

Annual Report

2015 - 2016

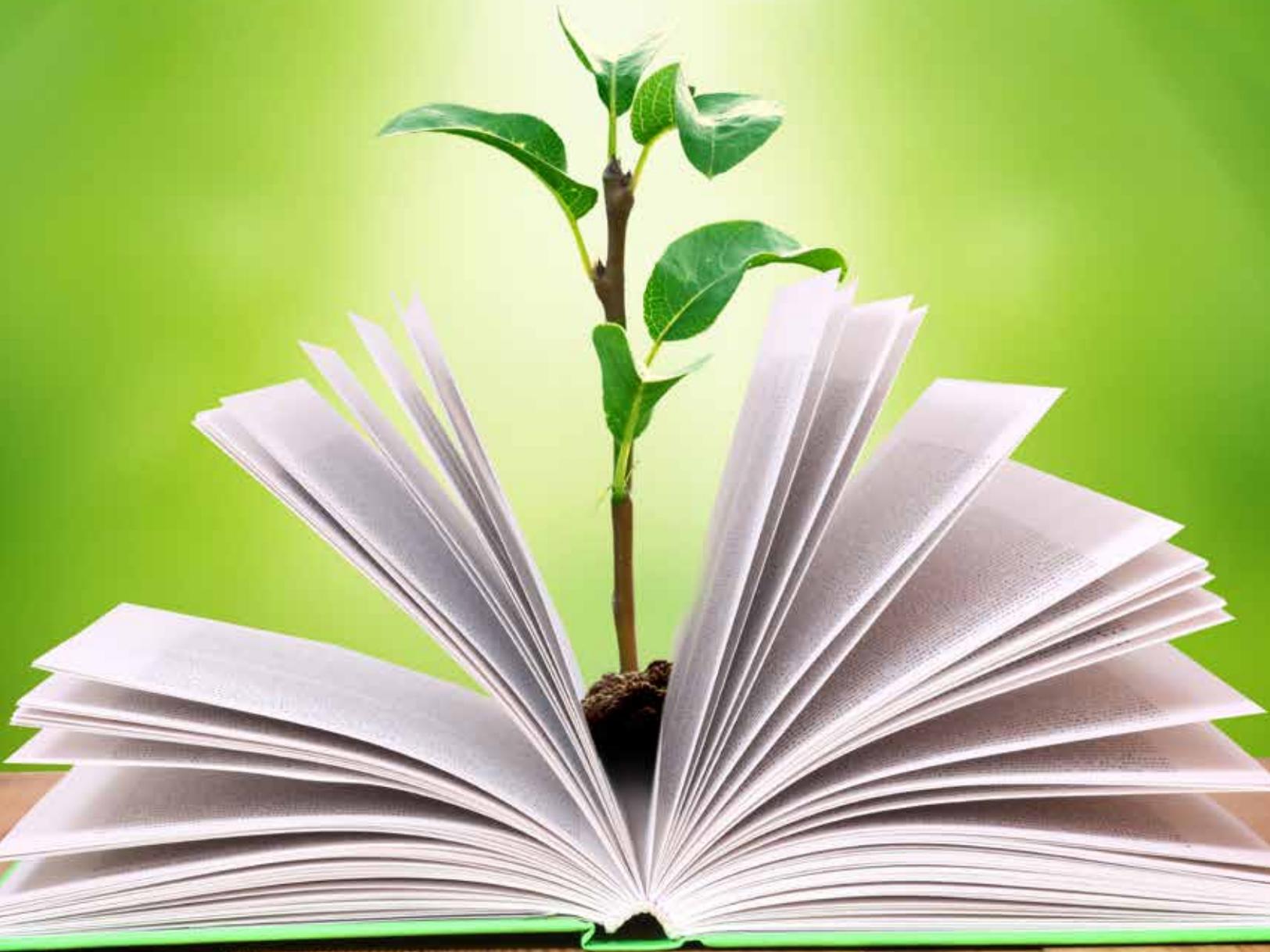


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2015-2016 Annual Report

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Mission Statement



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 fulfil 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 ongoing professional development;
- encourage collaboration among the various educational partners;
- use resources effectively 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.

From The Chairman and Director General

We are delighted to report that through extraordinary management of our finances, great success in our Adult Education and Vocational Services (AEVS) programs and the sale of numerous properties, we recorded a very healthy surplus for 2015-2016.

As such, we decided to allocate most of this money into our schools and centres.

Proceeds from property sales may only be used for major capital investment projects. As a result, from the estimated \$7.2 million in sales, our Long Range Planning Committee reviewed requests for major renovation projects and recommended four facilities to focus on: at St. Pius X Career Centre in Ahuntsic we will build a new section for the growing and popular culinary program; at Bancroft Elementary School in the Plateau, we will proceed with Phase III of the upgrade to their building on St. Urbain Street; at Westmount Park Elementary School and Nesbitt Elementary School in Rosemount, we will undertake major renovations and upgrades. It is important to note that each of these last three facilities are more than 100 years old.

As for monies which will benefit the system at large, the Council of Commissioners approved \$1.2 million in funds. Each school received \$20,000 to use for work in their respective buildings as they see fit. Some of the other highlights included \$500,000 for the cleaning of our heating, ventilation and air conditioning systems; \$260,000 for AEVS to increase its supplies and tools budgets; \$108,000 for tutoring services; \$127,500 to purchase more library books; \$500,000 for the painting of school buildings; \$25,000 to begin the process of replacing the exterior signs for our schools and centres; and \$150,000 for the marketing of our board.

This is all the more a crowning achievement given the fact our enrollment at the youth sector does continue to decrease, due to simple demographics and the language laws. However, the drop is not as significant as in past years. On the AEVS side, though, registration is continually on the upswing, particularly via international students. We need to highly commend our AEVS and Finance Departments who have been most effective in balancing our books. Revenues from AEVS continue to provide invaluable injections to our youth sector, above the pedagogical work it does. It is very nice at the end of an academic year to make such announcements rather than having to make cuts.

GYM FLOORS

The EMSB allocated \$280,000 for the refurbishment of wood gym floors in 20 schools: Carlyle, Cedarcrest, Coronation, Dalkeith, Dunrae Gardens, Edinburgh, Hampstead, Options, Parkdale, Rosemount HS, Royal Vale, Royal West, East Hill, Hampstead, LaurenHill Academy, Parkdale, Sinclair Laird, Vincent Massey and Westmount High School.

THE NEW MACKAY CENTRE SCHOOL

Construction on a \$21.9 million dollar state-of-the-art facility for the Mackay Centre and Philip E. Layton



Angela MANCINI



Ann Marie MATHESON

Schools began this October. The facility will be built on a now empty piece of land located on Terrebonne Street, between Benny and Madison Avenues, in NDG. The English Montreal School Board (EMSB) has owned the green space for decades. The field is currently under municipal custodianship and is being used as an informal playing field by the public and the neighbouring Commission scolaire de Montréal (CSDM) elementary school École Marc-Favreau. The building will house approximately 200 students with developmental, intellectual, auditory or visual impairments and will be the only one of its kind to offer specialized educational and rehabilitative services for the Anglophone community. Its supra-regional mandate means that students from all nine Quebec English school boards will be attending this school. Some students will travel as much as three hours per day by school bus.

The entire facility has been carefully designed to cater to the diverse needs of its student population. On the ground floor, numerous specialized classrooms, washrooms, closed outdoor courtyard, as well as an indoor therapeutic swimming pool are just some of the standard facilities planned. The second floor will accommodate school administration as well as private offices and equipment for medical professionals.

BILL 86 AND SCHOOL BOARD GOVERNANCE

We lauded the announcement by Education Minister Sebastien Proulx not to proceed with Bill 86, the proposed legislation which would have restructured school board governance and limited the public's right to vote for commissioners.

The united front against Bill 86 was successful. While Minister Proulx has indicated that some changes to the way school boards function will be enacted, school board elections will be maintained. An enormous amount of time and effort has gone into opposing Bill 86. We are glad that the government has decided to focus its attention on more important things like student success. In our case, we never lost sight of our pedagogical responsibilities throughout this process and still maintain the highest success (graduation) rate among public schools in the province at 87.8 percent.

Defeating Bill 86 was a team effort. First and foremost, this exercise resulted in a bonding experience between English and French school boards across the province. In April we held an unprecedented press conference at an EMSB school with two of our sister English boards and three French boards. The Quebec English School Boards Association, the umbrella group representing the nine English boards in the province, showed great leadership. In particular, the appointment of former Liberal Member of Parliament Marlene Jennings to chair a committee to examine school board governance and oppose Bill 86 provided increased credibility to our cause.

At the EMSB, we wish to thank union representatives, management associations and members, the EMSB Student Advisory Committee, the Central Parents Committee, governing boards and some municipal leaders who spoke out loud and clear on this issue. When Bill 86 was deposited by former Education Minister François Blais, many people told us that we had no chance in fighting this law – that it was a fait accompli. We never had a defeatist attitude.

We must thank Mr. Proulx, who as Education Minister clearly listened to the concerns expressed by all school boards, for having the courage to do away with this legislation. As well, we extend our gratitude to those Members of the National Assembly who supported us. Many of these individuals are in the Liberal caucus, but we must recognize the assistance from the Parti Québécois, their now former leader

Pierre-Karl Peladeau and education critic Alexandre Cloutier. When Mr. Blais tried to cancel an EMSB by-election prior to Bill 86's introduction in November for the Côte Saint-Luc–Hampstead ward, it was Mr. Peladeau who stood up and stopped that from happening. They stepped up again when the EMSB was not included among the groups invited to present a brief during the hearings for Bill 86. That decision was reversed. At the hearings themselves, Mr. Cloutier spoke out loud and clear that Bill 86 was unconstitutional. We may not always see eye to eye with the PQ on issues, but in this case their position was completely the same as ours.

The EMSB is able to effectively manage its schools and deliver results due to the confidence invested in it by taxpayers who freely and fairly elect their commissioners to represent them at the Board. The legitimacy that comes from being elected via the process of universal suffrage cannot be underestimated, nor can it be taken for granted. Integrity and transparency are incumbent on all elected officials resulting from them being democratically chosen by members of the community.

Following Mr. Proulx's announcement, Quebec Premier Philippe Couillard said that the English school board models were the way forward, considering their graduation rate of 85 per cent. He praised the success rate of the English public schools, saying they should serve as an example. "The level of involvement in the community in their school system is very significant and frankly is something to compliment the community about. That's something we should all be doing," he said. "We must say again to our English-speaking fellow Quebecers that the way they did things, the way they conducted their school boards and their schools is the way to go for all Quebecers and this is what we get."

HISTORY COURSE

The EMSB implemented the new History of Québec and Canada program in Secondary III in September 2016. We are doing so with the understanding that there may be some changes to the curriculum before it is finally approved by the Minister of Education, particularly in Secondary IV. The decision to proceed was made by the Directors of English Education Network (DEEN), representing all nine English boards. The representatives from DEEN agreed to proceed based on comments from pilot schools, training that has already taken place and the availability of resources and English textbooks. Based on all the positives, we agreed as a collective to move forward.

Implementing this program now facilitates the purchase of new text books subsidized by the Ministry. In addition, it will provide teachers with opportunities for professional development and the maximum amount of time to familiarize themselves with this program.

This decision was taken after much deliberation and is unanimous among the nine English school boards. We are going ahead with the confidence that teachers will rise to the challenge and enjoy the rewards of introducing a new History program.

The new program offers many advantages. It will give us the opportunity to replace tired textbooks with new ones. Some teachers have already received professional development and that will be expanded to include all of them later this month.

This new program does have some problems. It includes too much nationalism, not enough Canadian content and insufficient attention given to diverse groups. The problems identified in this new History program are not new. But by implementing it, teachers will have opportunity to address them directly as

well as to take local initiatives and provide to their students those History lessons that are pedagogically sound and socially respectful.

LITERACY INITIATIVE

On the eve of Kindergarten Registration Week, the EMSB formally launched a campaign highlighting our successful balanced literacy initiative. In order to emphasize the importance of reading, we welcomed a number of well-known personalities to Dante Elementary School in St. Léonard to read to the Pre-Kindergarten, Kindergarten and Grade 1 students. They included the wives of three members of the Montreal Canadiens (Angela Price, Alyssa Flynn and Larissa Gilbert), St. Leonard Mayor Michel Bissonnette, Olympic snowboarder Caroline Calve, Montreal Alouettes players Martin Bedard and Marc-André Brouillette, football coach and Dante graduate Danny Maciocia and several media personalities.

Literacy rates continue to climb six years after a considerable investment was made in an effort to ensure that 90 percent of students would be reading at level by the time they graduate from elementary school. This program will now be expanded to certain high schools as a pilot project. Close to \$2 million has been dedicated to the balanced literacy initiative in both English and French since 2009-2010.

GENDER NEUTRAL WASHROOM

Westmount High School opened a gender neutral washroom, following up on requests to this effect that were made to Principal Michael Cristofaro. Last year it was brought to the administration's attention that a number of students were uncomfortable using the washrooms because of gender identity issues. Given these comments, a survey was conducted with the student body about their level of comfort regarding a gender neutral washroom and approximately 80 percent said they supported the notion or were indifferent to the concept. With this in mind, the school moved forward with consultation and discussions at different levels including the teachers, Governing Board and School Board. Given what has been positively happening in other school jurisdictions, the decision was made to move forward with a pilot project where one of the girls' washrooms would be transformed into a gender-neutral washroom.

FRENCH FOR THE FUTURE

Westmount High School was also the site for the 2016 French for the Future Montreal Local Forum. Aimed at promoting bilingualism amongst Canadian youth, the theme of the annual French for The Future Conference is *Notre planète, nous y tenons*. Some 500 students from 10 Montreal high schools and three school boards were present. Charismatic



Montreal comedian Dorothy Rhau served as master of ceremonies. Native Canadian rapper, Samian, nominated for “artiste pour la paix” in 2016, inspired the youth with his story and powerful bilingual lyrics, partly in French and partly in his native Algonquin language. Royal West Academy student Avi Caplan joined him on stage and did some impressive beat boxing. This year, the committee added the theme of celebrating Earth Day and Jean-Philippe Hardy, assistant director of engineering for energy efficiency experts Énergère, kicked things off, generously providing awards for the Environmental VIDEO Challenge with submissions from students of participating schools. Énergère is presently involved in a \$24.6 million project with 17 English Montreal School Board facilities.

STUDENT LEADERSHIP RETREAT

More than 200 students from across the EMSB’s network of high schools returned from the 18th annual School Board Leadership Camp at Camp Val-Estrie in Waterville, QC. This year’s theme was Pangea - just like the primordial continent we can all come together to form something powerful and effective. Students from Secondary I thru V participated in the retreat, coming from James Lyng High School, John F. Kennedy High School, John Paul I High School, Laurenhill Academy, Laurier Macdonald High School, Lester B. Pearson High School, Marymount Academy International, Rosemount High School, Royal Vale High School, Royal West Academy, Vincent Massey Collegiate and Westmount High School.

EMSB AND THE IMPACT

For the 11th year in a row, we continued our partnership with the Montreal Impact soccer team through its “All the Way with the Impact” program. Members of the Impact visited our schools to remind young students of the importance of studying, persevering and building self-confidence in order to succeed. Harry Ship visited Michelangelo Elementary School in RDP. The traditional EMSB Night took place on June 8 at Saputo Stadium. More than 2,300 tickets were sold through the EMSB to students, staff and their families. Two of our students won \$500 bursaries.

PLAY IT FAIR

The EMSB’s B.A.S.E. Daycare Program and Spiritual Care and Community Involvement Services hosted a Supporting Children as Leaders Through Play it Fair! Celebration at Dante Elementary School in St. Léonard. As of October 2015, some 20 Secondary IV students from Vincent Massey Collegiate had been participating in the Supporting Children as Leaders through Play it Fair! pilot program with more than 200 B.A.S.E. daycare students from Dante, Gerald McShane, Michelangelo International and Pierre Elliott Trudeau Schools. Under the mentorship of B.A.S.E. daycare educators, the VMC and B.A.S.E. students engaged in weekly activities and group discussions around different values and created community action projects that aim to make the community a better place. This celebration was hosted for three reasons: to highlight the collaborative environment and the relationships formed between the daycare educators, the VMC students and the B.A.S.E. students; to showcase the different community action projects; and to award the VMC students with their Play it Fair! Activity Leader certificates.

DALKEITH STUDENT STAYS IN CANADA

The EMSB was delighted with the news that seven-year-old Dalkeith Elementary School student Nathan Villa and his mother Gabriela were able to remain in Canada after facing a deportation order to Mexico from the Canada Border Service Agency (CBSA). We commended Immigration, Refugees and Citizenship Canada (IRCC) for intervening and granting a temporary resident status to Ms. Villa. Nathan has been diagnosed with autism and speech delay and this represented a fundamental part of the arguments given to allow them to stay in the country. We are so happy for Nathan and his mother. There were

many people who worked behind the scenes to make this happen. The Villas were given a temporary permit while awaiting for a decision on her humanitarian application. We are confident they are here to stay.

VINCENT MASSEY GYM

The EMSB will celebrate the long-awaited opening of a new double gymnasium and four additional classes at Vincent Massey Collegiate in Rosemount on March 18. In the spring of 2012, the Quebec Ministry of Education announced funding in the amount of \$4.3 million for Vincent Massey. We worked diligently on this dossier for well over a year. Vincent Massey is an Article 240 special status school, with an enriched and structured CEGEP preparatory program. It has a student population of 814 in a building which was designed to accommodate 725 when it was constructed in 1959. The capacity is now 834.

SPIRIT OF GIVING

In preparation for the holidays, the EMSB once again teamed up with the Canadian Armed Forces to support CTV Montreal's annual "Spirit of Giving" campaign, which brings much needed assistance to the less fortunate throughout Montreal. Through December 11, non-perishable food, toys and miscellaneous items, such as soap and cleaning supplies, were collected, sorted and donated to Share the Warmth, West Island Assistance Fund, Renaissance Montreal, Multicaf, Parc Extension Share Store, Le Bon Dieu Dans La Rue, Batshaw Youth and Family Services, Mile End Mission, La Mosaïque and the N.D.G. Food Depot. In all, the combined efforts of the EMSB, its schools and facilities generated over 600 boxes of non-perishable food, and over 40,000 toys and miscellaneous items. Forty-four schools and centres took part in the campaign as well as some community organizations. Rosemount High School served as the main hub for the collection.

VOLUNTEER NIGHT

The EMSB held its 15th annual Volunteer Appreciation Evening on April 12 at the Centre Renaissance in Anjou. This year's event was held to commemorate National Volunteer Week, which ran from April 11 to 15, under the theme of "Leading by Example." Time and space did not allow us to honour all of our nearly 1,500 volunteers in person. Therefore, only those individuals who have volunteered for more than five years attended the reception, representing some 500 people. However, several thousand copies of a commemorative program book were distributed to each school. For the eighth consecutive year, La Capitale Financial Services was the title sponsor for this event.

LE TEMPS DES FLEURS

A total of 320 Montreal elementary school choristers, a symphonic orchestra and renowned Quebec actor Guy Nadon collaborated on a children's book/CD about the ancient Greek myth of Persephone and how the seasons came to be. Le Temps des Fleurs, le Temps des Neiges is a massive multi-disciplinary project culminating in the creation of a book/CD for children in French, which explores the ancient Greek myth of the Goddess Demeter, her daughter Persephone and the unbreakable bond that exists between a mother and her child. The EMSB was represented by six elementary schools: Gardenvue in St. Laurent, Pierre de Coubertin in St. Léonard, Edinburgh in Montreal West, Roslyn in Westmount, Royal Vale in NDG and Sinclair Laird in Park Extension. They are collaborating with École Socrates-Démosthène in Outremont. The project kicked off on October 29 at the Embassy Plaza in Laval with a red carpet event. That was followed by a formal launch on November 11 at Victoria Hall in Westmount. On Sunday, November 22 there was a presentation at the Salon du Livre de Montréal at Place Bonaventure. Written by Canadian children's book author Glen Huser and adapted to French by Jean Antonin Billard

and Robert Paquin, the book includes an operatic version of the story on CD, composed by Athens-based Giannis Georgantelis. Brilliantly illustrated by three-time Governor General Award winning illustrator Philippe Béha and narrated by Nadon, *le Temps des Fleurs, le Temps des Neiges* is a collaboration of Panarmonia Atelier Musical with Quebec publishing house Planète Rebelle and Chroma Musika, in partnership with the Hellenic Community of Greater Montreal and the Hellenic Congress of Quebec.

HOOKED ON SCHOOL

The sixth edition of Montreal Hooked on School (Journées de la persévérance scolaire) took place February 15 to 19. Martine Legault-Ciccia is the EMSB representative for this program, which focuses on staying in school initiatives. Throughout the year, the organization, which is comprised of 33 partners representing the education, community and business sectors, focuses on scholastic retention, making it a priority at schools throughout the province. Awareness campaigns, such as Hooked on School Week, have allowed students, family and communities alike to understand the value in education. The regional launch for Quebec Hooked on School Week was held at James Lyng High School in St. Henri

MOURNING SYD WISE

The EMSB mourned the passing of long-time Commissioner Dr. Syd Wise. He served as a school commissioner for Côte Saint-Luc for 21 years, having first being elected in 1994. In the last election of November 2, 2014 his ward was expanded to include Hampstead. Dr. Wise, who was 79, began his teaching career in the 1960's with the former Protestant School Board of Greater Montreal. After having taught for seven years, he served as principal of Mount Royal, Malcolm Campbell, Outremont and Wagar High Schools. He also served as president of the Montreal Association of School Administrators (MASA). In addition, he held administrative posts in other educational institutions: Education Director of Temple Emanu-El-Beth Sholom, Principal of Yeshiva Godola Secular High School and as Director of a work program for students of the Montreal Association for the Blind. For one term, prior to becoming a school commissioner, he served as councillor for the City of Montreal. He recently returned to his first passion, teaching, as a lecturer at Université du Québec à Montréal (UQAM) and McGill University. Following the 2014 vote, Dr. Wise was elected by his peers to become Chairman of the Executive Committee. Syd had a most distinguished past in the educational system. As a teacher, principal and school commissioner he was always there to stick up for the rights of students and educators. In 1998, when school boards were reorganized along linguistic lines from religious, Syd played an important role in getting a significant voter turnout in those elections. He later oversaw a Focus Committee that looked at what type of new programs could be implemented at the EMSB, making a tour of different schools to hear what suggestions were out there. Under his leadership, programs were created to bring Jewish and non-Jewish students together to learn about each other's culture. When the Parti Québécois tried to push through its Charter of Values, Syd stepped forward and played a leading role in the EMSB's position against the legislation, which never passed.

-Angela Mancini and Ann Marie Matheson

List of Commissioners

ANGELA MANCINI

- Chair

WARD 1

- CÔTE DES NEIGES - SNOWDON
- OUTREMONT - TOWN OF MOUNT ROYAL - PARK EXTENSION

MORDECHAI ANTAL

- Vice-Chair
- Chairman, Education Committee

WARD 2

- MONTREAL WEST - N.D.G.

