90% in both components. It should be noted that these results represent an aggregate of the three models of instruction (core, bilingual and immersion). The examinations for bilingual and immersion students are the same, with a variation for the core. It is also worth noting that the exam is an evaluation tool developed by the Board since there is no provincial exam available.

In 2022, as provincial exams resumed, the Board chose to use the end of Cycle 3 Exam as a formative evaluation tool, therefore student results were not collected for the purpose of reporting. The results of the upcoming exam in June 2023 will be used to set appropriate objectives towards maintaining the success rate and average grade in both components.

EMSB Objectives:

To maintain the success rate of elementary students on the End-of-Cycle 3 French Second Language, reading component of the Board examination at 90.0% through 2027.

To maintain the success rate of elementary students on the End-of-Cycle 3 French Second Language, writing component of the Board examination at or above 90.0% through 2027.

EQUITY OBJECTIVES

The pursuit of success for all and equity for students is crucial in creating a fair and just society. Education is often considered the great equalizer, as it can provide individuals with the skills and knowledge needed to improve their lives and opportunities. This can only be achieved when all students have access to high-quality instruction and resources, regardless of their circumstances. The Minister has invited Boards to reduce the gap in success rates between certain groups of students facing factors that pose a challenge to their ability to graduate.

In the initial Commitment to Success Plan, the EMSB reported on the graduation/qualification gap between students with respect to gender (male students versus female students), socioeconomic status (advantaged versus disadvantaged schools) and Students with Special Needs (who have an exceptional code) versus Others. The data that is used to monitor progress for these goals is calculated and provided by the MEQ, making provincial comparison possible. The data for the gender gap is available annually. The most recent data that monitors socioeconomic status and special needs is released two years later. It is worth noting that schools are classified as advantaged or disadvantaged according to their ranking on the provincial document titled *Indice de milieu socio-économique (IMSE)*, which takes into account the mother's highest level of education and the family's level of financial activity (employment) as reported through census data using the students' postal code. These factors help to determine whether the school's population can be considered advantaged or disadvantaged.

Although the data used in monitoring equity goals is provided by the MEQ, The EMSB has taken measures to improve its ability to assist in providing accurate data concerning student gender identity. Student gender information can be updated in the EMSB's registration system upon request.

Finally, when working with gaps in success rates, it is worth noting that the gap is dynamic. An example of this can be seen in Table 9 (below), where in 2020, the gap between male and female students' graduation rates decreased from 4.2% in 2019 to 3.2%. Although the gap decreased by a percentage, the cause of the decrease was that the total success rate for both males and females decreased. This is reflected in the overall graduation rate decreasing from 92.5% in 2019 to 90.3% in 2020. In attempting to reduce gaps between various groups of students, it is important to consider that meaningful improvement occurs when both groups improve, or the stronger group maintains their success.

GENDER

In Quebec, the gender gap in graduation rates has been a longstanding issue that has persisted over the decades. The MEQ had set a target in 2016 to reduce the graduation/qualification gap between male and female students from 10.1% to 6.1% by 2023. This target was provincial and included data from both private and public sectors.

The most recent data available is for the cohort of 2015 that is, students who were followed for seven years, until 2022. The data shows that for all of Quebec, the success rate for male students in graduation/qualification was 77.1%. For female students, the success rate was 86.4%. The current graduation/qualification gap at the provincial level is 9.3%.

Table 9: Gap in Graduation/Qualification Success Rates Between Male and Female Students (%)

Year	EMSB Success Rates				Quebec Public School Network			
	Total	Male	Female	Gap	Total	Male	Female	Gap
2018 2011 Cohort	92.4	90.1	94.8	4.7	78.6	74.0	83.5	9.5
2019 2012 Cohort	92.5	90.6	94.8	4.2	78.4	73.4	83.6	10.2
2020 2013 Cohort	90.3	88.8	92.0	3.2	78.6	73.9	83.7	9.8
2021 2014 Cohort	91.6	90.1	93.3	3.2	79.0	74.0	84.2	10.2
2022 2015 Cohort	92.7	91.0	94.6	3.6	81.6	77.1	86.4	9.3

