

BEST PRACTICES AND CHALLENGES OF THE ENGLISH SCHOOL BOARDS OF QUEBEC 2009-2010

NAME OF SCHOOL BOARD	BEST PRACTICES	CHALLENGES
Central Québec School Board	<ul style="list-style-type: none"> • Full week induction program in August for new teachers and administrators. • Key teachers/consultants/principal partnerships – an essential element to school success. 	Finding: <ul style="list-style-type: none"> • Qualified English-speaking teachers • Social and health services in English
Eastern Shores School Board	<ul style="list-style-type: none"> • After-school homework programs • Community partnerships working together to help keep students in school and reaching success for all • Two annual board-wide cultural activities: cultural showcase and public speaking. • Drug Education Program for secondary schools with the Hugh Fraser Institute. • E-Learning through LEARN helps students who want to orient themselves into sciences at the college level by offering courses such as Chemistry and Physics that cannot be offered due to lack of resources. • Entrepreneurial education. • Extra help in French second language and offering of a French version of the Daily Five Program. • Healthy School Initiative (eating right and staying fit) • Literacy and Numeracy • Pre-Kindergarten for all ESSB schools through NANS initiative. • Resource teacher in all schools for students with special needs. • Sports activities: board-wide and through wellness program. 	<ul style="list-style-type: none"> • Availability of educational services in English • Lack of budgets to offer the three pathways • Drop-out rate and lack of resources to offer appropriate individual support. • Recruitment of teachers. Most come from the Maritimes and are not trained to implement the reform. • Access to Anglophone professional resources for students with special needs. • Staff turnover due to difficulties related to non-trained teachers, isolation, lack of resources, teaching in disadvantaged area.

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Eastern Shores School Board (continued)	<ul style="list-style-type: none"> • Stay-In-School activities for the 16-24 program for students and parents. • Teacher training and mentoring. • Technology use in Education: live classroom, video-conferencing... 	
Eastern Townships School Board	<ul style="list-style-type: none"> • The Enhanced Learning Strategy (ELS). Laptops for each student from Grade 3 to Secondary V as well as adult students. Students are more engaged in their learning and results show increased literacy rates and reduced drop out rates. • Drop-Out Prevention program, Partners for Educational Success in Estrie. (Partenaires pour la réussite éducative en Estrie – PREE) 	<ul style="list-style-type: none"> • Declining enrollment • MELS direction (going towards more accountability) has not demonstrated increased success in other parts of the world: USA, England
English Montreal School Board	<ul style="list-style-type: none"> • The winning combination for student success in education (healthy schools, healthy lifestyles, healthy future, spiritual care and guidance and community involvement) • From Pre-Kindergarten to high school: providing a safety net to students through Complementary Services such as the autism task force committee, the summer language camp, the traumatic events support team, the Kindergarten Behaviour Enhancement Program and the Outreach Network. • Early literacy initiative 	<ul style="list-style-type: none"> • Declining enrolment

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Lester B. Pearson School Board	<ul style="list-style-type: none"> • Pearson Interactive Community Partnership Program Under the leadership of a member of the Educational Services leadership team, a program has been established that links the expertise of the business community and other educational institutions to the classroom. More than one hundred such organizations lend their expertise to our students through a variety of initiatives: - guest speakers in the classroom – off-site visits – job shadowing and career awareness opportunities, elementary career days in Grade 6 – high school career days – student led interviews with business and community representatives – Space Day – teacher training workshops. From small family run operations to large corporations, these businesses have generously opened their doors to the educational system and have provided students with real-world experiences and career knowledge. • Student Life Program This initiative promotes opportunities for student leadership in the twelve (12) high schools. Teachers have assumed the role of Student Life Advisor in each of the schools, and a high and meaningful profile is encouraged for student governance. Students attend Canadian and provincial student leadership conferences, the Youth Humanitarian Summit, Pearson Idol, TOPS (a remarkable display of student talent), Winter Cotillion, and Humanitarian Week. A board-wide Central Student Committee has been formed and plays a vital role in expressing student opinion to the Council of Commissioners. 	<p>French second language concerns.</p> <ul style="list-style-type: none"> • Delivery of quality French programs • Creating and nurturing a French immersion school culture • Parent of French immersion student often unable to help their child because they do not understand French • Additional resources needed for students with special needs • More professional development for French immersion teachers to stay informed of research in the area of second language teaching and pedagogical resources available <p>Budgets to fulfill the educational mandates</p> <ul style="list-style-type: none"> • To hire personnel and deliver materials