JOSEPH LALLA

- Co-Chair, Transportation Advisory Committee

WARD 3

- WESTMOUNT - SUD OUEST

JULIEN FELDMAN

WARD 4

- HAMPSTEAD – CÔTE-SAINT-LUC

BERNARD PRAW

WARD 5

- SAINT-LAURENT

JAMES KROMIDA

- Chair, Executive Committee
- Chair, Audit and Finance Committee

WARD 6

- SAINT-MICHEL - VILLERAY - PART OF ROSEMONT - PLATEAU MONT ROYAL - VILLE MARIE EAST

AGOSTINO CANNAVINO

WARD 7

- AHUNTSIC - MONTREAL NORTH

SYLVIA LO BIANCO

- Vice-Chair
- Chairman, Human Resources Committee

WARD 8

- SAINT-LÉONARD

PATRICIA LATTANZIO

- Chairman, Comité de gestion de la taxe scolaire
- Co-Chair, Transportation Advisory Committee

WARD 9

- ANJOU - MERCIER - HOCHELAGA MAISONNEUVE - PART OF ROSEMONT - PETITE PATRIE

ROSARIO ORTONA

- Chairman, Adult Education and Vocational Services Advisory Committee

WARD 10

- RIVIÈRE DES PRAIRIES
- POINTE-AUX-TREMBLES

JOE ORTONA

- Chair, Governance & Ethics Committee

Parent Commissioners

ELEMENTARY SCHOOLS

JASON TRUDEAU

SECONDARY SCHOOLS

MARIO BENTROVATO

ACSES

JOANNE CHARRON

NO DESIGNATION

ANDREW ROSS

Senior Administrators AS OF JUNE 30, 2016

ANN MARIE MATHESON

DIRECTOR GENERAL

ANGELO MARINO

DEPUTY DIRECTOR GENERAL,
ADMINISTRATION

NATHALIE LAUZIÈRE

SECRETARY GENERAL,
DIRECTOR OF ARCHIVES,
COMMUNICATIONS AND
TRANSLATION

PELA NICKOLETOPOULOS

REGIONAL DIRECTOR

ANNA VILLALTA

REGIONAL DIRECTOR

SANDRA FURFARO

DIRECTOR OF EDUCATION AND
TECHNOLOGY SERVICES

LUIGI DI FILIPPO

ASSISTANT DIRECTOR OF
EDUCATION AND TECHNOLOGY
SERVICES

KACEM AZZOUNI

ASSISTANT DIRECTOR OF
EDUCATION AND TECHNOLOGY
SERVICES

ATHINA GALANOGEORGOS

ASSISTANT DIRECTOR OF
EDUCATION AND TECHNOLOGY
SERVICES

DARLENE KEHYAYAN

ASSISTANT DIRECTOR OF
EDUCATION AND TECHNOLOGY
SERVICES

LIVIA NASSIVERA

DIRECTOR OF FINANCIAL
SERVICES

GEORGE ALEXIOU

ASSISTANT DIRECTOR OF
FINANCIAL SERVICES

CHRISTINE DENOMMÉE

DIRECTOR OF HUMAN
RESOURCES

ANN WATSON

ASSISTANT DIRECTOR OF
HUMAN RESOURCES

MARIE-XCLAUDE DROUIN

ASSISTANT DIRECTOR OF
HUMAN RESOURCES

LUC HARVEY

ASSISTANT DIRECTOR, SCHOOL
ORGANIZATION

COSMO DELLA ROCCA

DIRECTOR OF ADULT
EDUCATION AND VOCATIONAL
SERVICES

MARIO ARGIROPOULOS

ASSISTANT DIRECTOR OF ADULT
EDUCATION AND VOCATIONAL
SERVICES

DANIEL HOGUE

DIRECTOR OF MATERIAL
RESOURCES

COSTA SPYRIDAKOS

ASSISTANT DIRECTOR OF
MATERIAL RESOURCES

LEW LEWIS

DIRECTOR OF STUDENT
SERVICES

DORA CESTA

ASSISTANT DIRECTOR OF
STUDENT SERVICES

JULIE RENÉ-DE-COTRET

ASSISTANT DIRECTOR OF
STUDENT SERVICES

BENOIT DUHÈME

DIRECTOR OF LEGAL SERVICES

EMSB Strategic Plan

To exercise its functions and powers, every school board must adopt a multi-year strategic plan in order to respect its legal obligations. The EMSB strategic plan builds on the groundwork laid by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR). It also includes the five goals determined as requirements for the Partnership Agreement between MEESR and the school board, required under Bill 88: increased graduation rates and qualifications before age 20; improved command of the French (and English) language; improved levels of retention in school and academic success among certain target groups, especially among handicapped students or students with learning or adjustment difficulties; a healthier and safer school environment; and an increase in the number of students under 20 years of age enrolled in vocational training.

The EMSB's strategic plan proceeds along the four principle orientations that guided the previous plan. These orientations support our goal of academic success for the young and adult student population. They reflect the EMSB's mission, vision and values. The strategic plan is the culmination of the EMSB's analysis of its student success rate, administrative and academic management, environment and ministerial goals.

What follows is an analysis of what was done in relation to the four strategic orientations during the 2015-2016 academic year.

Strategic Plan/Annual Report

To exercise its functions and powers, every school board must adopt a multi-year strategic plan. The EMSB's strategic plan proceeds along the four principal orientations that guided the previous plan: promoting and fostering a culture of student success; providing a safe, secure, healthy, and welcoming environment; building a professional learning community; and developing and fostering active community relations and partnerships. Below is a summary of what different departments have done this year to follow our strategic plan:

OBJECTIVE 1.1 TO IMPROVE THE CERTIFICATION AND QUALIFICATION RATES OF STUDENTS

Objective 1.1 is to improve the certification and qualification rates of students. There are four paths that a student can follow in order to meet the requirements of obtaining a high school leaving diploma. These include: students who graduate from a typical high school (formation générale des



jeunes, FGJ) or a high school that offers the Work-Oriented Training program (WOTP). Students who do not complete the “on time” high school leaving requirements in five years can go on to complete missing credits in an adult education school (formation générale des adultes, FGA) or graduate from a vocational technical program (formation professionnelle, FP).

In 2015-16, the following diplomas were considered for the purposes of determining graduation rates: the Secondary School Diploma (SSD), the Diploma of Vocational Studies (DVS), the Attestation of Vocational Specialization (AVS), and the Attestation of Vocational Education (AVE). For the Work Oriented Training Program (WOTP) the Pre-work Training Certificate (PTC) and the Training Certificate for a Semi-skilled Trade (TCST) are considered for certification.

The 2014-2015, seven year graduation and qualification rate (announced in 2015) was 87.89 percent, the highest in the province and particularly impressive given the fact the province-wide graduation rate is 77.7 percent. The Education and Technology Services Department continues to implement initiatives to improve the success rates of students on the uniform examinations in both Secondary IV mathematics and history and citizenship sanctioned courses. These improvements have in turn contributed to improving our graduation rate.



Strategies that are aimed at improving the school board’s graduation rate will continue to be a priority. As such, the Education and Technology Services Department will continue to:

- implement its plan of supporting all of its schools in the implementation of Professional Learning Communities (PLCs);
- increase the literacy levels of elementary and secondary students via the balanced literacy initiative;
- increase the numeracy levels of elementary students via the balanced numeracy initiative;
- produce item analysis data for elementary end-of cycle 1, 2 & 3 examinations for English language arts, Français langue seconde and Mathematics as well as secondary IV Mathematics, Science & Technology and History & Citizenship Education;
- promote and develop the Work Oriented Training Program (WOTP) in schools in order to certify students who in the past were not recognized for certification;
- offer and provide support to schools in the administration of the “Tell Them From Me” (TTFM) survey in order to provide students with a “voice” and consequently provide schools with data on students’

- perspectives of their school experiences;
- promote adult education and vocational training as viable educational options for secondary students.

The EMSB will have eight schools spread across its territory offering students the option to follow the WOTP. Focus is the newest school to be opening a Pre-work training program in September 2016. This program joins the Pre- work Training programs recently opened at Perspectives I and II Alternative High School and the Mackay Satellite at Royal Vale Elementary School. After a successful first year, these two schools look forward to moving forward. The increased availability of WOTP programs is due to their ability to provide an education that engages students and motivates them to stay in school.

Adult Education and Vocational Services

In the Adult General Education Division, the EMSB continues to provide students with an opportunity to complete their educational goals by using different curriculum delivery approaches. Some students take their courses at EMSB centres and are placed in traditional groups. Others are placed in individualized settings. Students who cannot attend classes at a centre may opt in favor of DEAL, the EMSB’s distance education program with students completing their studies at home. These very important components of the AEVS service allow EMSB students to contribute to the success rate of each seven-year cohort.

During the 2015-2016 academic year, AEVS continued to promote vocational training programs by participating in the annual EMSB Career Fair for Secondary V students, organizing a Career Expo for Secondary IV students, providing tours of the vocational centres for students and organizing the Student for a Day program, where high school students have the opportunity to participate in classes in one of the vocational centres.

OBJECTIVE 1.2 TO FOSTER AN ENVIRONMENT OF LIFE-LONG LEARNING

Education and Technology Services

1.2.1.1 Support GOAL (Guidance Oriented Approach to Learning) for all students

The provincial GOAL Symposium was held in October of this year. EMSB teachers, consultants, guidance counsellors, and administrators joined with their colleagues from across Quebec to meet, discuss, and collaborate. The theme was on mental health and how education must always maintain a multi-faceted approach when working with students.

Some unique partnerships were developed with various community groups. McGill’s Community Outreach Project offers in



school workshops on health related topics. Alvéole gives workshops and provides training and resources on urban beekeeping. The Teapot Mentorship program introduces students to economics and teaches them leadership skills through hands on activities. These are only a few examples of the many career-life planning resources EMSB students are fortunate to have access to.

Adult Education and Vocational Services

1.2.1.2 Personal Orientation Project and Exploration of Vocational Training Subject Support

The Mentoring for the Career Development Project enjoyed its sixth year, providing timely and relevant professional development to new Personal Orientation Project and Exploration of Vocational Training teachers. This is an initiative of the Anglophone School Boards' Career Development Consultants, with support from MEESR. New teachers appreciated the opportunity made available by the project to learn about and explore their professions together.

Education and Technology Services

1.2.1.3 Support for Entrepreneurship Initiatives in Schools

More than 900 students from the EMSB took part in this year's OSEntreprendre (<http://www.osentreprendre.quebec/en>), formally the Quebec Entrepreneurship Contest, contributing to 76 projects. EMSB Career Development Consultant Travis Hall promoted the contest to schools. His role includes providing support to the teachers through resources, training and consultation. The department also offers grants to further support the schools and turn their students' ideas into reality. Schools which won prizes this year were Nesbitt, Leonardo Da Vinci, Pierre Elliott Trudeau, John F. Kennedy High School, James Lyng High School, LINKS High School and Perspectives I Alternative High School,

1.2.1.4 Projet Pédagogique Particulier Visant à Préparer un Groupe d'Élèves Âgés de 15 Ans

The Projet Pédagogique Particulier enables participating students to focus and succeed in core Secondary III courses while introducing them to vocational training and the benefits of pursuing vocational careers. The project has shown significant growth at John F. Kennedy and Mountainview High Schools. Program Mile End and Perspectives I also continue to find the project successful. Students enjoy being able to blend academics with practical work experience. The project makes it easy for students to discover concrete connections between their in school learning and the skills required in the workforce. James Lyng and Elizabeth High Schools will now be introducing the project to students at their schools as well.

OBJECTIVE 1.3 TO PROMOTE ADULT EDUCATION AND VOCATIONAL TRAINING AS A VIABLE EDUCATIONAL OPTION

Adult Education and Vocational Services

SARCA (Services d'accueil, de référence, de conseil et d'accompagnement), a reception, referral, counselling and support service for adults and lifelong learning, was promoted by airing radio commercials, social media, meeting with various community centres and high schools and creating an informational

pamphlet and website.

RAC (Recognition of Acquired Competencies) was promoted by meeting with various community representatives and high schools within the EMSB network. The MEESR enables individuals to obtain recognition for their prior learning and competencies as they work towards a Diploma of Vocational Studies (DVS) or an Attestation of Vocational Specialization (AVS).

Secondary V students were given the opportunity to explore careers that are available through vocational and technical training as well as programs offered by the CEGEP system at the annual Career Fair, held at St. Pius X. The students participated in workshops and information sessions. These activities provide the students with the opportunity to explore, reflect, and discover various fields that interest them by accessing pedagogical resources and information.

The AEVS Career Expo in April, also held at St. Pius X, is designed to expose the Secondary IV students to the various programs offered in the vocational training sector of the EMSB. Activities included video presentations, hands-on opportunities and interviews with teachers and vocational training students.

OBJECTIVE 1.4
TO INCREASE THE LEVEL OF LITERACY OF STUDENTS

Education and Technology Services

In September 2009, the EMSB introduced a comprehensive plan to improve students' literacy levels at the elementary level. This significant special budget allocation was used to support a three-pronged strategy, which included fostering a balanced approach to literacy instruction, providing improved material resources to schools, and ensuring ongoing, sustainable professional development for teachers. Put simply, the intention of the plan was to create environments in which students received the explicit instruction they needed, but were also provided with increased opportunities to practice their learn-





ing by reading, writing and conversing more—as well as ensuring that they received regular one-on-one instructional time and developed a greater level of independence.

Several specific actions were taken to support these goals. A critical element of the plan was the part-time release of one teacher in each of the EMSB elementary schools to work as a literacy facilitator. These individuals worked in collaboration with their colleagues in the process of implementing a balanced literacy approach to the teaching of reading and writing. Their work included everything from acting as in-house experts to becoming collaborative partners. Another aspect of the plan included developing a partnership with the Centre for the Study of Learning and Performance at Concordia University, which has conducted a survey of all involved teachers, administrators and consultants each year to monitor the process of implementation.

Schools also received a comprehensive set of books to support guided reading, focused, small-group instruction aimed at the individual needs of each student. To put practices such as these into place, the balanced literacy plan involved a significant amount of professional development for facilitators over several years. It also meant the language and literacy consultants from the school board became regular visitors and collaborators in schools where they were able to support teachers individually or as entire school teams. Another vital element in the plan was the orchestration of inter-school visits in which classroom teachers and literacy facilitators visited classrooms in other schools on several occasions over a three-year period. This inter-school sharing has been a very positive addition to the professional development of teachers, and the school change process at many of our schools.

Buoyed by the strong indicators of improvement, literacy instructional practices and ongoing teacher learning, remain a central focus at the EMSB. Work in schools, and sharing between schools, continues in an ongoing effort to bring pedagogical best-practices to classrooms so that student learning continues to grow.

In 2015-16 the EMSB continued to shift the role of literacy facilitators to resource teachers, whose roles

were redefined as resource-literacy teachers. This new blended responsibility involved the creation of two close partnerships: one between Education and Technology Services and Student Services, and another between resource literacy teachers and classroom teachers. Resource teachers have always specialized in working with students who have special needs, making them valuable, collaborative teaching partners who bring added expertise to classrooms with a diversity of learning needs.

1.4.1 Implement a balanced literacy program from K to Cycle 2, Year Two

On the eve of Kindergarten Registration Week in February, the EMSB formally launched a campaign highlighting its successful balanced literacy initiative. In order to emphasize the importance of reading, the EMSB welcomed a number of well-known personalities to Dante Elementary School in St. Léonard to read to the Pre-Kindergarten, Kindergarten and Grade 1 students. Literacy rates continue to climb six years after a considerable investment was made in an effort to ensure that 90 percent of students would be reading at level by the time they graduate from elementary school. This program will now be



expanded to certain high schools as a pilot project.

Close to \$2 million has been dedicated to the balanced literacy initiative in both English and French since 2009-2010. Results from standardized testing with the second cohort of students -those who were in Kindergarten when the balanced literacy plan was launched and who are now in Grade 6 - showed a 19 percent increase in the number of students reading at level. The goal of 90 percent of the cohort (1,500 students) reading at or above level was attained by the end of Grade 5. To gain an appreciation of the strength of these results, it is important to note that the average percentage of students at level across the country at any given grade is approximately 78 percent.

For this campaign the EMSB adopted the slogan proclaimed more than a century ago by Margaret Fuller, an American journalist and the first woman allowed use of the Harvard College Library: "Today a reader, tomorrow a leader."

In an effort to build a healthy partnership between home and school, the EMSB continues to reach out to parents in order to communicate how important it is to read to children from a young age and to give them some of the tools to do so.

The EMSB is particularly proud of the way in which Kindergarten and Pre-Kindergarten teachers have been promoting early literacy and reading readiness within the context of a literacy-rich environment. The pre-school teachers attend to the learning competencies outlined in the Quebec curriculum through an approach that is largely play-based and non-academic, and which concentrates on social development. Students at this level have frequent opportunities for engagement in conversation, in reading, and pretend writing in a non-threatening environment that fuels self-confidence and promotes the groundwork for future language development.

1.4.2 Provide appropriate training for teachers

The balanced literacy implementation team continued to utilize every available opportunity in the past year to offer workshops to teachers in support of the balanced literacy initiative. Professional training occurred in a variety of contexts:

- Regular, collaborative sharing between resource-literacy teachers and classroom teachers;
- Professional development for resource-literacy teachers in the areas of reading and writing instruction, assessment, and Information and Communications Technology (ICT) workshops;
- Classroom visits in which consultants, teachers and resource-literacy teachers worked in collaboration with each other;
- In-school workshops on pedagogical days;
- Partnering between Educational and Technology Services and Student Services in support of instructional strategies for at-risk students.

OBJECTIVE 2.1

TO REALIZE THE IMPLEMENTATION OF A BOARD-WIDE MAINTENANCE AND IMPROVEMENT PLAN THAT WILL PROVIDE A SAFE, SECURE, HEALTHY AND WELCOMING ENVIRONMENT

Material Resources

The Material Resources Department completed the surveys for radon for all schools and amalgamated the asbestos information in the reports that are now available on the portal. Five-year plans were developed for the handicapped accessibility of buildings, gymnasium upgrade and ventilation system cleaning. The new routes for the GES caretaking schedules were produced, with the implementation expected to be completed during the 2016-17 academic year.

A building survey of all EMSB school facilities was completed and a 10-year plan is to be finalized by December 2016. This will allow the department to prepare a preventative maintenance inspection process

to maintain and upkeep buildings in a more proactive way. A padlocking procedure is also underway on all major equipment as per new CSST requirements.

During 2015-16, the department supervised over \$50 million of capital investment projects in schools and centers that were approved by the Council of Commissioners, including various projects that were pending from previous years.

Human Resources

WHMIS (Workplace Hazardous Materials Information System) training sessions have continued to be offered to caretaking personnel in all schools and centres. The Health and Safety Preventive Technician visited caretakers in their respective schools and centres to provide on-site support, training and recommendations. The technician worked closely with the team in the Material Resources Department.



First Aid Training was organized by the technician for school and centre personnel to comply with CSST requirements. Similar training sessions were also organized by the personnel management consultant for child care workers and lunch-hour supervisors, in accordance with the respective collective agreements for white-collar support staff.

The CSST team continued to organize ergonomic evaluations for all new employees of the administrative building to adapt their work stations, equipment and tools to best fit the employees' needs, reduc-

ing the risk of musculoskeletal injuries which, in turn, lead to employee absenteeism and CSST claims.

The technician published monthly information newsletters, which are distributed across the EMSB system, entitled “H&S Food for Thought” offering tips and strategies on various topics pertaining to the health and well-being of employees. Some topics included: Physical Fitness, Social Media and Mental Health, September Blues and can certain foods help us cope better with stress? Furthermore, in trying to promote overall well-being of employees in the Administration Building, the technician organized, during the winter months, a series of “lunch and learn” sessions on various topics of general interest: releasing stress, address of a real space cadet and safe and good use of Google. Also, HR facilitated the access to the services of a recognized massage therapist for employees who wish to prevail themselves of such benefit, at a reasonable price.

The Human Resources Department promoted intensively the Board’s Employee and Family Assistance Program offered by Morneau Shepell FGI. Sessions were provided to all management groups, as well as to unions’ executives and representatives. Morneau Shepell is the largest employee and family assistance program (EFAP) provider in Canada, supporting employees and their families so that they can manage work, health, and life changes. All support services are accessed voluntarily by the individual and are strictly confidential. The EMSB has extended its offer of services, which was first limited to face-to-face counselling, to also include First Chat and Telephone Counselling. Additional services were added to reach a larger portion of our employees and meet more effectively their needs.

The Health & Safety service has contracted out the services of an external medical physician to shed some light and guidance, and provide assistance to ensure the sound management of the medical employee files.

Finally, the Human Resources Department offered to administrators a follow-up session on psychological harassment, following the adoption by Council of the Board’s Policy to Prevent and Address Harassment. The intent of this new policy is to maintain and promote a working and learning environment respectful of the dignity and psychological and physical integrity of any person to whom this policy applies. It also provides a procedure to be followed in investigating, reporting and resolving situations involving complaints lodged in accordance with the Policy to Prevent and Address Harassment.

OBJECTIVE 2.2

TO DEVELOP A CULTURE OF PRIDE AND RESPECT FOR THE ENVIRONMENT AMONG ALL STAKEHOLDERS

Regional Offices

The Regional Offices provide support and guidance to the EMSB school network. The directors were cognizant of all the needs of the schools and worked to see that they were addressed in a timely fashion. In addition, they ensured the harmonious functioning of the schools. Partnerships between the school and parents were strengthened through close collaboration with parents. The directors helped them understand the day-to-day operations of the school and negotiated solutions to any problems that were identified.



Monthly meetings were held with the in-school administrators so that information could be disseminated and discussions regarding school board's objectives took place. Schools worked to realize the goals set forth in their Management and Education Success Agreements, in harmony with the goals and strategies of the Partnership Agreement with the Ministry. The Regional Offices were supportive of Educational and Technology Services in the establishment of the second cohort of Professional Learning Communities in each school to study data that they are collecting to influence teaching practices to improve their school's performance.

Regular school visits occurred in order to understand any changes that were taking place and to receive feedback from school administration. Schools were assisted financially and administratively in developing projects to promote the physical condition of each facility and its surroundings, such as school yard beautification, bathroom renovations, painting and other required renovations. They also assisted when necessary with meetings with local enforcement and/or social agencies to deal with bullying, gangs, loitering and vandalism. The directors oversaw the safety and security of the schools.

Schools were involved with many initiatives this year with the assistance of the Regional Offices and supporting departments.

Student Services

Spiritual Community Animators continue to encourage students to adopt not only a green environment in the school, home and community, but also a "green" spirituality and mindset so that it becomes a value from within which expresses itself outwardly in one's surroundings. Students learn the three R's (Reduce, Reuse and Recycle), followed by appropriate actions and programs.

Material Resources

In order to develop a culture of pride, the department worked towards obtaining the trust from its group of employees to enhance the service to schools. The feeling was that working together as a team will make everyone stronger.

OBJECTIVE 2.3

TO IMPLEMENT THE “HEALTHY SCHOOLS” PROGRAM

Student Services

The Healthy Schools Approach

The Healthy Schools Approach was initiated in 2005 as part of the MEESR/ MSSS (Ministère de la Santé et des Services sociaux) entente, which created a partnership whereby the health and social services structure was aligned with the educational sector to provide better and more efficient services. Healthy Schools is designed to enhance the health, well-being and educational success of school- aged children and youth. The goal is for young people to develop at their full potential by promoting a safe and healthy environment at school and in the community. A sustainable Healthy Schools Approach can be achieved by forging partnerships involving the home, school and community.

One 2015-2016 highlight was the EMSB Health-Talk Forum. It was held in the spring and focused on the issue of tactics that the tobacco industry use to lure young people to try smoking. With the timing coinciding with the revisions of Bill 112 (Quebec’s Tobacco Law) and the expiry of the Canada Health





and Services Transfer Act, the Health-Talk Forum sought to create an opportunity for students to come together and share their concerns about the tobacco industry tactics and how they are affected. This program involved a partnership with the EMSB, the Direction de santé publique, and the Coalition Québécoise sur le tabac et la santé. The issue of focus for the next Health-Talk Forum will be on the hidden dangers of energy drinks.

The Connections Newsletter is a comprehensive outline of many successful initiatives in promotion and prevention in collaboration with schools and community partners regarding health and social services; Human Sexuality Education and a gardening program with specific schools are two such examples.

Bassin Meetings

The CSSS/EMSB Bassin meetings included administrators and professionals with a view to enhancing their skills/knowledge regarding the Ministries of Education and Health and Social Services structure and the access route to services for the health and well-being of students. These meetings are generally held two to three times per year for each CSSS; however, in view of the restructuring of the Health and Social Services Network, under Bill 10 there were only six such Bassin meetings held during the course of the 2014-2015 school year and four during the 2015-2016 school year. The CSSS are the Integrated Health and Social Services Centres in the province.

OBJECTIVE 2.4

TO IMPLEMENT A BOARD-WIDE ENVIRONMENTAL ACTION PLAN

Green Plan Committee

For the fifth consecutive year, the EMSB handed out Green awards and grants to different schools, this time worth \$30,250. The EMSB Green Plan Committee received and reviewed many submissions, which reflected the Green Action Plan of various schools. The aim here is to help schools, centres, and the Administration Building implement and fund future environmental initiatives ensuing from their action plans.

Green awards of \$750 were awarded to St. Monica Elementary School in NDG to start a Garden Composting Program (Pillar 3); Westmount High School in Westmount for their Compostable Cafeteria Dishes project (Pillar 3); Dalkeith Elementary School in Anjou for creating their Edible Schoolyard (Pillar 2); Hampstead Elementary School in Hampstead for growing the Hampstead School Garden (Pillar 2); and Programme Mile End School in Montreal for the Mile End Vegetable Garden (Pillar 1). Green grants in the Oak Category of \$3,000 were awarded to Focus School in NDG for the Focus Community Garden; Lester B. Pearson High School in Montreal North for Beautifying and Upgrading the Main School Entrance; Laurier Macdonald High School in Saint-Léonard for their Eco-Laurier project; Pierre Elliot Trudeau Elementary School in Rosemount for their School Wide Compost; Royal Vale High School in NDG for the Bee Hive project; and St. Gabriel Elementary School in Pointe St. Charles for their Junior Yard.