Source: rapport de Diplomation et qualification secondaires, 2022, 2021, 2020; Taux de diplomation et de qualification par cohorte au secondaire, cohortes de 2014 et 2015

Table 9 shows the graduation/qualification gap in success rates between male and female students for the EMSB and the Province’s public network from 2018 to 2022. The Board’s gap decreased from 4.7% in 2018 to 3.2% in 2021. It is worth noting that in 2020, although there is a reduction in the gap, the success rate for both male and female students dropped about 2%. In 2021, the gap remained stable and both males and females increased their success rates. The success rate of male students increased slightly in 2022 to 91.0%. This is the highest that the graduation/qualification rate has ever been for male students. The rate of female students also increased from 93.3 to 94.6%, closer to their achievement pre-pandemic. The gap has been maintained below 4%.

The MEQ has prioritized raising the graduation and qualification rate of male students from 80.5% in 2023 to 82.3% in 2027. The Board will continue to monitor the gap in success rates and maintain the overall graduation and qualification rate for male students at or above 90% while maintaining the success rate for female students.

EMSB Objectives:

To maintain the graduation and qualification success rate of male students at 90% or above through 2027.

To maintain the existing parity in graduation and qualification success rates between the males and females at 5% through 2027.

STUDENTS WITH SPECIAL NEEDS

For the objectives set in this document, Students with Special Needs are defined as Secondary 1 students who have an exceptional code on September 30th of that year. The data follows each cohort for seven years and reports on the success rate of students who graduate or receive a qualification.

Exceptional codes are generally given to students with handicaps, social maladjustments or learning difficulties. These students are often referred to as students with special needs. All students who have an exceptional code will also have an Individualized Educational Plan (IEP) that outlines strategies that can assist the student throughout high school. Students who have a code may also receive accommodations to assist with exam taking and other evaluations. It must be noted that there are many students in Secondary who have an IEP but do not have a code. Those students are not included in this data.

Table 10: Gap in Success Rates Between Students with an Exceptional Code and Others (%)

Year	EMSB Success Rates				Quebec Public School Network			
	Total	Students w/Code	Others	Gap	Total	Students w/Code	Others	Gap
2018 2011 Cohort	92.4	73.4	97.3	23.9	78.6	56.2	86.4	30.2
2019 2012 Cohort	92.5	76.7	97.2	20.5	78.4	56.1	86.6	30.1
2020 2013 Cohort	90.3	66.7	97.6	30.9	78.6	56.2	86.6	30.4
2021 2014 Cohort	91.6	74.3	97.0	22.7	79.0	57.5	86.8	29.3
2022 2015 Cohort	92.7	75.1	98.6	23.5	81.6	62.2	88.8	26.6

Source: Objectifs 2 et 6 politique réussite, 2020 et 2021; rapport de Diplomation et qualification secondaires 2020; MEQ, SNI, DGVI, DIS Taux de diplomation et de qualification par cohorte au secondaire, cohortes de 2014 et 2015

Table 10 shows that students with exceptional codes continue to struggle with completing their secondary school studies. While the Province’s results remained stable at about 56%, the Board’s success rate for students with special needs increased from 73.4% in 2018 to 76.7% in 2019. In 2020, the success rate decreased significantly to 66.7%. This decrease is likely a result of school closures in 2020 due to the global pandemic. Since the success rate reflects graduation, students in year 5 would have been affected by the interruption of instruction and school routines as well as the cancellation of exams. In 2021, the success rate increased significantly to 74.3%. The most current results from 2022 indicate that the success rate of students with special needs graduating or receiving a first qualification has returned to pre-pandemic levels, at about 75%. While the gap reduced significantly from 30.9% in 2020 to 22.7 in 2021, it is worth noting that there is a slight increase although both groups improved.