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New Frontiers School Board	<ul style="list-style-type: none"> • Directions Alternative School Program The Directions Alternative School Program has been designed to help at risk students within Howard S. Billings Regional high School. Using non-traditional methods of instruction, community based learning, high structure and behavior modification, this program attempts to aid learners who, for a myriad of reasons, have lost touch with their educational path. By redirecting their at risk behaviors and helping them to face the obstacles in the way of their learning, the alternative school program increases the likelihood of their success. In existence for twelve academic years with an average yearly success rate of 80%, Directions Alternative School Program has helped over 450 Châteauguay youth complete high school and pursue their lives as productive adults in our community. Some of the most important aspects of our program outside of academics include community volunteerism, work experience, and fund-raising. The students experience new ways of seeing the world and are given ample opportunity to alter their perceptions of the community around them. 	<ul style="list-style-type: none"> • Availability of services in English • Budgets to fulfill the educational mandates • Support for students with special needs. • Mathematics – the old and new curriculum converging together.

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New Frontiers School Board (continued)	<ul style="list-style-type: none"> • Soft Skills card Two vocational programs of the Vocational Education Department of New Frontiers School Board are taking part in a pilot project that emphasizes and evaluates soft skills in their students. They are evaluated on competencies such as communication, teamwork and enterprise. Although not marked on these skills, both students and teachers rate their proficiency in the various areas. At the end of the course each student receives a card with a rating from one to four for each skill. The card not only shows the student their strengths and weaknesses, but also allows prospective employers to gauge individuals without necessarily having to call references. 	
Riverside School Board	<ul style="list-style-type: none"> • Literacy Toolbox – elementary sector. This strand of the Riverside School Board Strategic Plan focuses on the reading, writing and oral aspects of literacy competency of elementary students. Teacher of English Language Arts and French Second Language are organized into combined, stable cohorts across all elementary schools and using a professional learning community approach. • Professional development over three years. On a monthly basis, teachers meet and receive practical training and a variety of classroom and professional resources that form a ‘Literacy Toolbox’ Pre- and post-student and teacher surveys, as well as long-term analysis and end-of-cycle results serve as ongoing guides to professional development activities and classroom practices. 	<ul style="list-style-type: none"> • Private school funding and their selection of students to the detriment of public schools (the MELS should only finance private schools who do not select all students and who do take in at-risk students). • Lower success rates for boys

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Riverside School Board (continued)	<ul style="list-style-type: none"> • Mathematics Toolbox – elementary and secondary sectors. This strand of the Riverside School Board Strategic Plan focuses on the improving success of the students in mathematics in both elementary and secondary by means of improving the professional competencies of the mathematics teachers. Teachers are organized into cohorts and meet regularly to receive practical training and classroom resources. • Youth Leadership: The 2008-2009 school year brought a new element to leadership for students at Riverside School Board. During this time teachers and board professionals from Chambly Academy, Centennial Regional High School, Heritage Regional High School and St. Johns High School, in cooperation with Dynamix Adventures, planned and implemented a 3-day Leadership Camp for approximately 100 Riverside students. Camp objectives included highlighting student leaders at Riverside and sharing best practices. The camp was also used as a tool to create and plan a new activity for each school using the skills that were being taught throughout the three days. The 2009-2010 school year will continue with the implementation of a Leadership Network throughout our high schools. Students will attend planning meetings with their teachers to increase their involvement in the planning process and to increase communication about Leadership in Riverside schools. 	

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Sir Wilfrid Laurier School Board	<ul style="list-style-type: none"> • The Advanced 5 is an organizational framework for secondary students based on the Daily Five, a management approach for literacy. It is designed to promote independent reading and writing by establishing with the students clear guidelines and expectations for academic behavior during literacy blocks. Students in four high schools are using this model, those in the work-oriented or individualized pathways. Results show increased motivation and engagement in literacy tasks. • Citizenship and the Charter of Rights in the classroom where students learn about elements of our judicial system and how to argue a case. Throughout the process, students learn problem solving strategies, defence of choices as well as the ways in which learning is affected by their individual and team work. This allows empowerment and a willingness to stay in school. It has proven to be particularly effective with boys. 	<ul style="list-style-type: none"> • Support for students with special needs • Differentiated instruction for literacy. • Drop-out rates

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Western Quebec School Board	<ul style="list-style-type: none"> • Partnership with the London Challenge initiative for improvement of individual student achievement. • Knowledge management helping every employee being better at their job. Sharing of knowledge is a moral obligation. • Pilot in Pontiac High School and expanded to all schools (7-8 years). Teams target goals, set a team vision and apply the decisions together. 	<ul style="list-style-type: none"> • Distance and dispersion of school board territory. Long distances impact on learning. • Use of board's budgets • Declining demographics in rural population: how to offer quality services. • Cultural issues: access to English schooling. • Significant number of First Nations students – 41 bands to deal with one at a time. • Drop-out issue: MELS and board numbers do not correspond. Board must agree with MELS on the actual percentage.