Also in the Oak Category, Carlyle Elementary School in Town of Mont-Royal received \$2,800 for their Outdoor Classroom Garden Project, while Vincent Massey Collegiate in Rosemount was awarded \$2,500 for the Green Space at VMC initiative. Green grants in the Maple Category were awarded to Gerald McShane Elementary School in Montreal North in the amount of \$1,000 for their Community Garden & Embellishment of School Grounds project; and to John F. Kennedy High School in St. Michel in the amount of \$1,600 for the JFK Bee Hive project.



Green Grants in the Willow Category were awarded to John Paul I High School in Saint-Leonard in the amount of \$500 for The "Away" Project; and Parkdale Elementary School in Saint-Laurent in the amount of \$100 for Collecting Rainwater.

Students at St. Monica Elementary School are excited to get started in the fall with their garden composting program. Ryan Oxley, Green Initiatives advisor for B.A.S.E. Daycare Services, will train senior St. Monica students on how to compost. These students will in turn teach all students from Pre-K to Grade 6 how to do it. Students will be composting everything consumed at the school. Lester B. Pearson High School will be using their \$3,000 grant to beautify and upgrade the main school entrance, which has not been updated for 40 years. Volunteer landscaper Paolo Paluzzi will work with the school's Green Committee, the administration, and parent volunteers to lay new grass, and plant shrubs and perennials around the school's entrance. Students will learn how to turn the soil, plant and take care of the new landscape. St. Gabriel Elementary School will use their \$3,000 grant to green the south east side of their school. They will remove 30 feet of asphalt and replace it with bushes. This will complement the environmentally friendly projects that the school has already completed with funding from previous Green awards, including the indoor oasis, and turning the schoolyard into a park. Bushes will be chosen with the assistance of Eco-Cartier. Grades 3 and 4 students will be planting, and learning how to take care of the bushes, from watering to pruning and covering them in order to protect them from the cold of winter. Jim Daskalakis, principal of St. Gabriel, explains how these Green projects affect the students. "They are excited to see their environment change," he says. "They are learning that we are on a living planet and that they have to take care of it."

Material Resources

The energy efficiency project (ESCO, Phase II) was completed in 17 schools and centres during the year. This project consisted, among other measures, of modernizing equipment using aero thermal technology, installing LED lighting and enhancing the comfort of staff and students by adding more control points. The environmental benefit of this project is that the Board has reduced greenhouse gas emissions by 4,070 tons, equivalent to 1,270 cars. A new energy efficiency project (ESCO, Phase III) is currently being prepared and will be presented to the Council of Commissioners during the 2016-2017 school year.

Regional Offices

All schools of their own initiative created environmental green plans and developed interventions and objectives in relation to the priorities set by the students and the staff. The Regional Offices supported the initiatives and joined in applauding the schools when they received grants or awards.

OBJECTIVE 3.1

RECOGNIZE THE CONTRIBUTION AND UTILIZE THE EXPERTISE OF ALL PERSONNEL



Adult Education and Vocational Services

Support staff was encouraged to participate in workshops such as Charlemagne, an internet-based student record database that is maintained by the Ministry. Professional Improvement Committee contributions for teachers were increased.

Regional Offices

All monthly Regional meetings were designed with a component of professional development. The Regional Offices organized workshops for administrators on topics relevant to their daily tasks, such as finance, labour relations, the Quebec Education Act and emergency preparedness, using the expertise that is available within the EMSB. The Regional Offices also worked to enhance interdepartmental communication in order to provide better service to the schools.

Education and Technology Services

Several Information Technology projects were completed or are still underway. This includes Microsoft Identity Management, a system that allows users to change their passwords and automates the creation of user accounts and security privileges through integration with in-house databases. The development phase was successful and plans are now in place to go into production.



Four schools completed Phase 1 of a pilot project related to the Information Support Desk via a program called Dell KACE. This allows users to submit technical issues and maintain a knowledge base of solutions that can be referenced by other schools. Other schools will soon be added to extend the evaluation of the system.

The rewiring of network utility racks involved standard sized patch cables being put into place to facilitate troubleshooting of wired network connections (i.e. phones, computers, photocopiers, etc.).

Work was completed on the redesign of the Employee Services portal on the EMSB website. It includes a more modern and user-friendly graphic interface. A new VMWare environment was created as a replacement for Citrix, which provided server, application and desktop virtualization, networking, software as a service, and cloud computing technologies. VMWare User Environment Manager simplifies end-user profile management. It offers personalization and dynamic policy configuration across any virtual, physical and cloud-based Windows desktop environment. Utilizing the Horizon Cloud Manager, this focused, powerful and scalable solution is engineered to deliver workplace productivity while driving down the cost of day-to-day desktop support and operations. Its main purpose is to provide connectivity to schools that are not on the EMSB's network infrastructure. Virtual Private Networking is now being used, in conjunction with EMSB assigned laptops, to provide off-site working conditions for administrators and other authorized personnel.

Student Services

Centre of Excellence for Speech and Language Development

The Centre of Excellence for Speech and Language Development, operated by the EMSB, is part of the Inclusive Education Service (IES), which is a provincial service designed to offer support and expertise to the English sector for the organization of programs and adapted teaching for students with special learning needs. The IES is funded and mandated by the Ministry of Education. During the year the Centre of Excellence hosted its annual conference for speech-language pathologists and other professionals at the Marriott Hotel in Montreal, and provided professional development opportunities for the English language school boards throughout the province.

The Student Services Department continues to provide a two-week “Summer Language Camp” designed to provide intensive language stimulation to EMSB students with language disabilities and who are at risk for academic difficulties due to a language developmental delay. Language disabled students in the east end of Montreal are seen as the primary targeted clientele in view of the insufficient English language services available in that area of the city. EMSB speech-language pathologists serve as staff for the Summer Language Camp.

WordQ - SpeakQ

WordQ is primarily a writing software that assists students with spelling (via word prediction), punctuation and proofreading. SpeakQ is speech-to-text software. The Ministry of Education endorses the use of WordQ/SpeakQ as an assistive writing tool in the classroom. The EMSB has purchased a board-wide





site license for WordQ/SpeakQ. Student Services Department professionals received a three-hour training session on the operation of the software during the 2015-2016 school year. These professionals, in turn, provided elementary and secondary EMSB resource teachers with a full-day workshop during the spring of 2016, as well as recommendations pertaining to the integration of the tool in everyday instruction.

Mental Health Resource Centre (MHRC)

The MHRC is composed of a multidisciplinary team of professionals (e.g. psychologists, guidance counsellors, etc.) whose primary purpose is to address the mental health needs of the EMSB community. Functions have included the ongoing dissemination of information and playing a consultative role within the EMSB community with regard to different mental health issues. The information is disseminated throughout the EMSB via emails, memos and Inspirations magazine.

The MHRC is part of a Resiliency Working Group to incorporate resiliency in the curriculum with various community members including AMI-Quebec, McGill University, Lester B. Pearson School Board, and others. Currently the MHRC is building a relationship with McGill University to bring in clinical psychology interns to provide supervised therapy to students in some of our high schools. Relationships are also being built with other community resources such as the Kidshelp phone.

The MHRC provided presentations on the following topics: suicide assessment and prevention, non-suicidal self-injury, grief, trauma in the classroom, anxiety in the classroom and on non-suicidal self-injury, the PREPARE program (trauma in the classroom), and mental health awareness.

Spiritual and Community Animation

The Spiritual and Community Animation Service facilitates progress in the spiritual life of students through regular program activities which encourage deeper understanding and meaningful reflection and community involvement. One such program event is Spirit Quest, which is a recognition of a spiritual journey, developing spiritual awareness and acceptance and understanding of others on the part of students. Spiritual and Community Animators also provide promotion and prevention programming promoting a safe and healthy lifestyle and a peaceful school environment.

Material Resources

In essence, the department is making a shift to better use the competency of all staff and emphasize the development of lateral knowledge. The implementation of a new computerized system will create a more efficient way to answer the needs of the system.

OBJECTIVE 3.2

TO FOSTER A CULTURE OF CONTINUAL PROFESSIONAL DEVELOPMENT

Human Resources

The Human Resources Department embarked upon the revision of its three local policies of the management groups, starting with the Association of Montreal School Administrators (AMSA). This is still in progress.

The Human Resources Director led a half-day workshop on the framework of competencies for all managers in the Administration Building. Short-information sessions on various topics related to manage-



ment of employees were offered to the school and centre administrators.

The HR team that oversees the teacher dossier conducted workshops for in-school administrators on the newly developed automated enrolment report. The team also began its work on automating the elementary teacher workload report.

The Health and Safety Prevention Technician collaborated with the members of the Student Services Department during the Mental Awareness Week.

The Health and Safety team attended several workshops and professional development sessions such as:

- Le Grand RDV CSST
- Le P'tit RDV CSST
- Santé mentale : des stratégies pour soutenir votre entreprise (Morneau Shepell FGI)
- Inspection des bâtiments et des lieux de travail (Clinique de médecine industrielle préventive du Québec)
- Rencontre sur l'assiduité et la santé et la sécurité du travail (FCSQ) (November and May)
- Other workshops with CPNCA.

The Human Resources Department organized an information session on sound financial management to all employees of the Board. This evening workshop was intended for those who had already indicated their retirement or aspire to do so in the years to come.

In partnership with the Quebec Provincial Association of Teachers (QPAT) and the Montreal Teachers Association (MTA), the Human Resources Department organized an information session addressed to all teachers currently on long term disability. The goal of the session was to provide teachers with guidelines and information pertaining their pension plan and with respect to retirees' pension plan.

The Human Resources Department also held an information session geared towards new administrators; the session was to provide key information pertaining to all aspects of services available to them via the Human Resources Department.

The manager responsible for PERCOS (gathering and validation of data of employee information) offered to her colleagues in the Human Resources and Financial Services Departments a half-day session, with a focus on improving practices and efficiencies.

The Health and Safety team met with all new daycare personnel to discuss safety and prevention.

The Human Resources Department also continued its collaboration with various stakeholders and partners to promote and collaborate with professional development activities, including:

- Collaboration with the SORT (Support our Rookie Teachers) Committee in its efforts to welcome, accompany and mentor new teachers. To this effect, the SORT Committee held a series of informative workshops for new teachers and their mentors;
- Professional development offered to caretakers;
- To best support the in-school administrators, the HR team responsible for the teachers' dossier organized hands-on support clinics to provide guidance with regards to student enrolment;



- In collaboration with the Montreal Teachers' Association (MTA), an information session was organized for teachers on psychological harassment and roles and responsibilities of all stakeholders;
- In collaboration with the Deputy Director General – Administration, the HR Director led the mentoring program offered to new administrators;
- In collaboration with AMSA (Association of Montreal School Administrators), the Human Resources Department organized two information sessions: one for teachers and professionals aspiring to become administrators, and one for newly and early career administrators.

Student Services

Crisis Prevention Intervention (CPI)

This year, the Student Services Department received a great number of requests from schools to be trained in Crisis Prevention Intervention (CPI). The Nonviolent Crisis Intervention® training program is a holistic behavior management system based on the philosophy of providing the best care, welfare, safety and security for staff and those in their care, even during the most violent moments. The program focuses on preventing disruptive behavior by communicating with individuals respectfully and with concern for their well-being. Over a two-day training session (12 hours), participants were given tools and strategies to deal with any type of crisis incident, from verbal outbursts to physical aggression. The program not only taught the participants to respond effectively to warning signs that someone is beginning to lose control, but also addressed how they can deal with their own stress, anxieties and emotions

when confronted with these challenging situations.

KINDERgarten

The KINDERgarten initiative was realized with a series of professional development workshops for a team of kindergarten teachers representing Elizabeth Ballantyne Elementary School, Honoré Mercier Elementary School, Michelangelo Elementary School, Our Lady of Pompeii Elementary School, Parkdale Elementary School and Westmount Park Elementary School. The workshops focused on the concept of social-emotional learning (SEL) and its application in the classroom. A team of consultants produced a resource designed to guide EMSB teachers in their selection of material and practices on SEL.

Youth Sexting

The Violence Prevention Consultant presented the topic of youth sexting to audiences which included EMSB administrators, professionals, support staff and teachers. The presentations raised awareness about the issue of youth sexting, particularly with respect to the law, and generated discussion about prevention and intervention practices. Subsequently, several EMSB schools adopted the recommended Canadian Centre for Child Protection's Kids in the Know program.

OBJECTIVE 4.1

TO COMMUNICATE EFFECTIVELY WITH THE COMMUNITY AT LARGE STRATEGIES



Communications and Marketing Division

In addition to producing a wide array of publications, the EMSB once again made available a graphic artist to work specifically on school websites, as well as an individual who contributed web content, press releases, photos and video productions. A well attended press conference was held in January at Dante Elementary School to promote the EMSB's balanced literacy initiative.

The EMSB ran its traditional newspaper, television and radio advertisements, some supported by corporate sponsors. Twitter remained a popular option in terms of communicating with the community at large. A series of television commercials ran on CTV to promote high school open houses.



OBJECTIVE 4.2 DEVELOP AND FOSTER ACTIVE COMMUNITY RELATIONS AND PARTNERSHIPS

4.2.1 INCREASE SPONSORSHIPS FROM OUTSIDE ORGANIZATIONS

Adult Education and Vocational Services

Partnerships between adult and vocational centres and dozens of business networks and community organizations were continued such as the NDG Business Council (Shadd), R.E.S.O. (James Lyng Adult Education Centre) and St. Columba House (Marymount Adult Education Centre). A link has been established with Studio Sans Limites, an organization that services adults with autism. This partnership is operating out of James Lyng Adult Education Centre. Two new health programs, Pharmacy Technical Assistance and Assistance in Health Care Facilities, were introduced at Shadd Health and Business Centre. As a result, links are now being established between the hospitals and healthcare networks.

Regional Offices

Outside partnerships have been very important in providing different services. In general, the Regions have fostered partnerships with outside organizations such as the Leonardo da Vinci Centre, School Perseverance in the East and West Ends, the Buro Vision, The Montreal Police Department, CAPS-I (International Partnership), Blue Metropolis, the YMCA (Alternative Suspension Program), the Centre de santé et de services sociaux (CSSS) network, Batshaw Family and Social Services and the partners of Réseau Réussite Montreal.

In addition, a partnership was developed with Concordia University, whereby some EMSB schools receive assistance from students and in-turn the student receives credit for his or her contribution. Schools offering the Work-Oriented Training Path (WOTP) program and the semi-skilled program were supported in making links with outside businesses for the internships that were necessary for the students in these programs.

Student Services

SEEDS Class (Strengthening the Educational and Emotional Development of Students)

The SEEDS classes were developed to be an early intervention program for “at risk” students presenting severe social, emotional, and behavioural difficulties that are interfering with their learning, social integration, and ability to function in a regular classroom. This program aimed to provide these fragile students with a highly structured and nurturing setting where they could learn specific strategies to self-regulate their emotions, learn effective social skills, and reach their academic potential. The SEEDS





classes were created to answer the needs of those students who experienced trauma in their life and needed an intensive nurturing approach. The main target group have been those students in kindergarten and grade 1. Partnerships involved Student Services professionals, social workers and hospital personnel.

Transition from School to Independent Living (TÉVA)

TÉVA (Transition école vie active or Transition from School to Independent Living) is defined as a coordinated and planned approach of integrated activities that are focused on improving the academic and functional achievement of students with special needs and facilitating the students' movement from school to post-school activities. These post-school activities include postsecondary education, employment, future living arrangements, finances and community and social involvement. Having a transition plan will ease the process for both the students and their parents.



The TÉVA approach is person-centered, specific to the strengths, interests and needs of the individual. The goal is to prepare students for independent living by building on their life skills and assisting them in achieving self-sufficiency, confidence, and social responsibilities. Transition is a formal process of cooperative planning which involves a partnership between the students, their families, the education system, service agencies and community members.

Current partnerships include : Student Services Department, Adult Education and Vocational Department, Centre de Santé et de Services Sociaux (CSSS), Innovation Youth, Action-Main d'Oeuvre, Studio Sans Limites, Centre de Réadaptation en Déficience Intellectuelle et Troubles Envahissants du Développement (CRDITED) and Centre de Réadaptation de l'Ouest de Montréal (CROM).

The Career Exploration Program

The Career Exploration Program, which is conducted in collaboration with many outside business and organization partners, was designed to provide Secondary IV and V students with an opportunity to explore a field of interest (e.g. law) in the work place.

The Hospital Opportunity Program for Students (HOPS)

The Hospital Opportunity Program for Students (HOPS) provided an opportunity for Secondary V students to observe and assist medical personnel in a large hospital setting (i.e. Jewish General Hospital) in order to explore a career in medicine. A highly valued program from the perspective of the students, HOPS, in its 40th year of operation, has been developed in partnership with the Auxiliary of the Jewish General Hospital, resulting in a team of volunteers as well as dedicated medical personnel in serving the career decision-making needs of students.

Career Fair

A collaborative effort involving the Student Services Department, the Adult Education Vocational Services Department, the Community Services Department, and principals, professionals and teachers at the school level in conjunction with outside partners, the Career Fair provides Secondary V and adult education students with exposure to the various educational and vocational opportunities available to them in the Greater Montreal area.

Other examples

Other examples include the Herzl Teenage Health Unit, Foster Pavilion, Black Community Resource Centre, AMI-Quebec, REISA (East Island Network for English Language Services), Direction de santé Publique, Red Cross, MADD (Mothers Against Drunk Driving), Maison Jean Lapointe, Partners for Life and Agence OMETZ.

Communications and Marketing

The EMSB negotiated sponsorship agreements for the fall and spring Career Fairs, Volunteer Appreciation Evening and the elementary school registration advertising campaign. In addition, advertising campaigns were conducted with Global TV, CTV Montreal and 92.5 The Beat FM.

Code of Ethics and Professional Conduct

As required by the Education Act, the Council of Commissioners adopted a Code of Ethics and Professional Conduct. The Ethics Commissioner is Maïtre Michèle St-Onge. During the 2015-2016 academic year, Me St-Onge received two complaints filed under the Code of Ethics and Professional Conduct for Commissioners of the EMSB and Me Pierre Chagnon, Substitute Ethics Commissioner, dealt with one other ongoing complaint. The complete details of By-law Number 3, Code of Ethics and Professional Conduct for Members of the Council of Commissioners, can be found on the EMSB website in the governance section.

Student Ombudsman

The Student Ombudsman provided assistance to 38 parents or students this year compared to 20 during the 2013-2014 school year and 40 for the year 2014-2015. Many requests required informing parents on the policies and by-laws related to their concerns, as well as to the proper resources to contact in the school board administration in order to resolve their specific complaint. Information was also required regarding the proper procedures involved in requesting the appeal or administrative review of decisions and the procedures to follow before the Student Ombudsman actively participated in the matter in question.

The number of calls received was 38, not including follow-up calls and e-mails (328). There were four complaints received requesting action by the ombudsman. Two of these were premature and the parents were instructed on the proper process to follow. One was dropped and the remaining one resulted in the report issued on June 27, 2016. The time spent in managing complaints and other communications either by phone or email was approximately 220 hours. Of these calls, 22 required referral to the school board's administration. Most of the calls required a friendly ear while the parents expressed their frustrations and resulted in providing guidance and coaching on how to communicate with the school or school board personnel at the appropriate levels. Many cases required information in document form which was provided via email.

The preponderance of queries or concerns were related to the following:

- Services to children with special needs
- Difficulties with teachers
- Difficulties in communication with school principals or teachers
- Revision of scores on exams
- Criteria for promotion or repeating a grade.
- Air conditioning
- Concerns as to a change of school
- Suspension of a child from school
- Tutoring support
- Information as to the process in cases of bullying
- Disciplinary measures
- Transportation.

In June 2015, one complaint regarding a decision upheld by the Council of Commissioners was referred to the Student Ombudsman concerning the denial of transportation after a change of school zone. The school board did grant transportation to the student for year 2015-2016 for humanitarian reasons. Nevertheless, I looked into the matter and filed a report addressed to the Council of Commissioners of the school board regarding a student's right to transportation subsequent to changes in school zoning. In this report, I provided an opinion and recommendations which I hope will contribute to avoiding such problems in the future. My conclusions and recommendations were that: "the decision taken by the Council of Commissioners on June 22, 2015 was valid according to the consultation and resolution adopted for the zoning change of Gardenvue Elementary school. Therefore, according to that resolution the student is not guaranteed transportation since her older sibling has graduated last year."

The Student Ombudsman wishes to applaud the school board for their compassion in having adopted the provisions for an accommodation pass that should provide, on a yearly basis, a possibility of transportation for the student and others in the same situation (Annex 1) since it is in the best interest of children to have a stable environment for their success at school. The registration form that parents are asked to complete when enrolling their child should contain a warning of zoning changes when applicable so that the parents are properly informed in advance as to the potential ineligibility of their children for transportation to and from school.

The school board cannot expect the parents to consult the website every day to find out if there has been a change that affects their children, such as in this case, a zoning change affecting transportation. It is then recommended that special attention be given to improving the effectiveness of communications to all parents of administrative changes that may have important ramifications on their children as well as the processes to follow in order to mitigate them. On a personal note, Ombudsman Chantal Perreault would like to express her thanks to all the members of the staff that she has had the pleasure of working with over the past year. She found them to be most cooperative in responding to her queries and she looks forward to working with them in the coming year.

Code of Ethics and Professional Conduct

During the 2015-2016 school year (July 1st 2015 to June 30th, 2016), Me Michèle St-Onge, the current Ethics Commissioner received two complaints filed under the Code of Ethics and Professional Conduct for Commissioners of the English Montreal School Board and Me Pierre Chagnon, Substitute Ethics Commissioner, dealt with one other ongoing complaint as per the chart below. As of June 30, 2016, one complaint remained ongoing. The information stated in the chart below is provided in accordance with Section 175.1 of the Education Act.

Date of the complaint	Date of recommendation or Decision	Alleged Breaches	Penalties Imposed
January 28, 2015	January 21, 2016 by Me Pierre Chagnon	Sections 6.3 of Policy: Operations and rules of Internal Management of the council of commissioners and sections 5.1.2, 5.3 and 5.4 of the Code of Ethics and Professional Conduct for the Members of the Council of Commissioners of the EMSB.	Suspension of one (1) week of all the attributions and functions of a commissioner, except the right to participate and vote in the public meetings of the Council of Commissioner.
January 8, 2016	May 16, 2016	Sections 5.1.2 and 5.1.4 of the Code of Ethics and Professional Conduct for the Members of the Council of Commissioners of the EMSB.	Suspension of one (1) week of all the attributions and functions of a commissioner, except the right to participate and vote in the public meetings of the Council of Commissioner.