The MEQ’s goal is to increase the graduation rate of Students with Special Needs from 61.8% in 2023 to 63.4% in 2027. The EMSB will look to increase the graduation rate of Students with Special Needs and continue to monitor the gap between success rates.

EMSB Objectives:

To increase the graduation and qualification success rate of Students with Special Needs from 75.1% in 2022 to 80.0% in 2027.

To reduce the gap in graduation and qualification success rates between Students with Special Needs and Others from 23.5% in 2023 to 18.0% by 2027.

SCHOOL CLIMATE OBJECTIVES

School climate can be defined as the quality and character of the school’s environment and school life. Monitoring each school’s climate and making improvements can support learning, foster positive relationships, and provide a sense of belonging for all students. A positive school climate can enhance students’ academic and social development, increasing their motivation to learn and improving their overall well-being.

The MEQ recognizes the role that students’ perception data plays in assisting schools in creating inclusive and positive learning environments. Since the creation of the Partnership Agreement (2008), the EMSB has monitored school climate using the OURSCHOOL Survey. The survey was developed by a Canadian company, The Learning Bar. It enables users to measure and understand the factors that contribute to student engagement, sense of safety, motivation and well-being. Elementary students from grade 4 to 6 and all Secondary students complete the anonymous online survey on an annual basis. The survey covers a variety of topics that are relevant to student life. The analysed data can assist the school administration and staff in adjusting local practices moving school improvement forward. This survey is one of the primary tools used by schools in the implementation of the MEQ’s policy on bullying and intimidation.

The MEQ has set an objective that by 2027, all schools and centres will use data-driven decision-making tools to improve and monitor school climate. EMSB stakeholders expressed the desire to include annual monitoring of student perceptions of bullying and victimization, school safety and perceptions of anxiety. Therefore, all EMSB schools administer the survey and share the results with staff and students.

The OURSCHOOL Survey asks questions about what students have witnessed within the last 30 days. For bullying and victimization, the numerical value is composed of students who reported being subjected to or witnessing physical, social, verbal or cyber bullying. The school safety factor does not limit perceptions of safety to the school building but includes student perceptions of safety on the way to school and on the way home. For the anxiety factor, the numerical value represents students who report feeling moderate to high levels of anxiety. It is worth noting that although the OURSCHOOL Survey enables schools to view the results in numerical values, perception data is based on student opinions at the time of survey implementation and therefore must be viewed through the lens of what may have been happening in the community, the school, or the larger world at that time. While this data provides feedback on the student experience, it is very different than student result data, which focuses solely on the academic performance.

The Canadian norms are included for comparison purposes, however it must be noted that these norms are from 2019 and do not reflect the variables introduced, nor situations created, by the Covid-19 pandemic. The Learning Bar will update these norms within the next few years.

Table 11: Elementary Student Perceptions of School Climate Factors, 2022-2023 (%)

Factor	EMSB Students	Canadian Norm (2019)
Bullying and Victimization	31	28
School Safety	59	64
Anxiety	31	22

Source: OURSCHOOL Survey (The Learning Bar), 2022-2023

Table 11 shows that 31% of elementary students reported either being subjected to or witnessing bullying and victimization at the time of the survey (November 2022). This is slightly above the Canadian norm, which is 28%. Of our elementary students, 59% reported feeling safe at school (including during transportation to and from their school building). This is below the Canadian norm of 64%. The perception of anxiety of elementary students is 31%, which is significantly higher than the Canadian norm. Given that the norms are not reflective of the student experiences throughout the pandemic, the percentages may also be influenced by students' post-pandemic concerns.

Table 12: Secondary Student Perceptions of School Climate Factors, 2022-2023 (%)

Factor	EMSB Students	Canadian Norm (2019)
Bullying and Victimization	22	18
School Safety	47	65
Anxiety	29	28

Source: OURSCHOOL Survey (The Learning Bar), 2022-2023

Table 12 shows that 22% of EMSB secondary students reported either being subjected to or witnessing bullying and victimization at the time of survey implementation (November 2022). This is slightly above the Canadian norm of 18%. There is a significant discrepancy of 18% between EMSB student perceptions of school safety when compared to the Canadian norm. It is likely that this value has been influenced by the pandemic, given that the norm was set in 2019. Further data is needed to gain insight into whether this is a trend. 29% of secondary students perceive their own level of anxiety to be moderate to high, which is in line with the Canadian norm.

EMSB Objectives:

To maintain the use of tools that gather data on student well-being and school climate in all youth sector schools and centres at 100% through 2027.

To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 31% in 2023 to 25% in 2027.

To increase the rate of elementary students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 59% in 2023 to 65% in 2027.

To decrease the rate of elementary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 31% in 2023 to 22% in 2027.

To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.

To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 47% in 2023 to 65% in 2027.

To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.

PROJET PÉDAGOGIQUE PARTICULIER OBJECTIVE

In Quebec, a Projet Pédagogique Particulier (PPP) is a unique educational project that is developed by a school to meet the needs and goals of a specific group of students and to help them achieve their full potential. The PPP is designed to provide these students with an educational program that is tailored to their individual learning needs, interests, and abilities. The MEQ has prioritized to increase the rate of students who are participating in a PPP from 44.6% in 2023 to 75% in 2027.

According to the regulations, a PPP can be developed for a group of students who have special needs or require a specific type of educational program that is not available through regular education programs. Typically, these projects have been associated with schools that have Article 240 status and are able to select their own students. Currently these are the schools that are officially considered part of this rate.

Typically, PPPs begin as a collaborative process that involves consultation with stakeholders. The EMSB creates the final text of the application and submits it to the MEQ for approval. All PPPs must have clearly identified goals and objectives for the program, as well as methods and strategies that will be used to achieve them. PPPs are reviewed and renewed every two years by the MEQ. This provides an opportunity for reflection and improvement by the school committee. Generally, PPPs are funded by the school or school board, and may receive additional funding from the MEQ based on the number of students enrolled in the program.

Our current PPP schools are: MIND, FACE High School, Royal Vale School High School, Royal West Academy and Vincent Massey Collegiate. In 2023-2024, Rosemount High School will begin a PPP by offering a music concentration for students. The total number of students participating in a PPP is 2326. This represents 30.2% of secondary school students.

Given that the MEQ is encouraging more PPPs to be added in the system, over the next four years the EMSB will apply for programs in schools that are not yet recognized. This could include sport-études or fine arts programs, International Baccalaureate Middle Years programs or Advanced Placement programs. We will also seek recognition of our schools for students with special needs and schools offering the work-oriented training path (WOTP) to students. Many of these programs are already operating in our schools and will benefit from being classified as PPPs.

EMSB Objective: to increase the rate of student participation in a projet pédagogique particulier from 30.2 % in 2023 to 75.0% in 2027.

PRESCHOOL EDUCATION OBJECTIVE

Over the years, Quebec has continued to invest in preschool education, with a focus on providing a high-quality, play-based curriculum that emphasizes socialization and the development of critical thinking skills. The province's approach to preschool education has been recognized as a model for other jurisdictions, both within Canada and around the world. In 1997, Quebec became the first province in Canada to offer full-day preschool for four-year-old students, which was a significant step forward in providing access to high-quality early childhood education for all children.

In the first Commitment to Success Plan, the EMSB had just begun to offer preschool to 4-year-old students in selected areas. Five years later, almost all our elementary schools have a K4 Class. Additionally, all elementary schools have a kindergarten class, known as K5 (that is, kindergarten for 5-year-olds). The focus for the EMSB is to support the implementation of the Preschool Cycle Program to align with the prescribed provincial curriculum.

There is often tension in preschool education between the desire to focus on early literacy and numeracy skills and the importance of playtime for young children's development. Research has shown that play is essential for young children's development and learning, providing children with opportunities to explore and experiment, build social skills, develop creativity and imagination, and learn about the world around them³. By providing a rich, play-based curriculum that integrates academic skills into meaningful, engaging activities, preschool teachers can help children develop the foundational skills they need for success in school and in life. In following the recommendations, some schools have already built the two scheduled time periods of 45 minutes into the daily schedule. The Commitment to Success Plan will report on the schools' implementation of this.