Me Michèle St-Onge

Ethics Commissioner for the English Montreal School Board

The Code of Ethics and Professional Conduct applicable to Commissioners is accessible to the public on the School Board's web site at www.emsb.qc.ca

Enrolment

ELEMENTARY SCHOOLS

	PRINCIPAL	ENROLMENT	NO. OF TEACHERS
Bancroft	Ms. Dorothy Ostrowicz	254	18.11
Carlyle	Ms. Anna Maria Borsellino.....	266	19.63
Cedarcrest	Ms. Nadia Sammarco.....	311.....	19.6
Coronation.....	Ms. Joanna Genevezos.....	224	17.64
Dalkeith	Mr. John Wright.....	172	12.8
Dante	Ms. Daniela Lattanzio.....	361.....	22.47
Dunrae Gardens.....	Ms. Eleni Zervas.....	347	19.15
East Hill	Ms. Myrienne Lusignan	530	30.6
Edinburgh.....	Ms. Sonia Marotta	387	20.43
Edward Murphy	Ms. Franca Cristiano	215	20.3
Elizabeth Ballantyne	Mr. Otis Delaney	210.....	18.8
FACE	Mr. Frederic Boudreault (V.P.).....	185	12.5
Gardenview	Ms. Demetra Droutsas.....	795	44.7
General Vanier	Ms. Joseph Schembri	176	12.57
Gerald McShane	Ms. Christina Chilelli	205.....	17.6
Hampstead	Mr. David Lee	177	17.8
Honoré Mercier.....	Ms. Donna Manos	460.....	29.71
John Caboto Academy.....	Ms. Lucy Buscemi.....	150.....	12.0
Leonardo Da Vinci Academy	Mr. Michael Talevi	506.....	29.5
Merton	Ms. Raizel Candib.....	285	17.4
Michelangelo International.....	Ms. Marisa Mineiro	376	24.45
Nesbitt.....	Ms. Antoinette Scrocca	317	25.2
Our Lady of Pompei.....	Mr. Steven Rebelo	199.....	15.57
Parkdale	Ms. Marylene Perron.....	336	29.8
Pierre de Coubertin.....	Mr. Ida Pisano.....	511.....	33.85
Pierre Elliott Trudeau.....	Ms. Anna Sanalitra	278	19.6
Roslyn.....	Mr. Nicholas Katalifos.....	622	34.4
Royal Vale	Ms. Nathalie Lacroix-Maillette.....	445	24.3
Sinclair Laird	Ms. Silvana Crigna.....	189	16.9
St. Dorothy	Ms. Sandra Léveillé	159.....	12.1
St. Gabriel.....	Mr. Jim Daskalakis.....	169	16.7
St. Monica	Ms. Irimi Margetis	233	16.15
St. Raphael	Ms. Gail Callender	29.....	5
Westmount Park	Mr. Robert Di Marco.....	430.....	34.5
Willingdon	Ms. Susie Douranos.....	480.....	28.6
TOTAL.....		10,989	750.43

HIGH SCHOOLS

	PRINCIPAL	ENROLMENT	NO. OF TEACHERS
FACE	Mr. Frederic Boudreault (V.P.)	141	10.4
James Lyng	Mr. Derrek Cauchi	169	16.0
John F. Kennedy	Mr. Joseph Vitantonio.....	301.....	21.63
John Grant.....	Mr. James Fequet	89.....	13.9
John Paul I.....	Ms. Liboria Amato	427	27.5
LaurenHill Academy	Mr. Claude Dansereau.....	1278	77.0
Laurier Macdonald.....	Mr. Luigi Santamaria	754	44.0
Lester B. Pearson.....	Ms. Carmen Nicolas (interim).....	994.....	59.0
Marymount Academy.....	Ms. Elizabeth Lagodich.....	395	27.00
M.I.N.D.	Ms. Dorothy Ostrowicz.....	47.....	5.00
L.I.N.K.S.....	Mr. James Fequet	59.....	9.0
Rosemount	Mr. Marco Gagliardi	316	21.0
Royal Vale	Ms. Nathalie Lacroix-Maillette	295	17.35
Royal West Academy	Mr. Tony Pita	874.....	47.1
Vincent Massey Collegiate.....	Mr. John Pevec	815	43.6
Westmount.....	Mr. Michael Cristofaro.....	890.....	53.9
	TOTAL	7,844	493.38

OUTREACH SCHOOLS

	PRINCIPAL	ENROLMENT	NO. OF TEACHERS
Focus	Ms. Tya Collins ❄️ ♦️	19	4
Options	Mr. John Devlin ❄️ ♦️	39.....	3
	Mr. Pasquale Pietrantonio ❄️ ♦️		
Outreach	Mr. Konstantinos Dafniotis ❄️ ♦️	23.....	3
Perspectives I	Ms. Barbara White ❄️ ♦️	44	5
Perspectives II	Ms. Lorena D'Allessandro ❄️ ♦️	53.....	6
Program Mile End	Ms. Jessica Hand ❄️ ♦️	41	4.8
Venture	Mr. John Devlin ❄️ ♦️	12.....	2.5
Vezina	Ms. Sharon Wurst ❄️ ♦️	36.....	6
	TOTAL	277	33.9

❄️ PRINCIPAL: MR. CRAIG OLENIK
 ❄️❄️ PRINCIPAL: MS. GAIL CALLENDER
 ♦️ HEAD TEACHER

ADULT AND VOCATIONAL EDUCATION CENTERS

	PRINCIPAL	STUDENTS	ETPS
Galileo Ad. Ctr.	Ms. Martina Schiavone.....	1990	477
High School of Mtl. Ad. Ctr.....	Mr. Bernard Fagan.....	4901	946
James Lyng Ad. Ctr.	Ms. Angela Spagnolo.....	2400	683
John F. Kennedy B. Ctr.	Mr. Rick David.....	2082.....	547
Laurier Macdonald Career. Ctr...	Mr. Lino Buttino	1057.....	377
Marymount Ad. Ctr.	Mr. Jacques Monfette	1880	766
Rosemount Tech. Ctr.....	Mr. Harry Michalopoulos	2275	813
Shadd Health & Bus. Centre	Mr. Giuseppe Cacchione	2351.....	889
St. Laurent Adult Ctr.	Ms. Marysa Barassi	1937	654
St. Pius X Career Ctr.....	Ms. Alice Sideropoulos.....	3370	1041
Testing Centre		412	
	TOTAL	24,655	7,193

SOCIAL AFFAIRS SCHOOLS

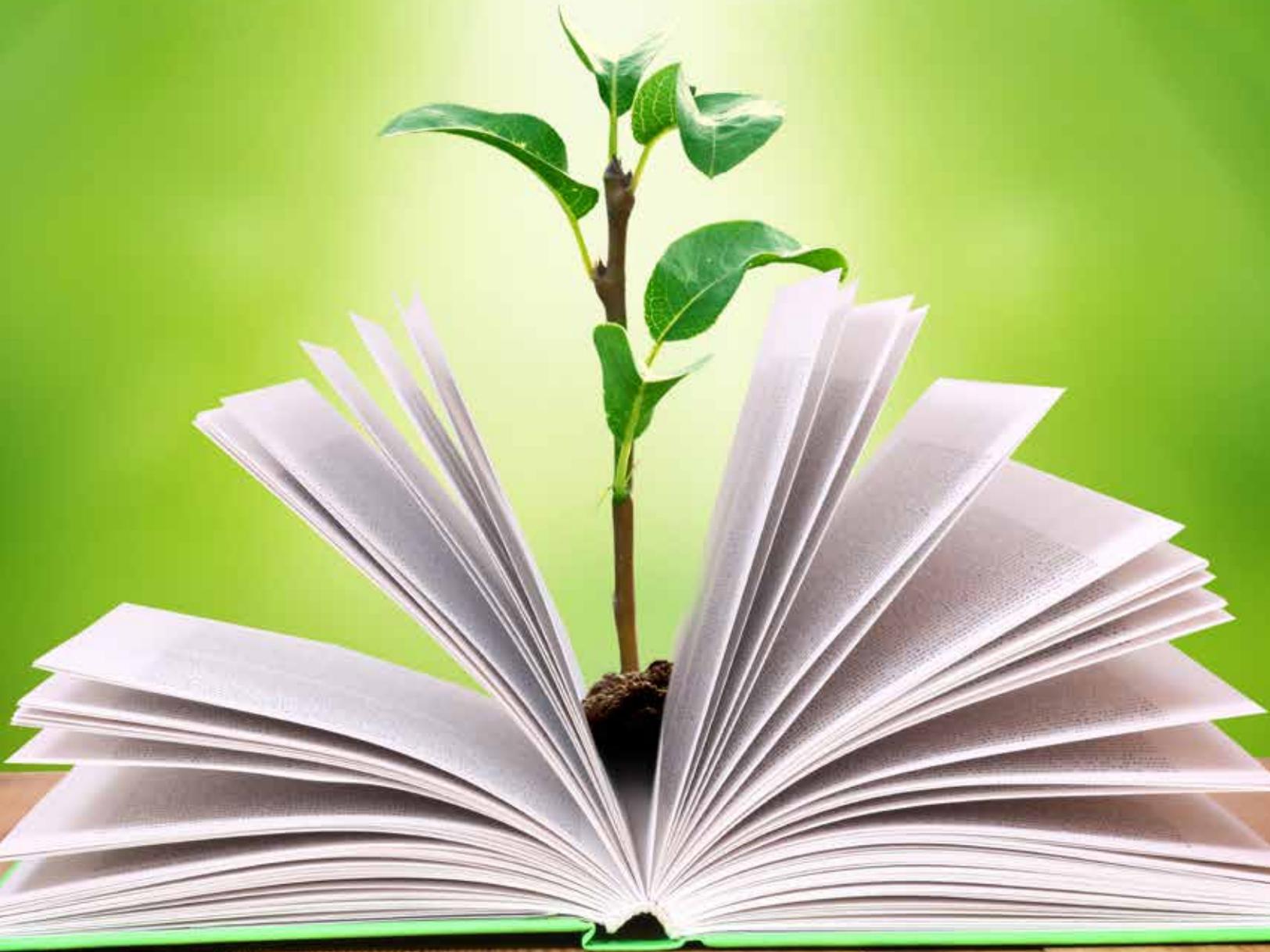
	PRINCIPAL	ENROLMENT	NO. OF TEACHERS
Cité des Prairies	Mr. Tim Hogan ❄️ ♦️	2	2
Elizabeth High School	Ms. Louise Chalouh ❄️ ♦️	7	2.3
Mackay Centre.....	Ms. Patrizia Ciccarelli.....	142	28.4
Mtl Children's Hosp.	Mr. Daniel Novak ❄️ ♦️	3	
Mountainview Sch. Proj. Ctr. .	Mr. Alain Turgeon ❄️ ♦️	21.....	8
Philip E. Layton School.....	Ms. Patrizia Ciccarelli.....	20	16
Sir Mortimer B. Davis	Ms. Beth Coviensky ❄️ ♦️	52	
	Ms. Eva Feil ❄️ ♦️		
	TOTAL	257	56.7

❄️ PRINCIPAL: MR. CRAIG OLENIK
 ❄️ PRINCIPAL: MS. GAIL CALLENDAR
 ♦️ HEAD TEACHER

Annual Report

2015 - 2016

Bill 15



Bill 15

An Act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises

CONTEXT

According to the *Loi sur la gestion et le contrôle des effectifs des ministères, des organismes et des réseaux du secteur public ainsi que des sociétés d'État*, school boards have an obligation to ensure a strict control on the number of employees hired and to also respect the baseline remunerated hours set by the ministère de l'Éducation et de l'Enseignement supérieur (MEES), based on the following criteria:

- Number of paid employees
- Distribution of employees per category of employment
- Any other information relevant to the number of employees

The categories of employees identified by the Minister, for the data collection in the public sector, were as follows:

- Management (1 – personnel d'encadrement)
- Professionals (2 – personnel professionnel)
- Nursing Personnel (3 – personnel infirmier)
- Teachers (4 – personnel enseignant)
- Support Staff (white collar) (5 – personnel de bureau, technicien et assimilé)
- Peace Officers (6 – agents de la paix)
- Support Staff (blue collar) (7 – ouvriers, personnel d'entretien et de service)
- Students and stagiaires..... (8 – étudiants et stagiaires)

The School Board reported to the MEES the number of employees paid by category, as well as the total hours paid for each pay period from April 1, 2014 to March 31, 2015.

The MEES identified these figures as our baseline to be respected.

The baseline for EMSB, which represents the total number of hours paid to all employees, for the period of April 1, 2014 to March 31, 2015 was established at 5,085,187.26.

The Ministry continued to monitor and track the same data (number of employees and total number of hours paid to employees) for the same period in 2015-2016 (April 1, 2015 to March 31, 2016).

The figures, as listed in the two charts below, reflect the data for the EMSB, as collected by the MEES, identifying the baseline set for our Board in 2014-2015 as well as the comparative results in 2015-2016.

The EMSB has an obligation, as per article 20 of the Law, to provide information to our stakeholders in its annual report. In doing so, we must highlight the following information:

- Difference between 2014-2015 baseline and 2015-2016 data
- Reasons and comments to support the difference
- Means to rectify situation (or to justify increase)

In comparing the 2014-2015 and 2015-2016 data, we are reporting that we have exceeded the Ministry's expectation, having increased the total number of paid employees, from 5,019 to 5,099, resulting in a negative difference of eighty employees.

Furthermore, in light of the increased number of employees, the Board did also experience an increase with regards to the total amount of hours paid to employees, from 5,085,187.26 to 5,099,126.28, resulting in a negative difference of 13,939.02 paid hours.

ANALYSIS

From 2014-2015 to 2015-2016, the Board experienced an increase in the total number of hours paid to employees. This increase was noticeable mainly in the following three areas:

- Management (1 – personnel d'encadrement)
- Professionals (2 – personnel professionnel)
- Support Staff (white collar) (5 – personnel de bureau, technicien et assimilé)

The Board experienced a slight decrease with regards to the number of paid hours for the teaching personnel; it also experienced a significant decrease in terms of the number of paid hours for the "blue collar" support staff.

Justification

Though the MEES asked that school boards respect the baseline set in 2014-2015 for the 2015-2016 period, there are reasons to justify the increases noticed in only three (3) categories of employment listed above. As indicated previously, there were various factors that can justify the increases identified by the Ministry.

Management (1 - personnel d'encadrement)

Despite a decrease of eight employees from the management group, the negative difference can be validated, as follows:

- One additional hors-cadre, acting as Consultant, resulting in additional hours paid
- Special temporary administrative assignments approved by Council were maintained

Professionals (2 – personnel professionnel)

The professionals that were new for the 2015-2016 period were mainly housed in the Educational & Technological Services Department, as well as the Student Services Department and the AEVS sector.

It is important to note that, despite a slight increase in the number of paid hours, there was a significant decrease in terms of overtime paid to professionals.

Also, despite a decrease of four (4) professionals from the baseline period to 2015-2016, the negative difference can be validated, as follows:

- The Board hired as a supernumerary contract an Educational Consultant in the ETS Department to support its Numeracy Initiative. This additional post reflects in fact the negative difference for the category of Professionals (2 – personnel professionnel).

Support Staff / White Collar (5 – personnel de bureau, technicien et assimilé)

With regards to the increase of close to ninety (90) employees in the support staff (white collar) during the validation period, the negative difference can be validated, as follows:

- Increase in the number of students with special needs, namely students with handicaps and severe behaviours, both from 2014-2015 to 2015-2016, resulting in a noticeable increase of support staff personnel to ensure adequate levels of services to these students
- Slight increase in the number of students requiring lunch supervision between 2014-2015 and 2015-2016, resulting in an increase of lunch-hour monitors to respect ratios
- Significant increase in the number of students in the AEVS sector, resulting in additional temporary support required to meet the influx of registrations and dossiers.

Conclusions

The English Montreal School Board will continue to exercise sound and rigorous management with regards to its staffing needs in order to respect the Ministry's expectations as set in the *Loi sur la gestion et le contrôle des effectifs des ministères, des organismes et des réseaux du secteur public ainsi que des sociétés d'État*.

However, we will always do so judiciously while ensuring respect of the applicable regulations, policies and collective agreements. Furthermore, we will commit to support all of our students to ensure their safety, well-being, education and overall success.

The Board would like to note that it has been experiencing a significant increase with regards to two areas: students with special needs and international students. Hence, in order to provide accurate services to these clienteles, additional human resources were injected, thus reflecting in the most significant increases from the 2014-2015 baseline year to 2015-2016

DATA COLLECTED IN 2014-2015 versus 2015-2016

2014-2015

887000 English-Montreal

	JANUARY to DECEMBER 2014			
	Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1 Personnel d'encadrement	281,260.98	87.90	281,348.88	177
2 Personnel professionnel	271,335.25	112.00	271,447.25	183
3 Personnel infirmier	0.00	0.00	0.00	0
4 Personnel enseignant	2,628,122.36	357.63	2,628,479.99	2,823
5 Personnel de bureau, technicien et assimilé	1,394,066.43	1,072.04	1,395,138.47	1,519
6 Agents de la paix	0.00	0.00	0.00	0
7 Ouvriers, personnel d'entretien et de service	494,394.06	14,378.62	508,772.67	317
8 Étudiants et stagiaires	0.00	0.00	0.00	0
Total	5,069,179.08	316,008.18	5,085,187.26	5,019

2015-2016

887000 English-Montreal

	APRIL 2015 to MARCH 2016			
	Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1 Personnel d'encadrement	287,964.60	0.00	287,964.60	169
2 Personnel professionnel	275,858.17	19.00	275,877.17	180
3 Personnel infirmier	0.00	0.00	0.00	0
4 Personnel enseignant	2,623,268.75	216.32	2,623,485.07	2,846
5 Personnel de bureau, technicien et assimilé	1,412,063.80	1,242.06	1,413,305.86	1,593
6 Agents de la paix	0.00	0.00	0.00	0
7 Ouvriers, personnel d'entretien et de service	480,845.48	17,648.10	498,493.58	311
8 Étudiants et stagiaires	0.00	0.00	0.00	0
Total	5,080,000.80	19,125.48	5,099,126.28	5,099

Respectfully submitted by
Christine Denommée,
Director – Human Resources Department

CD/cd – November 29, 2016



Bill 15 - Annual Accountability for Service Contracts

Service Contracts Greater than \$25,000
Awarded Between July 1, 2015 and June 30, 2016

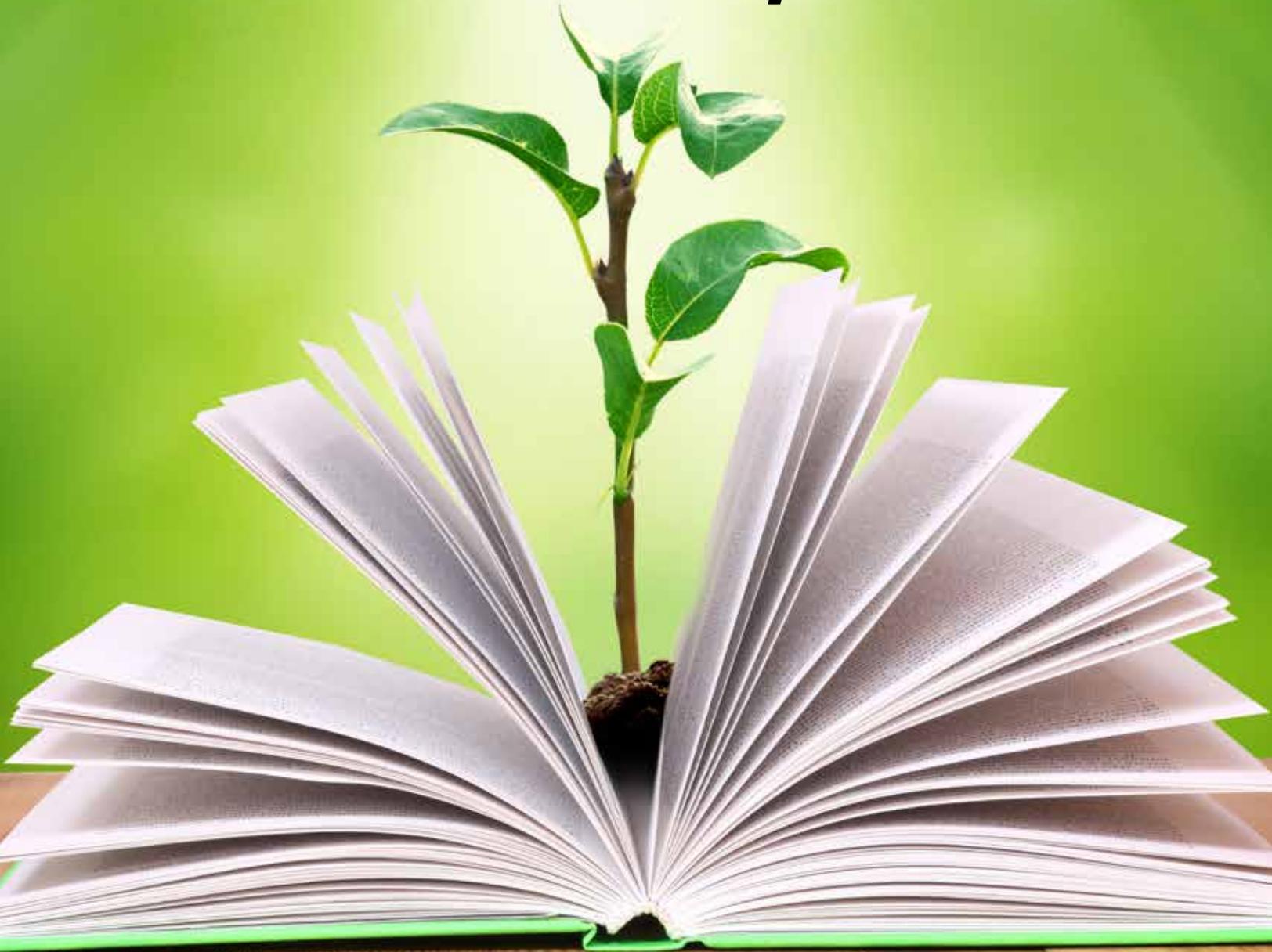
	Corporations (Companies) > \$25,000	Natural Persons (Individuals) > \$10,000	Total Contracts
Number of Contracts Awarded	30	0	30
Value of Contracts Awarded	\$3,407,497.64	\$0.00	\$3,407,497.64

N.B.: Value of contracts awarded exclude applicable taxes (GST and QST)

Annual Report

2015 - 2016

Financial Report



English Montreal School Board
Financial Statements
June 30, 2016

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Raymond Chabot Grant Thornton

Independent Auditor's Report

To the Council of Commissioners of
English Montreal School Board

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We have audited the accompanying financial statements of English Montreal School Board, which comprise the statement of financial position as at June 30, 2016 and the statement of operations, the statement of accumulated operating surplus, the statement of changes in net debt and the statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of English Montreal School Board as at June 30, 2016 and the results of its activities, the changes in its net debt and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

*Raymond Chabot Grant Thornton S.E. N.C. R. L.*¹

Montréal
September 12, 2016

¹ CPA auditor, CA public accountancy permit no. A117472

English Montreal School Board

Statement of Financial Position

June 30, 2016

	<u>2016</u>	<u>2015</u>
	\$	\$
FINANCIAL ASSETS		
Cash	4,511,437	4,688,698
Temporary investments	138,450	29,807
Operating grants receivable (Note 5)	42,765,202	35,277,413
Capital project grants receivable		31,893
Financing grants receivable	74,151,859	80,340,174
Accounts receivable (Note 6)	18,877,588	12,756,059
Inventory held for sale	184,900	133,835
Investments in corporate bonds, 1.85 % to 2.49 % (1.85% to 4.25% in 2015), maturing between 2017 and 2019	321,798	414,569
	<u>140,951,234</u>	<u>133,672,448</u>
LIABILITIES		
Accounts payable and accrued liabilities (Note 7)	49,585,116	44,194,349
Deferred contributions related to the acquisition of property and equipment (Note 8)	1,972,708	1,731,962
Deferred revenues	17,386,308	7,733,530
Accrued employee future benefits (Note 9)	17,798,504	17,810,742
Environmental liability	4,310,950	4,967,865
Other liabilities (Note 10)	178,864,233	165,263,481
	<u>269,917,819</u>	<u>241,701,929</u>
NET DEBT	<u>(128,966,585)</u>	<u>(108,029,481)</u>
NON-FINANCIAL ASSETS		
Property and equipment (Note 11)	192,685,812	157,653,471
Inventory – supplies	581,527	511,550
Prepaid expenditures	624,113	267,964
	<u>193,891,452</u>	<u>158,432,985</u>
ACCUMULATED OPERATING SURPLUS	<u>64,924,867</u>	<u>50,403,504</u>

The accompanying notes are an integral part of the financial statements.

English Montreal School Board

Statement of Operations

Year ended June 30, 2016

	<u>2016</u>	<u>2015</u>
	\$	\$
Revenues		
Ministère de l'Éducation et de l'Enseignement supérieur (MEES)		
operating grants	198,472,459	198,855,396
Other grants and contributions	1,317,806	1,243,096
School taxes	61,838,873	58,751,697
Tuition and course-related fees	11,633,135	8,223,345
Sale of goods and services	18,070,562	17,371,297
Other revenues	20,028,945	14,778,725
	<u>311,361,780</u>	<u>299,223,556</u>
Expenses		
Teaching activities	149,527,731	146,872,654
Educational support activities	66,644,578	63,903,824
Extracurricular activities	21,830,096	21,622,053
Administrative activities	15,701,137	14,809,313
Property and equipment activities	34,241,242	33,526,450
Other	16,095,350	13,874,411
Expenses related to the variance of the provision for fringe benefits	(12,237)	(681,283)
	<u>304,027,897</u>	<u>293,927,422</u>
Excess of revenues over expenses before unusual item	7,333,883	5,296,134
Unusual item		
Gain on disposal of property and equipment	7,187,480	
Excess of revenues over expenses	<u><u>14,521,363</u></u>	<u><u>5,296,134</u></u>

The accompanying notes are an integral part of the financial statements.

English Montreal School Board Statement of Accumulated Operating Surplus

Year ended June 30, 2016

	<u>2016</u>	<u>2015</u>
	\$	\$
Accumulated operating surplus, beginning of year	50,403,504	45,107,370
Excess of revenues over expenses	14,521,363	5,296,134
Accumulated operating surplus, end of year	<u>64,924,867</u>	<u>50,403,504</u>

The accompanying notes are an integral part of the financial statements.

English Montreal School Board Statement of Changes in Net Debt

Year ended June 30, 2016

	<u>2016</u>	<u>2015</u>
	\$	\$
Net debt, beginning of year	<u>(108,029,481)</u>	<u>(97,601,685)</u>
Excess of revenues over expenses	<u>14,521,363</u>	<u>5,296,134</u>
Variations due to property and equipment		
Property and equipment purchases	(45,581,026)	(25,105,264)
Amortization of property and equipment	9,967,940	9,184,925
Gain on disposal of property and equipment	7,187,480	
Proceeds of disposal of property and equipment	7,768,225	
	<u>(20,657,381)</u>	<u>(15,920,339)</u>
Variation due to prepaid expenses and inventory	<u>(426,126)</u>	196,409
Increase of net debt	<u>(6,562,144)</u>	<u>(10,427,796)</u>
Net debt, end of year	<u>(114,591,625)</u>	<u>(108,029,481)</u>

The accompanying notes are an integral part of the financial statements.