Outreach to new parents of preschoolers is an important way for preschools to establish a positive relationship with the community. By building relationships, sharing information, addressing common concerns, preschools can help create a supportive, engaging community for children and families alike. By reaching out to parents, preschools build trust and strengthen the sense of partnership and collaboration with families. This partnership lasts beyond the child's early education.

Being in touch with parents allows preschools to share information about their programs, curriculum, and philosophy with parents. It also provides the opportunity for parents to raise concerns or ask questions, allowing the staff to better meet the needs of families. As parents participate in school events and activities, they have a better sense of their child's experience, and this can provide comfort to them in knowing the staff and daily routines. By involving parents in preschool activities, events, and decision-making processes, preschools can create a sense of belonging and help parents feel invested in their child's education.

The MEQ has created a document titled *the Guide to Support the Parent Component: Preschool Education for 4-Year-Olds* (August 2021). This guide offers suggestions for schools to facilitate a minimum of 10 meetings over the academic year for parents of 4-year-old preschoolers. The guide recognizes that all families care about their children's well-being and success and that part of doing their best to support their children's development is to be collaborative partners with school and school team. These

³ Québec, Ministère de l'Éducation, Preschool Cycle Program (Québec: 2021).

meetings can be used to celebrate school success for these students during their initial year in school, establishing a long-lasting partnership as we fulfill our roles in the lives of our students.

All EMSB preschools will report anecdotally through their Educational Projects about these ten meetings, reflecting on the contributions made to building collaborative partnership with the families of our students.

EMSB Objective: To increase the number of elementary schools which have implemented 2 scheduled play periods per day for preschool students from 7 in 2023 to all schools (31) in 2027.

DIGITAL COMPETENCY OBJECTIVE

In 2018, the MEQ launched its Digital Action Plan which was its blueprint for the integration of digital technology and associated innovative pedagogical practices into the education sector. In 2019, the MEQ published its Digital Competency Framework with 12 dimensions, which was derived from the Digital Action Plan.

The aim of this framework is to foster the development of digital competency throughout the educational community so that Quebecers may be autonomous and exercise critical judgment in their use of digital technologies. Digital competency is essential in today's world, in which technological innovations are transforming the labour market and the skills employers are looking for. It is therefore vital that teaching practices and programs be adapted and include digital competency in order to prepare future workers for the challenges of tomorrow.⁴

In 2020 the MEQ published the Digital Competency Development Continuum, which originated from the plan and the framework.

On March 16th, 2020 the COVID-19 pandemic forced province wide school shutdowns. Teachers, students, school administrators and school boards pivoted, at an unprecedented speed, from in person classroom learning to an online learning environment. Teachers and students met online for teaching and learning activities, communication and learning assessments. The learning curve for the teachers, students, school administrators and school boards to successfully distribute and use the different digital devices as well as online platforms, tools and resources was extremely wide-ranging.

With the return to a more traditional in person classroom learning environment for the 2022-2023 academic year, it became evident that teachers and students had an eclectic variety of expectations, skills and competencies in the pedagogical integration of digital technology.

In the Fall of the 2023-2024 academic year, the Board will disseminate an anonymous online survey to teachers and classroom support staff asking respondents to self-assess their competence with pedagogical uses of digital technologies. The same survey will be disseminated in the Spring of the 2023-2024 academic year to the same respondents for the same purpose. A comparison of the results of the two surveys will provide a rate of improvement of the respondents' self-assessed competency level in regard to the digital competency. This comparison will generate a baseline and a portrait of teachers' and classroom support staff's needs for professional development on the digital competency and its 12 dimensions. These professional development activities will be offered over the length of the Commitment to Success Plan.