English Montreal School Board

Statement of Cash Flows

Year ended June 30, 2016

	<u>2016</u>	<u>2015</u>
	\$	\$
OPERATING ACTIVITIES		
Excess of revenues over expenses	14,521,363	5,296,134
Non-cash items		
Provisions for future payroll benefits	(12,237)	(681,283)
Prepaid expenditures and inventory – supplies	(426,126)	196,409
Amortization of deferred revenues on property and equipment	240,745	81,937
Amortization of property and equipment	9,967,940	9,184,925
Gain on disposal of property and equipment	7,187,480	
Variations due to operating assets and liabilities	20,582,919	5,925,168
Cash flows from operating activities	<u>52,062,084</u>	<u>20,003,290</u>
INVESTING ACTIVITIES		
Cash outflow from the acquisition of property and equipment	(45,523,967)	(19,346,274)
Proceeds of disposal of property and equipment	7,768,225	
Cash flows from investing activities	<u>(37,755,742)</u>	<u>(19,346,274)</u>
Net increase in cash and cash equivalents	14,306,342	657,016
Cash and cash equivalents, beginning of year	<u>4,718,505</u>	<u>4,061,489</u>
Cash and cash equivalents, end of year	<u><u>19,024,847</u></u>	<u><u>4,718,505</u></u>

The accompanying notes are an integral part of the financial statements.

English Montreal School Board

Notes to Financial Statements

June 30, 2016

1 - GOVERNING STATUTES

The School Board was incorporated under decree 1014-97 on August 13, 1997 of the Education Act. The financial statements have been prepared to satisfy the requirements of Section 284 of the Education Act (RLRQ, c. I-13.3).

2 - SIGNIFICANT ACCOUNTING POLICIES

The School Board's financial statements are prepared in accordance with Canadian public sector accounting standards in the *CPA Canada Public Sector Accounting Handbook*, and use of any other source of generally accepted accounting principles must be consistent with these standards. The information provided in the financial statements is based on management's best judgments and estimates.

Accounting estimates

The preparation of the School Board's financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the recognition of assets and liabilities, presentation of assets and contingent liabilities at the financial statements date and the recognition of revenues and expenditures for the period presented in the financial statements. Estimates and assumptions were used to evaluate the main items, such as useful life of property and equipment, accrued liabilities, allowance for future benefits and environmental liability. Actual results may differ from management's best estimates.

Cash and cash equivalents

The School Board's policy is to present in cash and cash equivalents bank balances, including bank overdrafts whose balances fluctuate frequently from being positive to overdrawn, and investments with a maximum maturity of three months from the acquisition date or redeemable at any time without penalty.

Financial assets

Temporary investments are valued at the lower of cost and market value.

Accounts receivable, with the exception of commodity taxes receivable, are initially recorded at cost and revalued at the net recoverable value with the use of an allowance for doubtful accounts. The annual variation of this provision is included in expenditures.

Inventories for resale are valued at the lower of cost and net realizable value. Cost is determined using the average cost method.

Long-term investments are valued at cost. They are written down when there is a loss in value that is other than a temporary decline. The annual variation of the write-down is included in expenses. A write-down of an investment is not reversed should there be a subsequent increase in value.

English Montreal School Board

Notes to Financial Statements

June 30, 2016

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

The issuance costs related to debt are deferred and amortized according to the straight-line method on the initial term of the debt and are presented as a reduction of the School Board's share of the long-term debt issued by the Comité de gestion de la taxe scolaire de l'île de Montréal (CGTSIM).

Liabilities

Deferred investment subsidy and contributions for property and equipment

The investment subsidy and contributions received for acquisitions of property and equipment are deferred and amortized in operations on the same basis and over the same period as the related property and equipment, in accordance with the stipulations of the government transfers.

Deferred revenues

Amounts received for revenues that will be earned in a subsequent period are deferred and presented as deferred revenues in liabilities in the statement of financial position.

Revenues can be recognized as deferred revenues if they meet the following three stipulations:

- Under purpose stipulations, the School Board has little or no discretionary power on how the transferred resources are used;
- Under time stipulations, the School Board has little or no discretionary power on the period or periods during which the received amounts must be used or consumed;
- Under accountability stipulations, execution is constantly monitored and failure to comply with the transfer conditions results in sanctions, such as repayment of the transferred resources.

Pension plan

Members of the School Board's staff participate in the Régime de retraite des employés du gouvernement et des organismes publics (RREGOP), Régime de retraite des enseignants (RRE) or Régime de retraite du personnel d'encadrement (RRPE). These multiemployer plans are defined benefit plans with guaranteed retirement and death benefits. The School Board's contributions to these government retirement plans are assumed by the Government of Quebec and are not included in the financial statements.

Other employee future benefits

Long-term obligations under other employee benefit plans, such as sick leave, vacation, accumulated overtime, wages insurance coverage and other benefits (maternity and paternity leave) are recognized at cost in liabilities. The annual change in the provisions is recognized in expenses.

English Montreal School Board

Notes to Financial Statements

June 30, 2016

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Environmental liabilities

Obligations resulting from the decontamination of contaminated sites under the responsibility of the School Board, or that may likely fall under its responsibility, are recognized as environmental liabilities as soon as contamination occurs or as soon as the School Board is informed of it, that it is expected that future economic benefits will be given up and that a reasonable estimate of the amount can be made. The environmental liabilities include the estimated costs of contaminated land management and decontamination, as well as estimated costs related to maintenance and monitoring following remediation, where required. These costs are evaluated based on the best information available and reviewed annually.

Furthermore, the Government of Quebec stated that it would assume the costs of decontamination of contaminated lands existing as at March 31, 2008 and inventoried as at March 31, 2011, as well as the variances of these liabilities as at June 30, 2016. Consequently, the School Board is able to recognize an account receivable from the Government of Quebec to offset the costs associated with these environmental liabilities. All liabilities recognized after March 31, 2011 for non-inventoried land at that date are assumed by the School Board and recorded in its results for the related fiscal year.

Non-financial assets

Property and equipment

Property and equipment are non-financial assets acquired, built, developed or improved, whose useful life extends beyond the period, and are intended to be used sustainably for the production of goods or delivery of service.

Property and equipment are recognized at cost. With the exception of land, the cost of property and equipment is amortized according to the straight-line method over the following periods:

	<u>Periods</u>
Land development	10 or 20 years
Buildings and major building improvements	20 to 50 years
Material and equipment	3, 5 or 15 years
Specialized pedagogical teaching equipment	10 or 20 years
Computer development	5 to 10 years

Property and equipment under construction, development or improvement are not amortized until they are put into service.

Works of art and historical treasures consist primarily of paintings, sculptures, drawings and installations, and their cost is expensed in the year of acquisition.

Items of property and equipment that are contributed or acquired for a nominal value are recognized at their fair value at the time of acquisition.

English Montreal School Board

Notes to Financial Statements

June 30, 2016

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

The amounts received from organizations are recognized in liabilities as deferred revenues and are gradually transferred to the operating results and amortized on the same basis and over the same period as the related property and equipment. However, the contributions received for the acquisition of land are recognized in revenues in the year of acquisition.

If circumstances indicate that an item of property and equipment no longer contributes to the School Board's ability to provide goods and services or that the value of the item's future economic benefits is less than its net carrying amount, the cost of the item of property and equipment is reduced to reflect the decline in value.

Inventories

Inventories, which consist of supplies to be consumed in the normal course of operations during the coming fiscal year(s), are presented as non-financial assets. Inventories held for sale are presented as financial assets. These inventories are valued at the lower of cost and net realizable value. Cost is determined using the average cost method.

Prepaid expenditures

Prepaid expenditures represent payments made before the financial year-end for services which the School Board will benefit from during or beyond the upcoming fiscal year. These costs will be added to the expenditures when the School Board benefits from the services paid for.

Revenue recognition

Subsidy revenue from the MEES and other ministries and organizations is recognized in the period during which the transfers are authorized and the School Board has satisfied the eligibility criteria for that period's budgetary rules. In management's opinion, the payment authorization is an integral part of the government transfer authorization process and, accordingly, subsidy revenue is not recognized until the payer has sufficient budget credits approved by the National Assembly. Subsidy revenue recognition may be deferred to a subsequent period when the School Board has satisfied certain conditions, which are described in the Liabilities – Deferred revenues section.

The revenues from the school taxes and the subsidies in lieu of taxes are managed by the CGTSIM and recognized based on the proportion thereof allocated to the School Board and confirmed by the CGTSIM.

The School Board's main sources of revenues, other than contributions, are the student fees, external sales and the recovery of direct costs that are presented in Other revenues.

Revenues are recognized when the following criteria are met:

- Persuasive evidence of an arrangement exists;
- Delivery has occurred;
- The price is fixed or determinable;
- Collection is reasonably assured.

English Montreal School Board

Notes to Financial Statements

June 30, 2016

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Revenues are recognized as the services are rendered. Deferred revenues represent funds received for which revenues have not yet been earned.

3 - BUDGET FORECAST PRESENTATION

According to the Education Act (RLRQ, c. I-13.3), the School Board has prepared budget forecasts for the current year which were duly adopted by the Council of Commissioners.

These budget data are not prepared with the same level of detail as the actual data presented in the financial statements.

The summary of budget forecasts initially adopted by the Council of Commissioners is compared with the corresponding actual data:

	Budget	Actual
	\$	\$
Revenues		
MEES operating grants	198,184,378	198,472,459
Other grants and contributions	1,035,000	1,317,806
School taxes	61,873,136	61,838,873
Tuition and course-related fees	7,256,000	11,633,135
Sale of goods and services	18,851,596	18,070,562
Other revenues	11,175,784	20,028,945
Total revenues	<u>298,375,894</u>	<u>311,361,780</u>
Expenses		
Teaching activities	153,476,494	149,527,731
Educational support activities	62,326,264	66,644,578
Extracurricular activities	22,335,999	21,830,096
Administrative activities	14,997,064	15,701,137
Property and equipment activities	32,655,120	34,241,242
Other	12,732,786	16,095,350
Expenses related to the variance of the provision for fringe benefits	852,167	(12,237)
	<u>299,375,894</u>	<u>304,027,897</u>
Excess of revenues over expenses before unusual item	(1,000,000)	7,333,883
Unusual item		
Gain on disposal of property and equipment	1,000,000	7,187,480
Surplus for the year	<u>–</u>	<u>14,521,363</u>

4 - CASH FLOWS

	2016	2015
	\$	\$
Interest paid during the year	47,121	–
Interest received during the year	74,446	102,181

English Montreal School Board

Notes to Financial Statements

June 30, 2016

5 - OPERATING GRANTS RECEIVABLE

	<u>2016</u>	<u>2015</u>
	\$	\$
MEES		
Youth, adult education and vocational education	29,138,753	20,894,044
Debt service	(66,341)	35,842
Transportation	(150,681)	(229,055)
Contaminated land	47,173	763,064
Other grants	167,597	142,978
Financing of employee future benefits	13,628,701	13,670,540
	<u>42,765,202</u>	<u>35,277,413</u>

6 - ACCOUNTS RECEIVABLE

	<u>2016</u>	<u>2015</u>
	\$	\$
Accounts receivable – CGTSIM	10,484,841	4,912,253
Accounts receivable – other	9,029,836	6,543,865
Sabbatical leave receivable	126,865	138,293
Commodity taxes receivable	1,500,812	1,426,414
Sub-total	21,142,354	13,020,825
Allowance for doubtful accounts	(2,264,766)	(264,766)
	<u>18,877,588</u>	<u>12,756,059</u>

7 - ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	<u>2016</u>	<u>2015</u>
	\$	\$
Accounts payable and accrued liabilities	16,102,212	18,240,530
Salaries and benefits payable	27,129,522	22,626,207
Sabbatical leave payable	1,351,215	1,015,707
Holdbacks on contracts	5,002,167	2,311,905
	<u>49,585,116</u>	<u>44,194,349</u>

8 - DEFERRED CONTRIBUTIONS RELATED TO THE ACQUISITION OF PROPERTY AND EQUIPMENT

	<u>2016</u>	<u>2015</u>
	\$	\$
Balance, beginning of year	1,731,962	1,650,024
Amounts recognized as deferred contributions	384,750	207,530
Contributions recognized as revenues for the year	(144,004)	(125,592)
Balance, end of year	<u>1,972,708</u>	<u>1,731,962</u>

English Montreal School Board

Notes to Financial Statements

June 30, 2016

9 - ACCRUED EMPLOYEE FUTURE BENEFITS

Among the long-term obligations under employee future benefit plans, the School Board has a sick leave program, in accordance with the various collective agreements. This program allows certain employees to accumulate unused sick days. They are entitled to those unused sick days and can monetize them in the event of termination, retirement or death. Moreover, in the context of early retirement, employees can elect to use these accumulated sick days as fully paid days of absence.

	<u>2016</u>	<u>2015</u>
	\$	\$
Sick leave	860,272	864,409
Moneyable sick leave – teachers	6,422,295	6,203,638
Vacation	6,347,968	6,145,423
Other social benefits	1,625,905	2,059,419
Employer contributions	2,542,064	2,537,853
	<u>17,798,504</u>	<u>17,810,742</u>

10 - OTHER LIABILITIES

	<u>2016</u>	<u>2015</u>
	\$	\$
CNESST's retrospective program provision	851,819	571,396
School Board's share of the debt that is subject to a subsidy commitment held by the CGTSIM	176,136,137	162,825,439
Other liabilities	1,876,277	1,866,646
	<u>178,864,233</u>	<u>165,263,481</u>

The long-term debt of school boards on the Island of Montreal is managed by the CGTSIM. The School Board's share of the long-term debt that is subject to a subsidy commitment is confirmed by the CGTSIM.

11 - PROPERTY AND EQUIPMENT

	<u>2016</u>		
	<u>Cost</u>	<u>Accumulated amortization</u>	<u>Net carrying amount</u>
	\$	\$	\$
Land development			
Land	17,597,404		17,597,404
Land development	9,720,429	1,334,215	8,386,214
Buildings			
Buildings	237,594,157	195,609,213	41,984,944
Major building improvements	121,796,738	11,748,845	110,047,893
Material and equipment	24,968,715	15,030,066	9,938,649
Specialized pedagogical teaching equipment	7,319,113	3,257,176	4,061,937
Computer development	1,884,824	1,216,053	668,771
	<u>420,881,380</u>	<u>228,195,568</u>	<u>192,685,812</u>

English Montreal School Board

Notes to Financial Statements

June 30, 2016

11 - PROPERTY AND EQUIPMENT (Continued)

			2015
	Cost	Accumulated amortization	Net carrying amount
	\$	\$	\$
Land development			
Land	17,834,735		17,834,735
Land development	6,969,907	915,475	6,054,432
Buildings			
Buildings	238,353,332	195,792,940	42,560,392
Major building improvements	86,081,255	9,420,061	76,661,194
Material and equipment	25,244,927	15,342,767	9,902,160
Specialized pedagogical teaching equipment	6,530,161	2,596,076	3,934,085
Computer development	2,252,009	1,545,536	706,473
	<u>383,266,326</u>	<u>225,612,855</u>	<u>157,653,471</u>

The total amount of property and equipment includes \$24,578,729 of property and equipment in progress or development (\$14,443,692 as at June 30, 2015), \$472,106 for land development (\$339,638 as at June 30, 2015), \$1,216,913 for buildings (\$0 as at June 30, 2015) and \$22,889,710 for major improvements and transformation (\$14,104,054 as at June 30, 2015). No amortization is taken on this property and equipment.

As at June 30, 2016, accounts payable and accrued liabilities include \$8,340,961 that relate to acquisition of tangible capital assets (\$8,283,902 as at June 30, 2015).

12 - RISK MANAGEMENT AND FINANCIAL RISKS

Risk management policy

The School Board is exposed to various risks related to its financial instruments. The following provides a measure of risks at the date of the financial position, that is as at June 30, 2016.

Credit risk

Credit risk is the risk of a counterparty defaulting on contractual obligations. The School Board's credit risk is mainly associated with accounts receivable, excluding commodity taxes. To reduce its credit risk, the School Board regularly analyzes the balance of its user accounts receivable and reserves an allowance for doubtful accounts, as necessary, based on the estimated realizable value.

The carrying value of the School Board's main assets represents its maximum exposure to credit risk.

Interest rate risk

The interest rate risk is the risk that the financial instruments will vary unfavourably according to interest rate fluctuations, whether the interest rates are fixed or variable. Fixed interest rate financial instruments expose the School Board to a fair value risk and those with variable interest rates, to a cash flow risk.

English Montreal School Board

Notes to Financial Statements

June 30, 2016

13 - COMMITMENTS

As part of its operations, the School Board has entered into various long-term agreements. The most significant agreements have led to the following contractual obligations:

- An amount of \$13,306,156 for construction, renovations and land improvement agreements to be completed during 2016-2017;
- An amount of \$3,770,906 for long-term lease agreements for the rental of photocopy machines and other contracts maturing at different dates between 2016 and 2021. Minimum lease payments for the next five years are \$2,847,068 in 2017, \$530,673 in 2018, \$315,365 in 2019, \$61,750 in 2020 and \$16,050 in 2021;
- An amount of \$6,918,718 for school transportation contracts, which are maturing in 2016-2017.

14 - CONTINGENCIES

As at June 30, 2016, outstanding claims against the School Board amount to \$898,823 and consist of various claims on construction contracts and other. In respect to these claims, management has recorded a provision of \$473,080.

15 - RELATED PARTY TRANSACTIONS

In addition to the related party transactions which are already reported in the financial statements and recognized at the exchange amount, the School Board is related to all the departments, special funds, organizations and enterprises controlled directly or indirectly by the Government of Quebec or under the common control or subject to the significant influence of the Government of Quebec. The School Board had not entered into any commercial transactions with any of these related parties other than in the normal course of its operations and under normal commercial terms. These transactions are not reported separately in the financial statements.

English Montreal School Board

Supplementary Information

Year ended June 30, 2016

(Unaudited)

The following supplementary information has been compiled from financial information contained in the financial report. We have not performed an audit or examination with respect to this supplementary information, and accordingly, we express no assurance thereon.

	<u>2016</u>	<u>2015</u>
	\$	\$
<i>EXPENDITURES BY NATURE</i>		
Teaching activities		
Salaries and fringe benefits	138,410,824	135,539,153
Other expenditures	11,116,907	11,333,501
	149,527,731	146,872,654
Educational support activities		
Salaries and fringe benefits	53,761,737	52,664,583
Other expenditures	12,882,841	11,239,241
	66,644,578	63,903,824
Extracurricular activities		
Salaries and fringe benefits	9,459,361	9,239,351
Other expenditures	12,370,735	12,382,702
	21,830,096	21,622,053
Administrative activities		
Salaries and fringe benefits	12,176,768	11,510,087
Other expenditures	3,524,369	3,299,226
	15,701,137	14,809,313
Property and equipment activities		
Salaries and fringe benefits	9,847,343	10,000,558
Amortization of property and equipment	9,967,940	9,184,925
Gain on disposal of property and equipment	(7,187,480)	
Other expenditures	14,425,959	14,340,967
	27,053,762	33,526,450
Other activities		
Salaries and fringe benefits	1,476,053	629,650
Debt services	295,629	146,818
Environmental liabilities	(128,733)	484,663
Allowance for doubtful accounts	2,059,534	327,833
Other expenditures	12,392,867	12,285,447
	16,095,350	13,874,411
Provisions for future payroll benefits	(12,237)	(681,283)
	296,840,417	293,927,422

English Montreal School Board

Supplementary Information

Year ended June 30, 2016

(Unaudited)

The following supplementary information has been compiled from financial information contained in the financial report. We have not performed an audit or examination with respect to this supplementary information, and accordingly, we express no assurance thereon.

	<u>2016</u>	<u>2015</u>
	\$	\$
<i>EXPENDITURES BY NATURE</i>		
Teaching activities		
Salaries and fringe benefits	138,410,824	135,539,153
Other expenditures	11,116,907	11,333,501
	149,527,731	146,872,654
Educational support activities		
Salaries and fringe benefits	53,761,737	52,664,583
Other expenditures	12,882,841	11,239,241
	66,644,578	63,903,824
Extracurricular activities		
Salaries and fringe benefits	9,459,361	9,239,351
Other expenditures	12,370,735	12,382,702
	21,830,096	21,622,053
Administrative activities		
Salaries and fringe benefits	12,176,768	11,510,087
Other expenditures	3,524,369	3,299,226
	15,701,137	14,809,313
Property and equipment activities		
Salaries and fringe benefits	9,847,343	10,000,558
Amortization of property and equipment	9,967,940	9,184,925
Gain on disposal of property and equipment	(7,187,480)	
Other expenditures	14,425,959	14,340,967
	27,053,762	33,526,450
Other activities		
Salaries and fringe benefits	1,476,053	629,650
Debt services	295,629	146,818
Environmental liabilities	(128,733)	484,663
Allowance for doubtful accounts	2,059,534	327,833
Other expenditures	12,392,867	12,285,447
	16,095,350	13,874,411
Provisions for future payroll benefits	(12,237)	(681,283)
	296,840,417	293,927,422

English Montreal School Board Supplementary Information

Year ended June 30, 2016

(Unaudited)

	<u>2016</u>	<u>2015</u>
	\$	\$
ACCUMULATED OPERATING SURPLUS		
Accumulated operating surplus, beginning of year	<u>50,403,504</u>	<u>45,107,370</u>
Total revenues	311,361,780	299,223,556
Total expenses	<u>296,840,417</u>	<u>293,927,422</u>
Excess of revenues over expenses	14,521,363	5,296,134
Accumulated operating surplus, end of year	<u>64,924,867</u>	<u>50,403,504</u>
Accumulated operating surplus		
Land	17,597,404	17,834,735
School Board	35,889,378	28,378,446
Gain on disposal of property and equipment	7,187,480	
Schools and centres	<u>4,250,605</u>	<u>4,190,323</u>
Accumulated operating surplus, end of year	<u>64,924,867</u>	<u>50,403,504</u>
Excess (deficiency) of revenues over expenses for the year		
Land	(237,331)	
School Board	7,510,932	6,082,411
Gain on disposal of property and equipment	* 7,187,480	
Schools and centres	<u>60,282</u>	<u>(786,277)</u>
Excess of revenues over expenses for the year	<u>14,521,363</u>	<u>5,296,134</u>

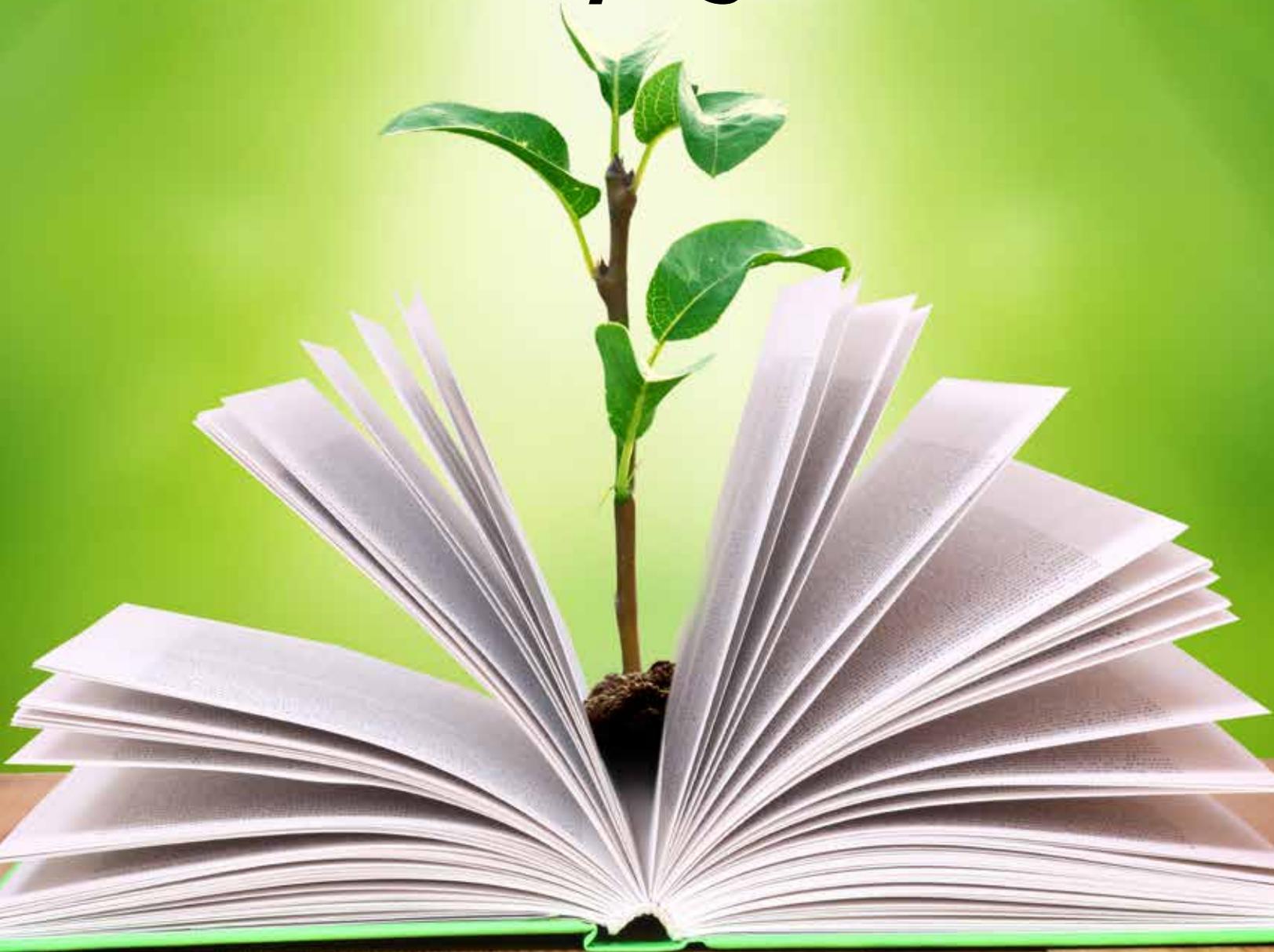
*** GAIN ON DISPOSAL OF PROPERTY AND EQUIPMENT**

The School Board has submitted a request to the Ministry of Education to obtain the authorization to use the entirety of the gain on disposal of property and equipment to finance major renovation projects in four (4) facilities totalling \$7.2 million.

Annual Report

2015 - 2016

Partnership Agreement





Commission scolaire English-Montréal
English Montreal School Board

ENGLISH MONTREAL

SCHOOL BOARD (EMSB)

PARTNERSHIP

AGREEMENT

ANNUAL REPORT

2015-2016



Commission scolaire English-Montréal
English Montreal School Board

ENGLISH MONTREAL

SCHOOL BOARD (EMSB)

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Goal 1: Increase graduation and qualification rates of students under the age of 20
(Ministère de l'Éducation et Enseignement Supérieur, MEES)

Objective:

1. Increase the certification and qualification rates of students before the age of 20
2. Increase the success rate of students on the Mathematics Secondary 4 MEES uniform examinations competency 2 (CS&T 414)
3. Increase the success rate on the History and Citizenship Secondary 4 MEES uniform examinations (History 404)
4. Reduce the number of student leavers without certification or qualification

Context:

In order to obtain a high school leaving diploma, students must be successful in secondary IV & V sanctioned courses. Students not successful in these courses are at risk of not obtaining a high school leaving diploma and therefore at risk of dropping out. In looking at our past performance on sanctioned courses, it was determined that we needed to make improvements in secondary IV Mathematics and History & Citizenship, hence, objectives 2 & 3. Making improvements to the success rates of secondary IV students in Mathematics & History, will ensure that objective 1 is achieved.

Objective 4 is to reduce the number of student leavers under the age of 20, without certification or qualification. A student leaver is defined by MEES as any secondary I student registered in a school as of September 30th of a given year who after 7 years of schooling has not received certification or qualification. In addition, a leaver is also defined as any Secondary I-V student who for whatever reason has left the school and is not registered anywhere in any institution in Quebec the following year. In 2008, the base line year of the partnership agreement, the MEES reported in the portrait des statistiques ministérielles, October 2009 that the EMSB had 335 student leavers who did not complete the requirements for graduation and certification. These students were considered leavers or dropouts. Therefore, our baseline leaver rate was established at 335 students.

Given that in any given year, some students leave school for a variety of reasons, it is unlikely that any Secondary I-III students that leave are actually dropouts given their age and the law that requires them to attend school. It is likely that the true dropout come from Secondary IV and V, in these grade levels, students are over the age of 16 and can legally not attend school. Our task is to try as much as possible to create support systems in our schools that encourage “at risk” to successfully complete high school. For those students for whom this is not an option and do eventually dropout, systems need to be in place to track where these students are currently and offer to them viable options to come back to school and acquire their missing credits before they turn 20 years of age.

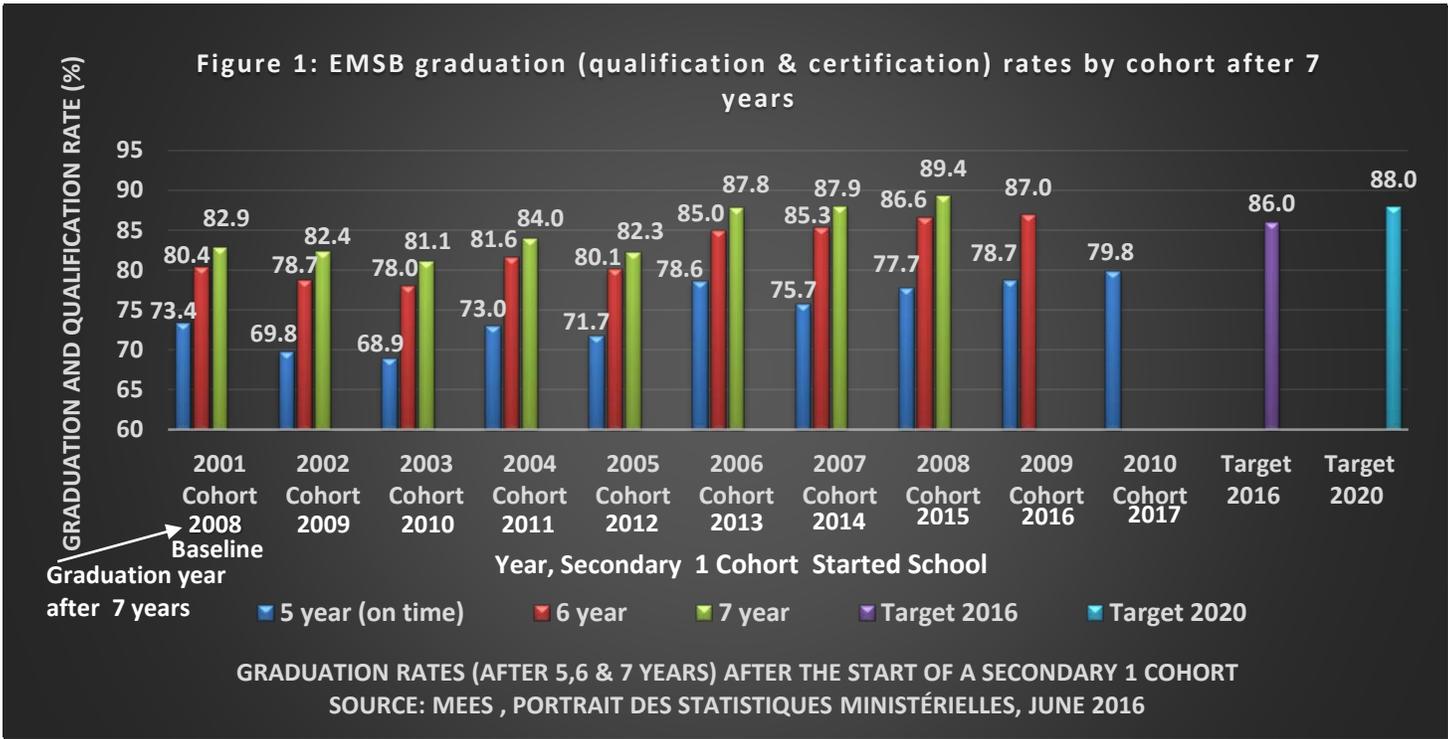


Table 1: Summary of Objectives, Targets and Current Results for Goal 1

Objectives	Current Results			
	Baseline Year	Target 2016/2020	Board 2016	Province 2015
1. To increase the graduation and qualification rate of students under the age of 20	82.9% (2008)	86.0% 88.0%+	89.4%	74.9% [¶]
2. To increase the success rate of students on the Mathematics secondary IV MEES uniform examinations competency 2 (414-CS&T)	43.0%* (2009)	60.0%*	63.2%*	63.7%*
Overall subject success rate***	65.6%***	-	66.3%***	66.8%***
3. To increase the success rate of students on the History and Citizenship Education secondary IV MEES uniform examinations (History-404)	65.1%** (2008)	75.0%**	73.2%**	71.8%**
Overall subject success rate***	86.7%***	-	77.8%***	77.9%***
4. To reduce the number of student leavers without certification and qualifications	335	288	307 (2013)	9,993 (2013)

* Results are based on MEES uniform examinations for secondary IV Mathematics 414 CS&T) Source: Charlemagne Data Base, September 2016.
 ** Results are based on MEES uniform examination for secondary IV History & Citizenship Education (History 404)– Source: Charlemagne Data Base, September 2016.
 *** The overall success rate represents the percentage of students who passed the subject in 2015-2016 for Mathematics 414 and History & Citizenship Education 404 in 2015-2016- Source: Charlemagne Data Base, September 2016.
 ¶ Provincial graduation rates are for public schools only- Source: MEES, portraits des statistiques ministérielle June 2016
 + 2020 Target Graduation and Qualification Rate from the MEES.

Tracking our progress:

Objective 1: Graduation & Qualification of students under the age of 20

In 2008, the baseline 7 year graduation and qualification rate for students before the age of 20 was 82.9%. The baseline graduation rate was set at 82.9%, representing the benchmark for improvement in subsequent years to come. In 2015, our 7 year graduation rate was 89.4%. The EMSB has set a target graduation rate of 86.0% by June 2016, the end of its first Partnership Agreement (See Figure 1). The 2020 target of 88.0% established by MEES has already been achieved 4 years prior to the target date. The main challenge for the school board will be to sustain and try to improve upon this target in the coming years.

Since 2008, the EMSB has improved its 7 year graduation and qualification rate as shown in figure 1. A positive linear trend has emerged since 2008, the start of the Partnership Agreement leading us to believe that our chosen strategies to increase the graduation rate have had a positive impact.

Strategies that are aimed at improving the school board's graduation rate will continue to be a priority. As such, the school board will continue to:

- implement its plan of supporting all of its schools in the implementation of Professional Learning Communities (PLCs) with a focus on building best practices of common formative assessments and response to intervention (RTI);
- increase the literacy levels of elementary and secondary students via the balanced literacy initiative with a specific focus on secondary students;
- increase the numeracy levels of elementary students via the balanced numeracy initiative;
- produce item analysis data for elementary end-of cycle 1, 2 & 3 examinations for English language arts, Français langue seconde and Mathematics as well as secondary IV Mathematics, Science & Technology and History & Citizenship Education;
- promote and develop the Work Oriented Training Program (WOTP) in schools in order to qualify
- students who in the past were not recognized for certification;
- offer and provide support to schools in the administration of the "Tell Them From Me" (TTFM) survey in order to provide students with a "voice" and consequently provide schools with data on students' perspectives of their school experiences;
- promote adult education and vocational training as viable educational options for secondary students.

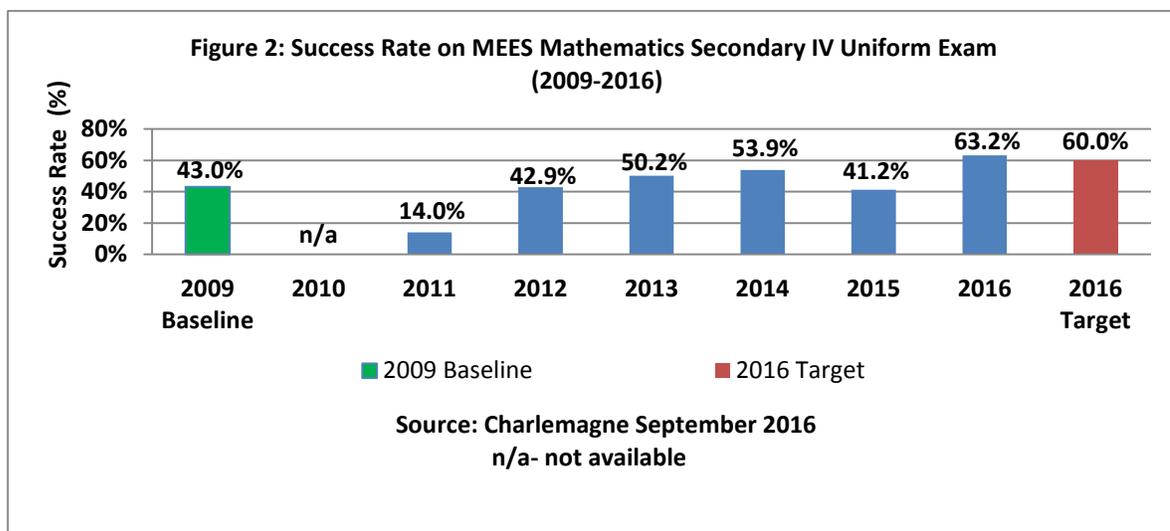
Objectives 2 & 3: Success rates in secondary 4 Mathematics and History & Citizenship Education

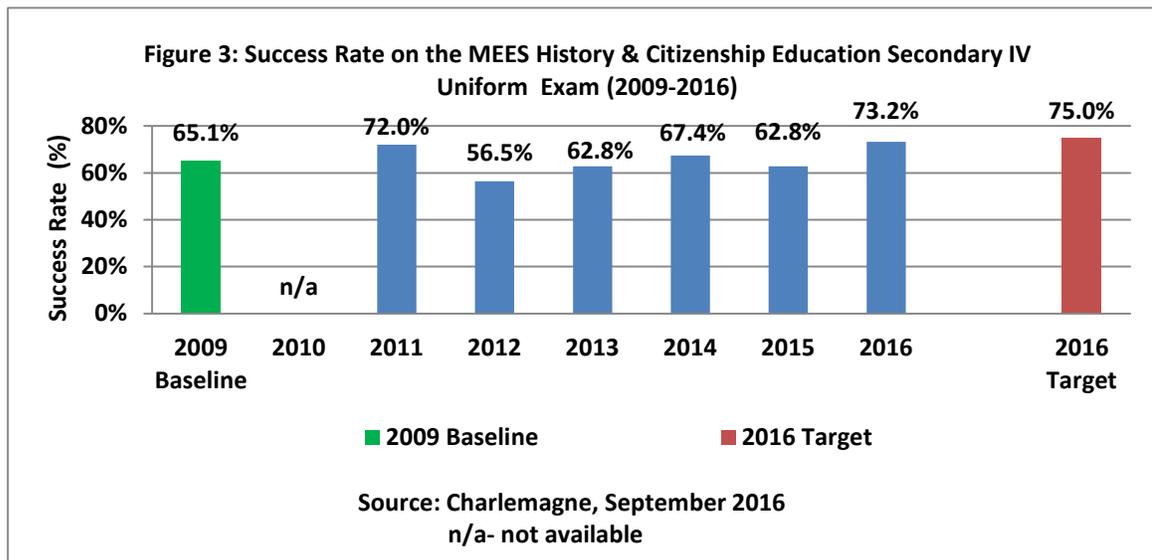
Students wrote MEES uniform exams in June 2016 for both secondary IV sanctioned courses: Mathematics and History & Citizenship Education. In Mathematics, the success rate achieved was 62.9%, slightly below the provincial success rate of 63.1%. In tracking our progress from last year, the success rate increased by 22.0% from the previous year's success rate of 41.2%. The June 2016 target success rate was established at 60.0%. Although we have exceeded our target, the school board continues to make improvement since 2009, a positive trend in our improvement has emerged (See figure 2). In 2015-2016, the secondary IV math program changed slightly and this could account for the improvement in our success

rate. Feedback from teachers on the new program has been positive as it has freed up more time to teach concepts and skills that students struggle with. The June 2016 Mathematics exam was considered to be very fair.

In History and Citizenship Education, the success rate achieved was 73.2%, slightly above than the provincial success rate of 71.8%. In tracking our progress from last year, the success rate increased by 10.4% from the previous year's success rate of 62.8%. The June 2016 target success rate was established at 75.0%. Although the target was not achieved, the school board continues to make significant improvements since 2009, the base line year. Also, it appears that our strategies for improving our success rate in History is having an impact. (See figure 3).

The content and format of the History & Citizenship examination, under the reform, remain challenging. The examination included about 50 documents (texts, graphs, tables, pictures, diagrams, etc.) that had to be interpreted in order to successfully answer the questions, so literacy skills are becoming increasingly more important. Also, the examination was divided into three separate booklets; questions; documents and answer booklet. Given that the documents were not in the same order as the questions, this remains a procedural challenge for many students. Therefore, students should be given the opportunity to practice these examinations, by using available resources and past exams.





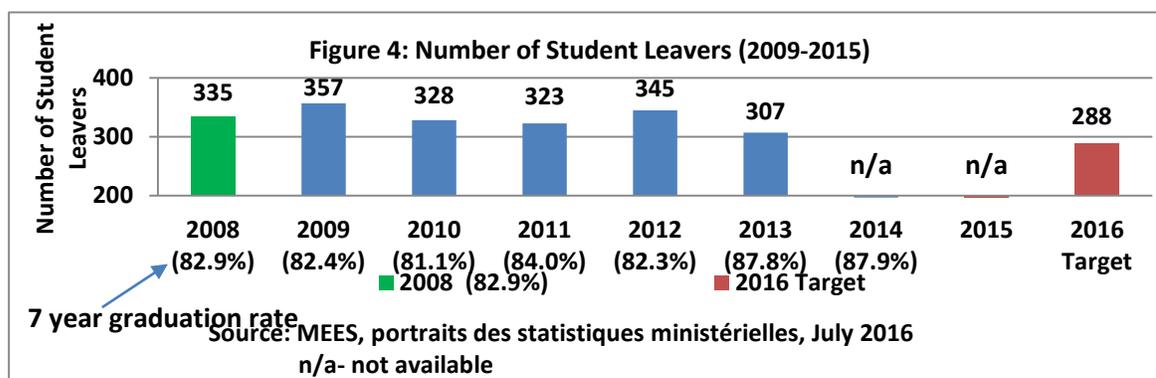
Strategies that are aimed at improving the school board’s success rate in Secondary IV Mathematics and History & Citizenship Education will continue to be a priority. As such, the school board math and history consultants in will continue to:

- meet with Mathematics and History teachers in Secondary schools where a gap of greater than 15% between the uniform exam mark and the school mark has been identified by the MEES. The gap that exists generally negatively impacts the overall passing rate of students in sanctioned courses. Professional development offered to teachers of math and history teachers in the area of moderation, has had a positive impact on the success rates. Those schools who had large discrepancies on the June 2015 examination marks and understood the negative impacts of moderation have shown drastic reduction in discrepancies on the June 2016 school examination marks. This professional development was appreciated by all teachers.
- generate detailed disaggregated item analysis data of the June uniform secondary IV Mathematics and History & Citizenship Education as well as elementary end-of-cycle Mathematics exams. Teachers have expressed gratitude in having this data that is enabling them to identify their student’s areas of weaknesses and prioritize areas of improvement. This data has also helped our Math consultants to tailor their professional development workshops specifically addressing areas of weakness in particular schools and provide teachers with the support in the selection of research-based instructional strategies to improve the teaching of Mathematics and History;
- develop, provide and make compulsory (January) midyear secondary Mathematics and History & Citizenship Education exams that provide and expose students to a model of the upcoming June exam in addition to provide students and teachers with midyear formative assessment data of students’ current levels of understanding. Teachers have expressed satisfaction in using the school board prepared common assessment evaluations and feel that these evaluations are great preparation for the June sanctioned exams;
- develop instructional resources (study and pacing guides, bank of evaluation type assessments) in order to better help teachers plan instruction and ensure that classroom assessments are more closely aligned with MEES June uniform examination of sanctioned courses. Teachers consistently using these school board prepared resources have shown drastic improvements in their students’ success rates on the Mathematics and History & Citizenship Education uniform examinations;

- develop and share proven successful exam resource that details strategies for student success on the Sec IV History provincial examination with a particular focus how to write the essay question;
- to offer secondary IV Mathematics and History & Citizenship Education intensive courses in summer school in order to ensure that those students who are not successful on the June 2017 exam have a second opportunity to write supplemental exams in August 2017 and be successful.
- encourage more schools to use the May 2017 Mathematics and History & Citizenship practice exam as an assessment tool to identify students needing interventions before the final June 2017 exam;
- offer the EMSB Early Numeracy Initiative to all elementary cycle one teachers in 2016-2017 in order to help teachers shift their instructional practice from a procedural to a conceptual foundation, leading to our students having a deeper understanding of math. This deeper, conceptual understanding will allow students to transfer their knowledge to the variety of tasks they are asked to perform on their exam, resulting in improved student outcomes and be better prepared for secondary mathematics.

Objectives 4: Reduction of student leavers without certification and qualifications

The baseline 2008 number of student leavers determined by MEES was 335. The 2016 target number of student leavers was forecasted at 288, a reduction of 47 students. The most up to date data that is available from the MEES for student leavers for 2013 is 307. It is important to note that student leaver data generated by the MEES has generally a 3 year lag time, therefore there is no current student leaver data available. Nevertheless, in comparing the student leavers in 2008 to 2013, we have observed a decrease of 28 students (See figure 4). The overall trend that has emerged is that the school board’s leaver rate increased in 2009 as our graduation rate decreased, declined in 2011 as the graduation rate increased 2012 and decreased to 307 student leavers in 2013 as our graduation rate increased once again. The challenge in the coming years will be to sustain a decline in the leaver rate.



Strategies that are aimed at reducing the school board’s student leaver rate will continue to be a priority. As such, the school board will continue to:

- to support schools in the administering of the Tell Them From Me Survey (TTFM) so that students are given a voice to inform the school on measures including: sense of belonging, student engagement, school climate and culture, relationships with peers and teachers, bullying and safety at school. The data gleaned from this tool allows schools to initiate interventions that support school perseverance, safety and bullying prevention. Many schools using the survey tool have expressed satisfaction with the data collected that has enabled schools to identify potential areas to improve.

The AEVS department will continue to offer:

- initiatives that increase the awareness and promotion of vocational training opportunities in secondary schools (student for a day, career fairs and field trips) for elementary and secondary students to experience and explore first-hand the variety of Vocational programs offered;
- to offer “Transition” program for “at risk” secondary IV & V students. The program is aimed students who wish to obtain their secondary school diploma or complete post-secondary pre-requisites. To date, the contribution to the overall graduation rate of the school board remains 7-8%, yearly.

Goal 2: Improve the Mastery of French and English Language Arts (reading and writing)-
Elementary & Secondary (Ministère de l'Éducation et Enseignement Supérieur,
MEES)

Objectives:

1. To improve French reading and writing skills of all elementary students.
2. To improve French reading and writing skills of all high school students enrolled in the FLS base program by the end of Secondary V.
3. To improve English reading and writing skills of all elementary students.
4. To maintain yet always aiming to improve English reading and writing skills of all high school students by the end of Secondary V.

Context:

In the youth sector, the EMSB has thirty-five (35) elementary schools which offer three (3) different models of French instruction: French as a second language (core), French immersion and a bilingual model. In addition to these models of instructions also existing at the secondary level, the EMSB offers *Français langue d'enseignement* and *Français langue seconde, programme enrichi*.

In order to improve success rates in French and English reading and writing, the EMSB consulted the literature to choose strategies for improvement that were research based and proven to positively impact student achievement. Two strategies were retained for implementation; (1) a balanced literacy approach to reading and writing, (2) professional learning communities (PLCs) focused on Harvard's Data Team Process.

The balanced literacy approach allows teachers to differentiate teaching practices in reading and writing for a wide range of learners. It is based on the notion that not all students learn to read and write in the same way at the same pace. Improving early literacy through a balanced literacy approach has been the focus at the EMSB for the past six years. The rationale for implementing this approach in the formative years is based on research in this field which has shown that the earlier the intervention the more significant the improvement in literacy learning¹. Research has also identified significant improvements, not only in the targeted learning of languages, but also in the ability to learn subjects across the curriculum. The EMSB recognized that in order to maximize their chances of success throughout secondary school, students need to be reading at grade level before leaving elementary school. As an added measure, since 2011, Secondary 1 students have been included in the balanced literacy initiative and, as of September 2016, implementation of this initiative will begin in Secondary 2. The goal here is to improve literacy support for students in Secondary School as well as in Elementary School.