EMSB Objective: To increase the rate of teachers' and classroom support staff's digital competence as reported by the Digital Competency Survey by 5% from 2023 to 2027.

⁴ <http://www.education.gouv.qc.ca/en/current-initiatives/digital-action-plan/digital-competency-framework/>

APPENDIX: OBJECTIVES AT A GLANCE

MEQ Objective: To increase the graduation/qualification success rate of students from 84% in 2023 to 86.7% in 2027.			
EMSB Orientation: Graduation/Qualification (Academic)			
EMSB Objective	Indicator	Baseline & Target	
To maintain the rate of students obtaining their first diploma or first qualification in seven years after starting secondary school in the range of 92% or above through 2027.	the rate of students obtaining their first diploma or first qualification in seven years after starting secondary school	-	92%+
To increase the rate of students obtaining a diploma in vocational education after three years from 65.1% in 2023 to 70.0% in 2027.	the rate of students obtaining a diploma in vocational education after three years	65%	70%
SECONDARY SUBJECT SPECIFIC GOALS			
To increase the success rate of Secondary 4 students on the Math CST C2 June exam from 64.0% in 2023 to 69.0% by 2027.	the success rate of Secondary 4 students on the Math CST C2 June exam	64.0%	69.0%
To increase the global success rate of Secondary 4 students on the Science & Technology course from 84.9% in 2023 to 88.5% by 2027.	the global success rate of Secondary 4 students on the Science & Technology course	84.9%	88.5%
To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 73.3% in 2023 to 78% by 2027.	the global success rate of Secondary 4 students on the History of Quebec and Canada course	73.3%	78%
To maintain the global success rate of Secondary 4 students in Histoire du Québec et du Canada course above 90% through 2027.	the global success rate of Secondary 4 students in Histoire du Québec et du Canada course	-	90%+
To maintain a global success rate in the range of 95% on the Secondary 5 English Language Arts uniform exam through 2027.	a global success rate on the Secondary 5 English Language Arts uniform exam	-	95%+

To increase the average grade on the English Language Arts uniform exam from 76.8% in 2023 to 78.0% in 2027.	the average grade on the English Language Arts uniform exam	76.8%	78%
To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.	success rate on the Secondary 5 French Second Language (Programme de base) Reading Component June exam	-	90%+
To increase the average grade of students from 82.8% in 2023 to 84.0% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.	the average grade of students on the Secondary 5 French Second Language (Programme de base) Reading Component June exam	82.8%	84%
To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam through 2027.	The success rate of on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam	-	90%+
To increase the average grade of students from 76.7% in 2023 to 79.0% on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam by 2027.	the average grade of students on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam	76.7%	79.0%

ELEMENTARY SUBJECT-SPECIFIC GOALS			
MEQ Objective: To increase the proportion of End of Cycle 3 students demonstrating proficiency (70-100%) on the uniform exam (C1) from 66% to 75%.			
EMSB Objective	Indicator	Baseline & Target	EMSB Objective
To increase the proportion of End of Cycle 3 students demonstrating proficiency (70% to 100%) on the uniform exam (C1) from 61.5% in 2023 to 69% by 2027.	the proportion of End of Cycle 3 students demonstrating proficiency on the uniform exam (C1)	61.5%	69%
To maintain the success rate of elementary students on the End-of-cycle 3 English Reading component of the June examination above the 90% range through 2027.	the success rate of elementary students on the End-of-cycle 3 English Reading component of the June examination	-	90%+
To maintain the success rate of elementary students on the End-of-cycle 3 English Writing component of the June examination above the 90% range through 2027.	the success rate of elementary students on the End-of-cycle 3 English Writing component of the June examination	-	90%+
To maintain the success rate of elementary students on the End-of-Cycle 3 French Second Language, reading component of the Board examination at 90.0% through 2027.	the success rate of elementary students on the End-of-Cycle 3 French Second Language, reading component of the Board examination	-	90%+
To maintain the success rate of elementary students on the End-of-Cycle 3 French Second Language, writing component of the Board examination at or above 90.0% through 2027.	the success rate of elementary students on the End-of-Cycle 3 French Second Language, writing component of the Board examination	-	90%+
<i>Note: In FSL, additional objectives will be set towards improving French proficiency once the results from 2023 are processed.</i>			