Also since 2011, all EMSB pedagogical consultants, school administrators and teachers have received professional development on PLCs and the Data Team Process. In addition to asking fundamental questions as a catalyst for pedagogical discussions, Harvard's Data Team Process uses students' results as a basis for identifying learning needs, setting SMART goals and choosing appropriate research based strategies. In the 2016-2017 school year, the

¹ Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience and ability 10 years later. *Developmental Psychology*, 33(6), 934-945.

focus will be on providing professional development to teachers in designing common formative assessments as well as continuing to provide professional development to consultant in Response to Intervention (RTI).

The EMSB continues to organize marking centres for all elementary End-of-Cycle 3 teachers. Since 2012, marking centres have also been organized for all elementary End-of-Cycle 2 FSL, ELA and Mathematics teachers as well as Secondary 5 ELA teachers. These sessions involve a professional development aspect aimed at increasing the common understanding of how to apply the evaluation criteria to student work which, in turn, increases the accuracy of the results.

Table 1: Summary of Objectives, Targets and Current Results for Goal 2 French Reading & Writing (Elementary & Secondary)

Objectives	Current Results			
	Baseline Year 2010	Target 2016	Board 2016	Provincial Public 2016
FRENCH READING (ELEMENTARY): 1. To improve French reading skills of all Elementary students.	EOC1 82.9% EOC2 83.6 % EOC3 77.6 %	A 90.0% success rates in <u>reading</u> for all students enrolled in elementary schools.	EOC1 81.7% EOC2 82.3% EOC3 84.5%	No provincial results are available
FRENCH WRITING (ELEMENTARY): 2. To improve the French writing skills of all Elementary students.	EOC1 80.9% EOC2 75.7% EOC3 80.6%	EOC1 85.9% EOC2 80.7% EOC3 85.6%	EOC1 *N/A EOC2 83.3% EOC3 94.5 %	No provincial results are available.
FRENCH READING (SECONDARY): 3. To improve French reading skills of all high school students enrolled in the FLS base program by the end of Secondary V.	54.4 %	80.0%	83.2 %	83.4 %
FRENCH WRITING (SECONDARY): 4. To improve French writing skills of all high school students enrolled in the FLS base program by the end of Secondary V.	83.0 %	To maintain an 83.0% success rate in <u>writing</u> for all high school students.	81.6%	85.9%

Source: Elementary EOC success rates, EMSB September 2016- Secondary MEES converted success rates, Charlemagne, September 2016

*N/A: This EOC 1 evaluation situation is no longer being offered in writing because very few learning targets in the Progression of Learning are evaluated at this grade level in the *Production Écrite* competency of the French Second Language programmes. In previous years, this compulsory EOC 1 Board exam was based on a modified version of a Grade 3 common summative exam. Given that this evaluation tool is not entirely aligned to the Q.E.P., the EMSB has chosen to no longer offer a common compulsory June evaluation for that French Second Language competency in EOC 1.

Tracking our progress (Elementary French Reading & Writing):

Objective 1 & 2: To improve French reading and writing skills of all elementary students

Figure 1: French Second Language END-OF-CYCLE 1 Exam Success Rate (2010-2016)

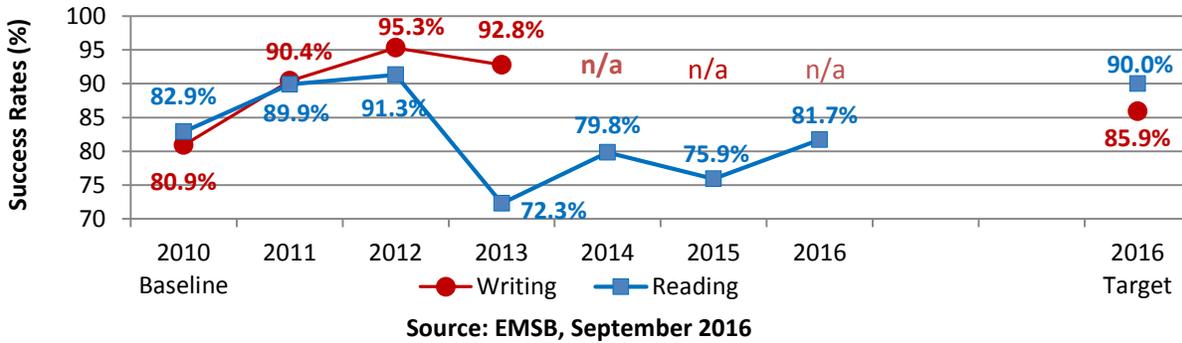


Figure 2: French Second Language END-OF-CYCLE 2 Exam Success Rate (2010- 2016)

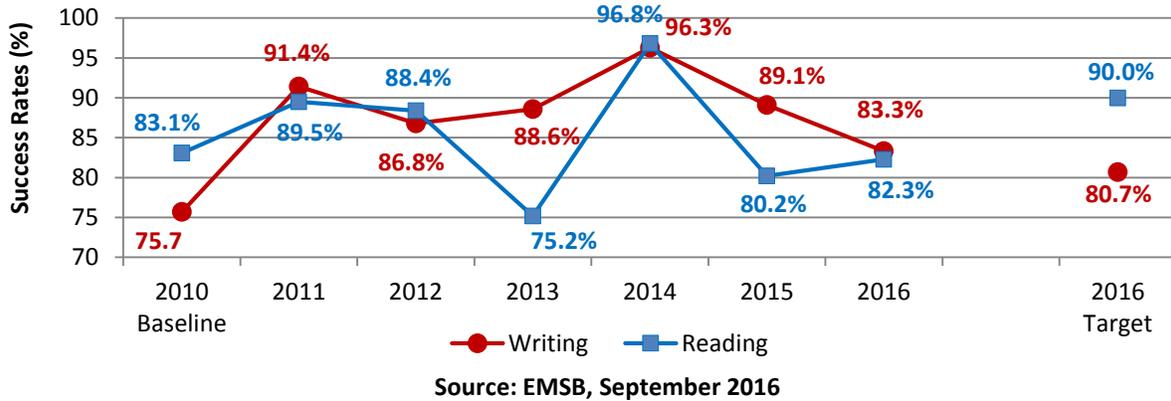
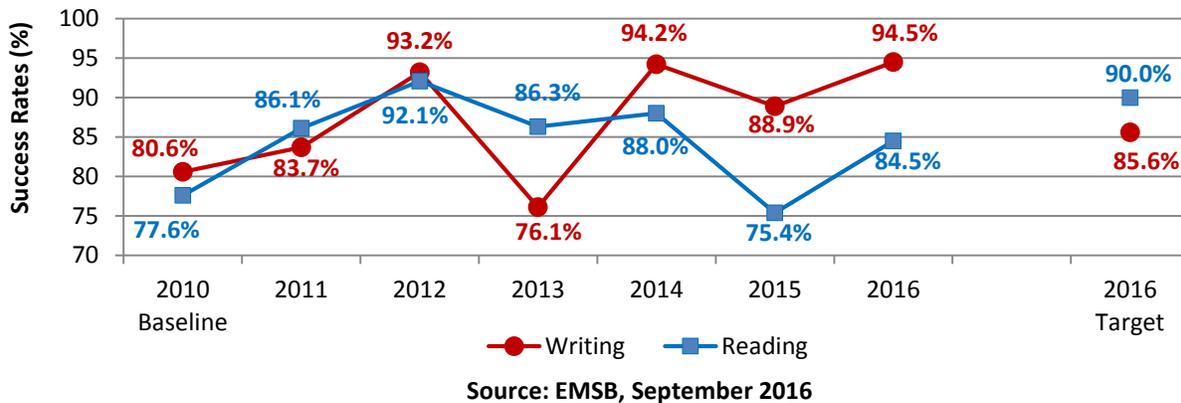


Figure 3: French Second Language END-OF-CYCLE 3 Exam Success Rate (2010-2016)



Since 2010, the baseline success rates for students’ reading skills in French Second Language (FSL) as measured by end-of-cycle (EOC) Board common compulsory examinations, were around 83.0% for EOC 1 and EOC 2 students. These success rates remain above 80% as of June 2016. From June 2015 to June 2016, an increase of 2.1% is observed in the EOC 2

reading exam. This past year, the greatest improvement (9.1%) is seen in the EOC 3 June 2016 FSL reading success rate as compared to the success rate in June 2015.

Since 2010, the baseline success rates for students' writing skills in FSL as measured by EOC Board common compulsory examinations, was 75.7% for EOC 2 students and increased 7.6% to 83.3% as of June 2016. From June 2015 to June 2016, a decrease of 5.8% is observed in the EOC 2 writing exam. On plausible explanation is a change in the format of this examination. As of June 2016, in the writing component, the work plan provided to students is less detailed than in past years. This past year, the greatest improvement (5.6%) is seen in the EOC 3 June 2016 FSL writing success rate as compared to the success rate in June 2015.

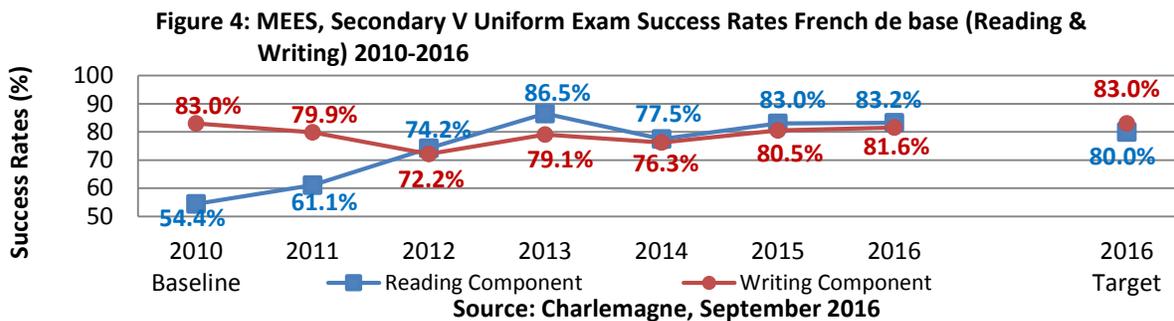
While the EMSB will continue to monitor the results at the end of cycles 1 & 2, given that the Partnership Agreement's focus is the graduation and qualification rates, henceforth it will report only on elementary end of cycle 3 results. The six years will be given for all students to develop their language skills and future Partnership Agreement annual reports will continue to use EOC 3 success rates as indicators of success in the development of language skills at the elementary level.

In order to continue maintaining high EOC 3 success rates in FSL reading (above 80.0%) and writing (above 90.0%), we continue to implement strategies aimed at improving the school board's mastery of *Français langue seconde*. EOC 3 FSL results have shown an overall increase in success rates in reading and writing. As such, the following strategies will be retained:

- the support of PLCs in all Youth Sector Schools aimed at fostering best teaching practices by using student results to identify student learning challenges, building common formative assessments to better prepare students for EOC exams and continue training consultants in the concepts related to Response to Intervention (RTI);
- marking centres for elementary end-of-cycle evaluation situations in order to further develop teachers knowledge and expectations of ministry examination;
- professional development to individual and small groups of teachers on the use of GB plus benchmark diagnostic tool to better determine appropriate reading level for appropriate placement and differentiated instruction;
- continue to offer professional development to all French teachers in the balanced literacy approach (BLI) in reading and writing;
- continue to work with new teachers to ensure a better understand the expectations and requirements of the French program through the progressions of learning and the framework of evaluation;
- offer more professional development to teachers on the developing students' inferencing skills during reading activities and providing less detailed work plans during writing activities so that students' work is less confined and more authentic.

Tracking our progress (Secondary V French Reading & Writing):

Objective 3 & 4: To improve French reading and writing skills of all high school students enrolled in the FLS base program by the end of Secondary 5



In June 2016, the EMSB's student success rate on the ministry *Français langue seconde* (FLS) Secondary V uniform examinations in reading and writing remains above 80% (See figure 4). Results show a positive gradual increase in reading comprehension, whereas the success in writing has consistently remained close to 80%.

For the past several years, the Secondary French consultants have been focussing on professional development in the areas of reading strategies. The focus for the upcoming 2016-2017 year, will be to continue offering professional development in reading strategies. A particular focus on strategies aimed at vocabulary acquisition will be prioritized in training sessions so as to not only improve reading skills but to also improve writing skills.

In 2016-2017 we will continue to implement strategies aimed at improving the secondary students' mastery of *Français langue seconde*. These strategies include:

- development of an updated bank of evaluation situations (ES) with secondary I teachers that are aligned more closely to the MEES program, the Progressions of Learning (POLs) and the Frameworks of evaluations (continuation of the 2015-2016 PDIG);
- creation of interactive digital reading resources for secondary I & II students with an emphasis on increasing the motivation of reluctant readers (contes à bulle);
- creation of interactive digital dictée writing resources for secondary I and II students with an emphasis on promoting writing of reluctant writers;
- professional development workshops offered to all secondary French teachers on instructional strategies in reading comprehension and writing.
- French reading kits (100% gars) offered to male reluctant readers
- Professional development to teachers on the use of reading strategies to develop vocabulary with an emphasis on teaching strategies that help students incorporate the vocabulary in their written work.
- Secondary 4 students will write a compulsory FLS board examination in June 2017 to evaluate the level of competency development and acquired knowledge needed as a base for success in Secondary 5. This evaluation also serves as a *mise à niveau* across the board. Over the years, this practice has shown to have a positive effect on the Secondary 5 uniform examination reading component success rates.

Table 2: Summary of Objectives, Targets and Current Results for Goal 2 English Language Arts Reading & Writing (Elementary & Secondary)

Objectives	Current Results			
	Baseline Year 2010	Target 2016	Board 2016	Provincial Public 2016
ENGLISH READING (ELEMENTARY): 1. To improve English reading skills of all Elementary students.	Grade 1 (Cohort 2) CAT 4: 71.0% EOC2 (June 2013) 66.9% EOC3 73.3 %	90.0% by end of grade 6 76.9% 78.3%	Cohort 2 (Grade 5- April 2015) CAT IV* : 90.0% EOC2 83.0% EOC3 92.4%	CAT IV : n/a (Canadian Norm) No provincial results are available.
ENGLISH WRITING (ELEMENTARY): 2. To improve the English writing skills of all Elementary students.	EOC1 NO RESULTS EOC2 (June2013) 87.7% EOC3 85.0 %	N/A 92.9% 90.0%	EOC1 *N/A EOC2 87.2% EOC3 97.5%	No provincial results are available.
ENGLISH READING (SECONDARY): 3. To maintain yet always aiming to improve English reading skills of all high school students by the end of Secondary V.	90.1 %	90.1 %	91.6%	90.4 %
ENGLISH WRITING (SECONDARY): 4.To maintain yet always aiming to improve English writing skills of all high school students by the end of Secondary V.	91.1 %	91.1 %.	96.3%	96.1%

Source: - Elementary EOC success rates, EMSB September 2016. Secondary MEES converted success rates, Charlemagne, September 2016

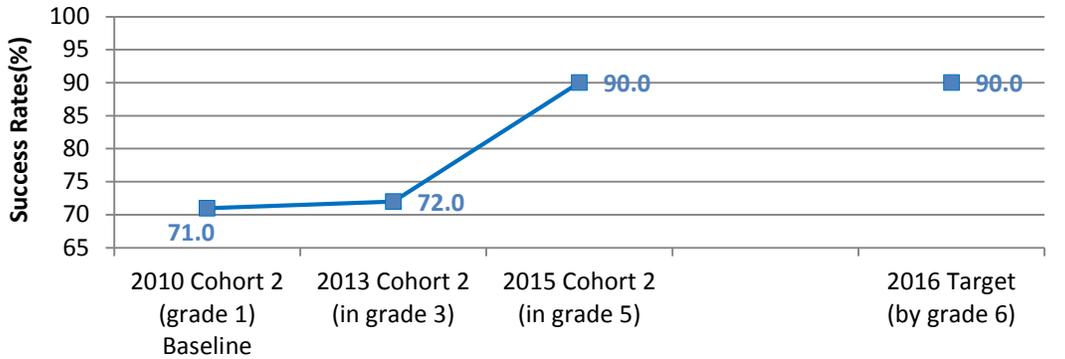
*The EOC 1 CAT IV is no longer being administered in the second year of the cycle (Grade 2) because it is now administered in the first year of the cycle (Grade 1). This early recognition measure allows the EMSB and classroom teachers to detect any possible learning gaps in reading at the beginning of each cycle thus providing more time to Carryout specific interventions aimed at closing those gaps and ensuring that students are successful by the end of the cycle.

^{n/d} Cat IV standardized test is not administered in grade 6. Test is only administered in grades 1, 3, & 5.

Tracking our progress (English Reading & Writing):

Objective 1 & 2: To improve English reading and writing skills of all elementary students.

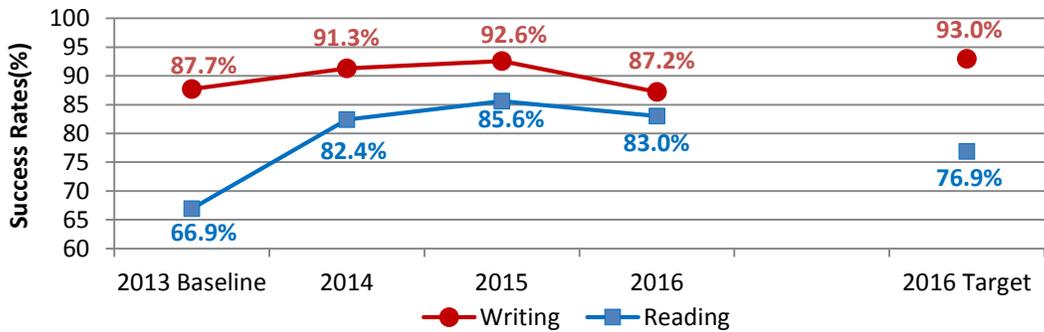
Figure 5: Cohort 2 CAT 4 *Success Rates



* Success rates are based on Cohort 2 students who score a Stanine 4 or above in reading

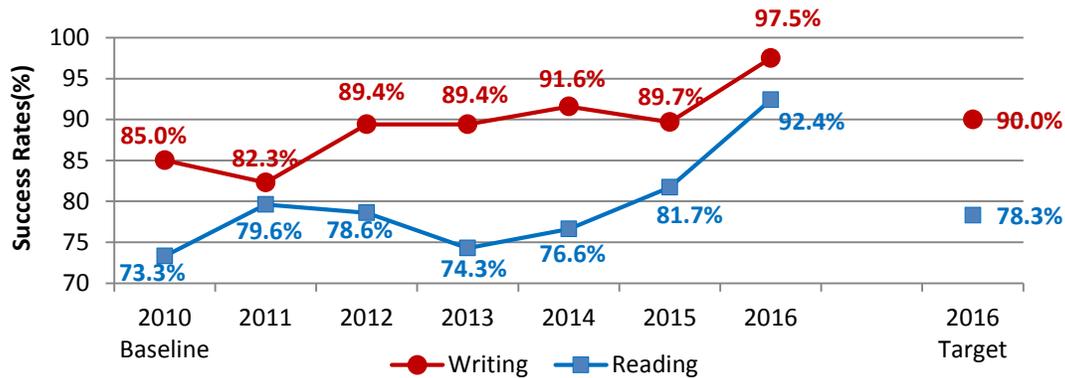
Source: Canadian Assessment Test, Testing Service, April, 2015

Figure 6: English Language Arts END-OF-CYCLE 2 Exam Success Rate (2013-2016)



Source: EMSB, September 2016

Figure 7: English Language Arts END-OF-CYCLE 3 Exam Success Rate (2010-2016)



Source: EMSB, September 2016

CAT 4 results shown in figure 5, are those of the June 2016 grade 6 cohort (BLI Cohort 2). Since students are no longer assessed with the CAT 4 in grade 6, results for this cohort are displayed until April 2015. Cohort 2 demonstrates an increase of 19.0% in reading success

rates over a 5 year period (Oct.2010 to April 2015) with a particularly sharp increase from 2013 to 2015.

Since 2013, the baseline success rates for students in English Language Arts (ELA) as measured by end-of-cycle (EOC) 2 board common compulsory examinations in reading and writing, were at 66.9% and 87.7% respectively. These success rates remain above 80% as of June 2016. The greatest improvement (16.1%) is seen in the EOC 2 June 2016 ELA reading success rate as compared to the success rate in June 2013.

Since 2010, the baseline success rates for students in English Language Arts (ELA) as measured by end-of-cycle (EOC) 3 ministry examinations in reading and writing, were at 73.3% and 85.0% respectively. These success rates are above 90.0% as of June 2016. The greatest improvement (19.1%) is seen in the EOC 3 June 2016 ELA reading success rate as compared to the success rate in June 2010.

While the EMSB will continue to monitor the results at the end of cycles 1 & 2, given that the Partnership Agreement's focus is the graduation and qualification rates, henceforth it will report only on elementary end of cycle 3 results. The six years will be given for all students to develop their language skills and future Partnership Agreement annual reports will continue to use the EOC 3 ELA evaluation situation results as well as continue reporting on the grade 6 graduating cohort's progress through the years as measured by their CAT 4 results. These results will be the indicators of success in the development of language skills at the elementary level.

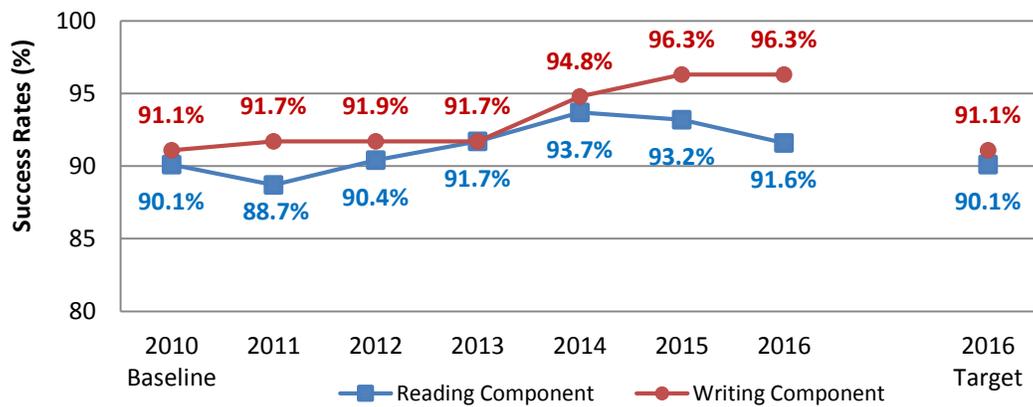
In order to continue maintaining high EOC 3 success rates in ELA reading (above 90.0%) and writing (above 95.0%), we continue to support strategies aimed at improving the school board's mastery of English Language Arts. Since the EOC 3 results have shown an overall increase in success rates in reading and writing, the following strategies will be retained:

- curriculum mapping sessions to ensure an alignment with ministry expectations and classroom teaching and evaluation practices;
- error analysis sessions to identify student learning challenges, set learning targets and select research-based instructional strategies to address needs;
- marking centers for elementary ELA end-of-cycles evaluation situations, as an important and valuable opportunity for professional development and sharing of best practices;
- the EMSB's balanced literacy initiative throughout all elementary schools.

Objective 3 & 4: To improve English reading and writing skills of all Secondary V students.

In Secondary V English Language Arts, the success rates in reading and writing as measured by the uniform examinations in ELA, have consistently remained above 90% for the past since 2010 in writing and 2012 in reading (See figure 8 on the next page). As such, the EMSB will continue to monitor the success rates to ensure that they remain high but will focus on increasing the mean score results in hopes of increasing the language proficiency. In 2016-2017 mean score baselines and targets will be set and reported.

Figure 8: MELS, Secondary V Uniform Exam Success Rates English Language Arts (Reading & Writing) 2010-2016



Source: Charlemagne, September 2016

The EMSB has surpassed the *English Language Arts* (ELA) 2016 targets set for Secondary 5 students in reading and writing. From 2010 to 2016, success rates in reading have slightly improved while, over the past 6 years, a noticeable increase in the writing success rates is observed. In order to maintain high success rates and improve students' mean scores in Secondary 5 reading and writing, the school board will implement and continue to support the following initiatives:

- a balanced literacy approach in all schools encouraging a model of gradual release of responsibility for reading and writing. Including a pilot Advance-5 literacy initiative in Secondary 1 and 2;
- Secondary V ELA ministry uniform examination marking centre, as an important and valuable opportunity for teachers to work with anchor papers for one full day of professional development and sharing of best practices;
- to ensure consistent grading practices when evaluating the reading task at next year's marking centres, professional development will be offered to Sec. IV and V ELA teachers during the October board-wide pedagogical day in order to review Ministry expectations for teaching and evaluating the reading response task. This professional development training session will also be offered to the ELA teachers of all other secondary grade levels throughout the year.