MEQ Objective: To increase the graduation/qualification success rate of male students from 79.9% in 2023 to 82.3% in 2027.			
EMSB Orientation: Equity			
EMSB Objective	Indicator	Baseline & Target	
To maintain the graduation and qualification success rate of male students at 90% or above through 2027.	the graduation and qualification success rate of male students	-	90%+
To maintain the existing parity in graduation and qualification success rates between the males and females at 5% through 2027.	the gap in graduation and qualification success rates between the males and females	-	5% or less

MEQ Objective: To increase the graduation/qualification success rate of students with special needs from 61.8% in 2023 to 63.4% in 2027.			
EMSB Orientation: Equity			
EMSB Objective	Indicator	Baseline & Target	
To increase the graduation and qualification success rate of Students with Special Needs from 75.1% in 2022 to 80% in 2027.	the graduation and qualification success rate of Students with Special Needs	75.1%	80%
To reduce the gap in graduation and qualification success rates between Students with Special Needs and Others from 23.5% in 2023 to 18% by 2027.	the gap in graduation and qualification success rates between Students with Special Needs and Others	23.5%	18%

MEQ Objective: To increase the proportion of schools using data to improve school climate from 0% in 2023 to 100% in 2027.			
EMSB Orientation: School Climate			
<i>All EMSB schools use the OURSCHOOL Survey once a year to gather data for the purpose of analysing and improving the school's climate. The following are objectives set for improvement in this area.</i>			
EMSB Objective	Indicator	Baseline & Target	
ELEMENTARY			
To maintain the use of tools that gather data on student well-being and school climate in all youth sector schools and centres at 100% through 2027.	the use of tools that gather data on student well-being and school climate in all youth sector schools and centres	-	100%
To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 31% in 2023 to 25% in 2027.	the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey	31%	25%
To increase the rate of elementary students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 59% in 2023 to 65% in 2027.	the rate of elementary students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey	59%	65%
To decrease the rate of elementary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 31% in 2023 to 22% in 2027.	the rate of elementary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey	31%	22%
SECONDARY			
To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.	the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey	22%	18%
To increase the rate of secondary students feeling safe at school, as reported by the	the rate of secondary students feeling safe at school, as	47%	65%

students, on the OURSCHOOL Survey from 47% in 2023 to 65% in 2027.	reported by the students, on the OURSCHOOL Survey		
To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.	the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey	29%	25%

MEQ Objective: To increase the rate of participation of secondary students in a projet pédagogique particulier from 44.6% in 2023 to 75% in 2027.			
EMSB Orientation: Special Programs			
EMSB Objective	Indicator	Baseline & Target	
To increase the rate of student participation in a projet pédagogique particulier from 30.2 % in 2023 to 75% in 2027.	the rate of student participation in a projet pédagogique particulier	30.2%	75%

ADDITIONAL OBJECTIVE: PRESCHOOL			
EMSB Orientation: School Climate & Special Programs			
EMSB Objective	Indicator	Baseline & Target	
To increase the number of elementary schools which have implemented 2 scheduled play periods per day for preschool students from 7 schools in 2023 to all schools (31) in 2027.	the number of elementary schools which have implemented 2 scheduled play periods per day for preschool students	7 schools per year	All schools by 2027

ADDITIONAL OBJECTIVE: DIGITAL COMPETENCY			
EMSB Orientation: Digital Competency			
EMSB Objective	Indicator	Baseline & Target	
To increase the rate of teachers' and classroom support staff's digital competence as reported by the Digital Competency Survey by 5% from 2023 to 2027.	The rate of teacher's/classroom support staff's digital competence as reported by the Digital Competency Survey	To be determined	5% per year