Goal 3: Improve student retention and success of certain target groups, particularly students with handicaps, social maladjustments or learning disabilities (Ministère Éducation et Enseignement Supérieur, MEES)

Objectives:

1. To increase the percentage of students identified with a learning difficulty (LD) and/or behavioural difficulty (BD) and students with handicap codes who will graduate with a Secondary School Diploma
2. To increase the percentage of students with Special Needs who will be certified with qualifications with respect to the Pre-Work Training Certificate
3. To increase the percentage of students with Special Needs who will be certified with qualifications with respect to Training Certificate for Semi-Skilled Trades

Context:

Our data shows that, between September 2014 and September 2015, our overall student population remains relatively stable (from 8369 to 8361). We observed that the proportion of students with Special Needs increased slightly from 19.2% in 2014 to 20.0% in 2015. The numbers shown in Table 1 take into account our entire high school population which also includes the Special Needs High Schools, the schools in our Outreach System, and the Social Affairs Schools (e.g. Mackay Center and Philip E. Layton).

In this document, Students with Handicap, Social Maladjustment or Learning Disability codes will be defined as Special Needs students. The LD category includes students with learning difficulties and students with mild intellectual impairments. BD denotes behavioural difficulties. Students with handicap codes include those with pervasive developmental disorder, severe motor impairment, severe behaviour disorder, profound intellectual impairment, moderate to severe intellectual impairment, mild motor or organic impairment, language disorder, visual impairment, hearing impairment, psychopathological disorder and atypical disorder.

Table 1: EMSB High School Enrolment by category on: Sept. 30, 2010, Sept. 30, 2011, Sept. 30, 2012, Sept. 30, 2013, Sept. 30, 2014, and Sept. 30, 2015

Category of students	September 30, 2010		September 30, 2011		September 30, 2012		September 30, 2013		September 30, 2014		September 30, 2015	
Total EMSB High School enrollment	9857		9448		9104		8726		8369		8361	
Total Special Needs Students in all HS (Handicap, LD & BD codes)	1773	18.0%	1712	18.1%	1750	19.2%	1697	19.4%	1608	19.2%	1675	20.0%
Students with Handicap Codes only in all HS	314	3.2%	344	3.6%	376	4.1%	394	4.5%	419	5.0%	555	6.6%
Students with LD & BD codes only in all HS	1459	14.8%	1368	14.5%	1374	15.1%	1303	14.9%	1189	14.2%	1120	13.4%

Source: JADE & GPI, September 2016

Table 2: Number of EMSB Secondary V students on the Secondary School Diploma (SSD) track for June 2011, June 2012, June 2013, June 2014, June 2015, and June 2016

Category of Students	June 30, 2011		June 30, 2012		June 30, 2013		June 30, 2014		June 30, 2015		June 30, 2016	
Total Enrollment in Sec. V	2141		1954		1956		1807		1764		1601	
Total of Students with Special Needs in Sec. V (Students with Handicap Codes and Students with LD & BD codes)	269	12.6 %	276	14.1 %	277	14.2 %	260	14.4 %	250	14.2%	236	14.7 %

Source: JADE & GPI, September 2016

Table 3: Number of EMSB Secondary V Special Needs Students who graduated with Secondary School Diploma (SSD) in June 2011, June 2012, June 2013, June 2014, June 2015, and June 2016

Category of Students	June 30, 2011		June 30, 2012		June 30, 2013		June 30, 2014		June 30, 2015		June 30, 2016	
Students with Handicap Codes	31		35		39		32		30		48	
Students with Handicap Codes who Graduated with SSD	14	45.2%	15	42.2%	24	61.5%	17	53.1%	16	53.3%	40	83.3%
Students with LD & BD Codes	238		241		238		228		220		188	
Students with LD & BD Codes who Graduated with SSD	137	57.6%	153	63.5%	151	63.4%	97	42.5%	134	61.0%	131	69.7%
Total of Students with Special Needs who Graduated with SSD	151	56.1%	168	60.4%	175	62.8%	114	43.8%	150	60.0%	171	72.5%

Source: JADE & GPI, September 2016

Table 2 indicates the number of EMSB Secondary V students on the Secondary School Diploma track. Data continues to indicate a decrease in total Secondary V enrolment from 2013 to 2016 (1956 to 1601). From 2013 to 2015, the percentage of students with special needs in Secondary V remained relatively stable at around 14% with a slight increase of 0.5% in 2016 (from 14.2% to 14.7%).

Table 3 indicates the total number of students with Special Needs who graduated with a Secondary School Diploma. Since our baseline year of 2011, there has been a 16.4% increase in graduation rate for students with Special Needs (56.1% to 72.5%). If we compare the results from 2015 to 2016, there is an increase of 12.5% (60.0% in 2015 to 72.5% in 2016).

The greatest increase in graduation rate was observed for Students with Handicap Codes, with an increase of 30.0%. An increase was also noted for students with LD and BD codes, with an increase of 8.7% (from 61.0% in 2015 to 69.7% in 2016). As shown in Table 4, in 2011, the target goal for 2015 was set at an increase of 5.5% (or a 61.6% graduation rate) for all students with Special Needs. In 2016, we have surpassed our target goal by 10.9%.

Upon further analysis, 72.5% of Special Needs students graduated with a Secondary School Diploma in June 2016. 15.0% of Special Needs students are presently enrolled in Adult Education or repeating Secondary V. 12.5% of Special Needs students have either left the education system or have registered in another school board. Data was extracted from Key Information Data System (KIDS) on October 25th, 2016.

Table 4: Summary of Objectives, Targets and Current Results for Goal 3

Objectives	Current Results			
	Baseline Year	Target 2016	Board (2014-2015)	Board (2015-2016)
1. To increase the percentage of students identified with a learning difficulty (LD) and/or a behavioural difficulty (BD) and students with handicap codes who will graduate with a Secondary School Diploma	56.1% (2011)	61.6%	60.0%	72.5%
2. To increase the percentage of students with Special Needs who will be certified with qualifications with respect to the Pre-Work Training Certificate	86.2%* (2013)	86.4%	64.7%	90.9%
3. To increase the percentage of students with Special Needs who will be certified with qualifications with respect to Training Certificate for Semi-skilled Trades	45.8% (2011)	55.8%	85.7%	88.2%

Source: JADE & GPI, September 2016

*Since the Pre-Work Program started in the school year 2010-2011, the baseline year is 2013 given that it is a 3-year program. Given our baseline of 86.2% certification, the target for 2015 was set at 86.4%.

In 2014-2015, the Pre-Work Training program was offered at our two special needs high schools. Given the number of students at John Grant and LINKS who have a handicap code, a significant number of these students required extra time in order to complete their certification requirements. We had predicted that, for those students in year 3 who did not receive certification, with an additional year, they would complete the requirements of the program. This explains the increase in students receiving Pre-Work certification from 64.7% (2014-2015) to 90.9% (2015-2016).

The Semi-Skills Program is currently offered at James Lyng and John F. Kennedy. A total of 19 students were registered in this program 2015-2016. Of the 19 students, 17 had Special Needs codes. Of the 17 students with Special Needs, 15 received their Training Certificate for a Semi-skilled Trade. The remaining 2 students are still enrolled in the program and the expectation is that they will receive certification this year.

Tracking our Progress

Secondary School Diploma: Objective 1

To increase the percentage of students identified with learning difficulty (LD) and/or behavioural difficulty (BD) and students with handicap code who will graduate with a Secondary School Diploma

In 2016, 72.5% of students with Special Needs enrolled in Secondary V obtained their Secondary School Diploma. Of the 27.5% who did not graduate, 54.4% are either currently enrolled in Adult Education or repeating Secondary V. It is expected that this will positively impact the overall number of students who will graduate with a Secondary School Diploma.

Strategies aimed at improving the graduation rate of students with Special Needs continue to be a priority. The school board has implemented the following initiatives:

In 2015-2016, Student Services and Educational and Technology Services actively collaborated with schools to promote the use of assistive technology to support students with Special Needs in the classroom. The school board purchased a board-wide license for Word Q and provided teachers and professionals with training on how to use Word Q in the classroom. It is expected that this initiative will positively impact students by enabling them to be more active and independent learners. It is also expected that this will positively impact graduation rates for students with Special Needs.

The consultant responsible for the Transition École Vie Active (TEVA) dossier continues to work closely with school teams including administration, teachers, parents, students, and outside agencies. This work focuses on guiding students and their families in order to ensure successful transition to post-secondary education. As part of the TEVA, multi-disciplinary teams put in place a structured plan that is part of each student's IEP to ensure close monitoring of student progress toward obtaining a diploma. The TEVA consultant has proven to be a valuable resource not only for students and their families, but also for professionals seeking information regarding the range of resources available for students within the community.

The school board has created specialized classes in order to better meet the needs of students in our high schools. The Allongé class at LaurenHill Academy was created in order to help students successfully transition into high school. Students in the Allongé class spend their first year of high school developing the necessary academic skills required to successfully meet the demands of the high school curriculum.

Based on the success of the Allongé class at LaurenHill Academy, a different model to support secondary students, Aim High, was implemented in 2015-2016 at John F. Kennedy High School. The goal of this class is to prepare and support students who are autonomous and socially able to participate in a regular high school setting, but currently lack the necessary academic skills required to be successful in a regular high school program. Given the extra support, some students are able to transition from Aim High to the general education classroom and pursue a Secondary School Diploma. Other students go on to pursue certification within the Work Oriented Training Program. We will continue to open such specialized classes to meet the needs of high school students.

Work Oriented Training Program (WOTP): Objectives 2 and 3

Over the past six years, the WOTP has come to be recognized as a credible option for student success. In 2015-2016, of the 28 students who were eligible to receive certification for successfully completing a WOTP, 25 (or 89.3%) obtained their certificate. Based on the continued success of the WOTP, this year we have offered the program at two of our outreach schools, Focus and Perspectives.

Objective 2: To increase the percentage of students with Special Needs who will be certified with qualifications with respect to the Pre-Work Training Certificate

In September of 2015, Student Services and Educational & Technology Services collaborated with school staff from John Grant and LINKS high schools to adapt the Pre-Work Training program to better meet the needs of students, thus enabling more students to obtain certification.

Objective 3: To increase the percentage of students with Special Needs who will be certified with qualifications with respect to Training Certificate for Semi-skilled Trades

In 2015-2016, the number of Special Needs students registered in the Semi-Skilled Trades program remained small with a total number of 17 students. However, it is important to note that for these students, this specialized program is clearly meeting their needs, as is evidenced in the 88.2% certification rate. This program targets a particular cohort of students who otherwise may not have achieved certification.

Goal 4: To promote a healthy and safe environment through the adoption of violence prevention measures. (Ministère de l'Éducation et Enseignement Supérieur, MEES)

Objectives:

1. To achieve a 5% reduction in the (baseline) rate of victimization resulting from (moderate to severe) bullying.
2. To achieve a 5% increase in the (baseline) rate of students who feel safe attending school.

Context:

Over the last two decades, studies have linked the effects of peer bullying and harassment to poor academic performance. Educators and researchers have recognized that students who are victimized by bullying are prone to experiencing depression, losing interest in their studies and school life, and possibly developing long-term health issues. Bullying behaviour in adolescence, along with individual and family risk factors, appears to be a predictor of subsequent maladaptive or violent behaviour. Whether bullying happens on or off school grounds, it impacts negatively on student health and learning.

In the year 2015-2016, the EMSB continued to promote services, approaches & practices aimed at reducing the occurrence of bullying and the impact of violence-related trauma on youth. As part of a board-wide strategy to adopt a whole-school approach to violence prevention and in line with the requirements of Bill 56 (Quebec's anti-bullying legislation), EMSB schools and centers assessed their school climate by conducting the Tell Them From Me Survey (TTFM) and subsequently updated their safe school action plans.

Between January 7th and June 22nd, 2016, 3 180 cycle 3 students from 24 elementary schools participated in the survey. Between January 8th and May 27th 2016, 4 477 students from 19 high schools participated in the survey. The following pages briefly discuss the TTFM survey results with respect to two specific indicators: 1) victimization from moderate to severe bullying and 2) student sentiment of safety.

Tracking Our Progress

Elementary School Students Victimized by Bullying:

The Tell Them From Me (TTFM) survey defines victimization from moderate to severe bullying as: *instances where students have experienced physical bullying more than once a week and/or any one of verbal, social or cyber bullying every day or almost every day.* The survey is administered to grades 4, 5 and 6 students.

The TTFM data indicate that 24% of EMSB elementary school students were victimized by moderate to severe bullying during the year 2015-2016. The Canadian norm is 26%. There is a difference between the demographic groups of gender with 21% of girls and 26% of boys reporting that they were victims of moderate to severe bullying. The Canadian norm is 26% for girls and 26% for boys.

The data indicate that grade 4 boys reported the highest rate of victimization amongst their peers at 31%. The rate for this measure peaked in 2013-2014 at 37% and has since been steadily decreasing.

Consistent with national findings, EMSB elementary school students indicated that verbal and social bullying were the most prevalent forms of bullying and suggested that these forms of bullying occurred most often outside on school property during recess and lunch time.

Secondary School Students Victimized by Bullying:

At the secondary level, the survey is administered to grades 7 - 11 students. The TTFM data indicate that 16% of EMSB secondary school student respondents were victimized by moderate to severe bullying, a rate that is below the Canadian norm of 23%. The 16% rate varies from 13% to 18% across the grade levels. There is no difference between the demographic groups of gender. The Canadian norm is 21% for girls and 25% for boys.

The data suggest that verbal and social forms of bullying were most prevalent followed by physical bullying and cyber-bullying. Students reported that bullying occurred most frequently outside on school property and in hallways after-school and during break periods.

Elementary School Students' Sentiment of Safety at School:

The Tell Them From Me (TTFM) survey asks students whether they feel safe at school and safe going to and from school. It is important to note that before the 2014-2015 school year, the results for this measure were calculated in such a way that neutral responses were generated as positive. Since then, the cut-off point for when a student is considered to feel safe has been modified. Therefore, since 2014-15, only those students who indicate that they agree or strongly agree to the Likert questions posed in the survey are considered as feeling safe attending school. Consequently, the 2015-2016 survey results for this measure can no longer be correlated to the years prior to 2014-2015.

The survey is administered to grades 4, 5 and 6 elementary students. The data indicate that in the year 2015-2016, 67% of student respondents felt safe attending school. The Canadian norm is 68%. The variation between the demographic groups of gender is negligible with a rate of 66% for boys and 67% for girls. The Canadian norm is 66% for boys and 67% for girls. There is no significant variation between grade levels.

Secondary School Students' Sentiment of Safety at School:

The TTFM data indicate that in the year 2015-2016, 59% of secondary school students felt safe in their school environment. The Canadian norm is 64%. The rate for this measure varies from 59% - 64% across the grade levels.

The data reflect some variation between the demographic groups of gender with 57% of girls and 61% of boys indicating that they felt safe. The Canadian norm is 63% for girls and 65% for boys.

Table 1: Summary of Objectives, Targets and Current Results for Goal 4

Objectives	School Sector	Baselines	Results	Results	Targets
		2010-11	2014-15	2015-16	
To achieve a 5% reduction in the rate of victimization resulting from (moderate to severe) bullying.	Elementary	26%	26%	24%	21%
	Secondary	15%	17%	16%	10%
To achieve a 5% increase in the rate of students who feel safe attending school.	Elementary	N/A	68%	67%	N/A
	Secondary	N/A	58%	59%	N/A

Source: Tell Them from Me Student Survey, 2010-11, 2014-15 & 2015-2016

Next Steps:

In the year 2015-2016, the EMSB Student Services Department continued to support and guide its school administrators with resources and information with respect to the improvement of school climate; the development and implementation of their individual safe school action plans and the prevention and handling of bullying and other forms of aggression in the schools.

Violence Prevention Consultant, Daphna Leibovici, and Behaviour Management Specialist, Patty Saba, delivered research-based information on best practices in the supervision of the school yard to child care workers, lunch monitors and school staff. Daphna Leibovici presented a number of workshops to various segments of EMSB professionals and school staff about procedures and legalities related to youth sexting and the educational resources available in prevention and

intervention. She also continued to actively represent the EMSB on ministerial working committees and other external bodies related to violence prevention in the schools.

The Student Services Department also established a committee, headed by Assistant Director of Student Services, Julie Rene de Cotret, for the purpose of developing guidelines for the accommodation and support of trans-gendering students.

Daphna Leibovici and Anne-Marie Da Silva (Department of Education & Technology Services), developed a series of kindergarten teacher led workshops for the promotion of social-emotional learning as part of the EMSB's KINDERgarten campaign.

In the coming year, professionals from the Student Services Department as well as the spiritual and community animators will continue to contribute to prevention efforts aimed at increasing protective factors for students. The Director and Assistant Director of Student Services, the Violence Prevention Consultant and the Project Harbor Team will also work with administrators, guidance counselors and other professional staff to ensure that all appropriate steps are taken when an incident occurs.

Grievances presented at the School Board level for the school year 2015-2016 were handled successfully under the direct supervision of the Deputy Director General and Regional Directors. As a result, no complaints regarding bullying were filed with the Student Ombudsman.

Goal 5: Increase the number of students under 20 years of age in Vocational Training (VT) (Ministère de l'Éducation et Enseignement Supérieur, MEES)

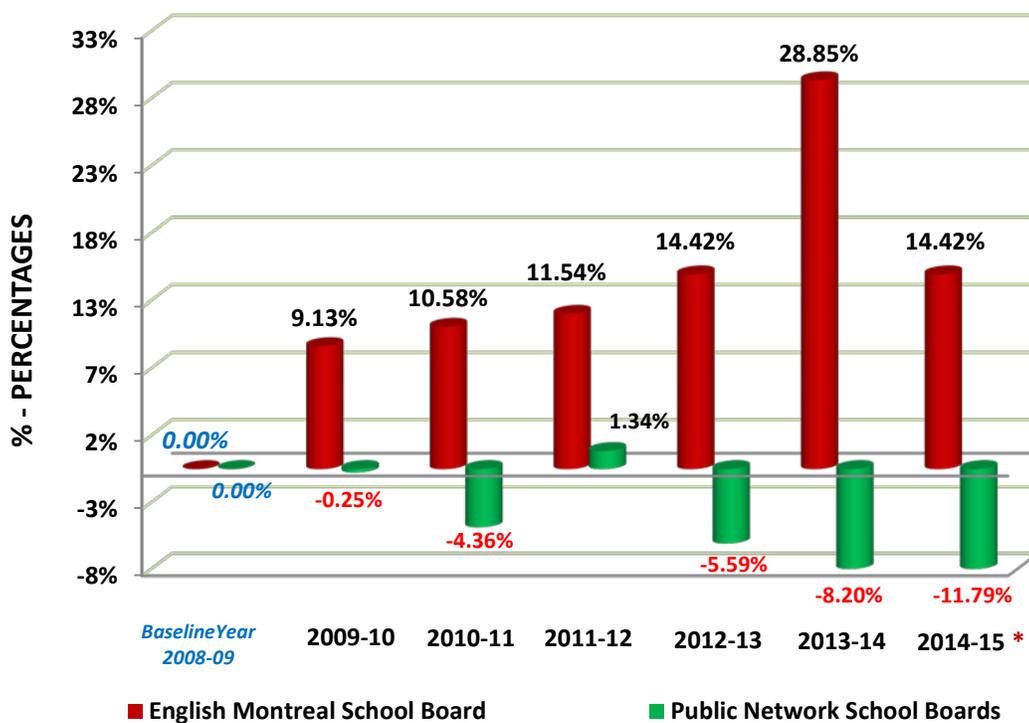
Objective:

1. To increase by 10% within the next four (4) years the number of new registrants under the age of 20 using the baseline year of 2007-2008 (208 students).

Context:

Vocational Training is a viable educational pathway for students who are not planning to attend a post-secondary program that will allow them to obtain a Diploma in Vocational Studies (DVS).

Figure 1: Increase in the number of new registrants under 20 years of age in Vocational Training



2014-15 * - The following data provided by the MEES for this year is provisional.

Furthermore, this pathway provides an alternative for high school students who are at risk. The following pathway serves as a gateway in increasing the overall graduation rate within our school board and allows students to receive their first diploma.

The new data received from MEES indicates that the percentage of new registrants in Vocational Training in the EMSB has increased steadily on a yearly basis in comparison to the public network's (Réseau Public) for the same time frame.

This realization has reaffirmed to the EMSB to maintain its focus on attracting students under the age of 20 who are currently enrolled in our high schools and adult education centres, as well as those in CEGEP and/or in the job market.

We recognize that our network requires consistent interventions in the area of educating our staff, student population and community of the vocational training opportunities that are available within our system. Based upon the data provided by the MEES, the EMSB's main focus will be to increase the baseline year of 2008 from two hundred eight (208) by twenty (20) students to achieve our set target of two hundred twenty eight (228) by the year of 2016.

Table 1: Summary of Objectives, Targets and Current Results for Goal 5

Objective	Current Results			
	Baseline Year 2008	Target Year 2016	Board 2016	Province 2016
1. To increase by 10% within the next four (4) years the number of new registrants under the age of 20 using the baseline year of 2007-2008 (208 students)	208	228	★611	*N/A

*N/A = Not Available ★Source: JADE-TOSCA

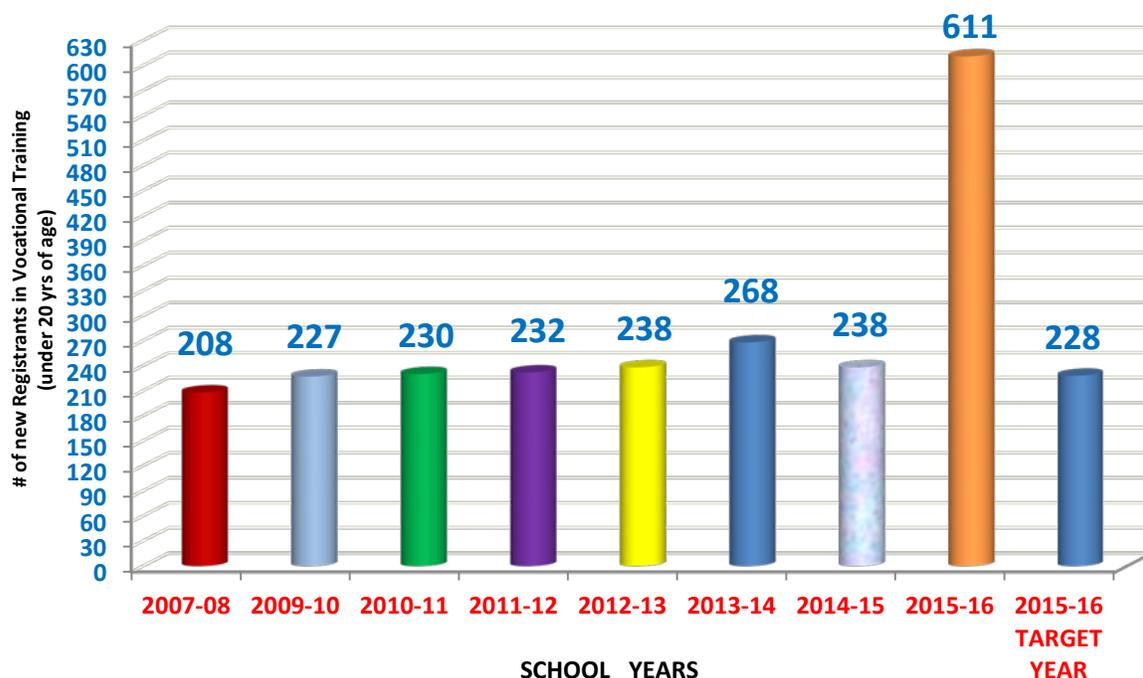
Tracking our progress:

Objective 1: To increase by 10% within the next four (4) years the number of new registrants under the age of 20 using the baseline year of 2007-2008 (208 students).

After careful analysis of the data that was received from MEES indicates that the EMSB has surpassed the initial target set at 228 students for the school year of 2014-2015. Furthermore, data that was extracted by the Educational and Technology Services (ETS) department using the JADE-TOSCA database, the EMSB is on track of once again surpassing expectations of increasing the number of new registrants under the age of 20 using the baseline year of 2007- 2008 from 208 to 611 students in 2015-2016.

The number of new registrants under 20 years of age from the base year (2007-2008) of 208 increased to 611 for the school year of 2015-2016. The following increase of 545 students from the base year of 2008 to the school year of 2015-2016 translates into a 194% increase.

Figure 2: Number of New Registrants in Vocational Training for 2007-2016



2014-15 * - The following data provided by the MEES for this year is provisional.

In 2015-2016, the strategic path taken by the AEVS department was to sensitize the EMSB stakeholders within our youth sector and provide them with activities that promote Vocational Training as a viable educational pathway. The primary objective of this strategy was to target the youth sector students that were enrolled in Secondary IV & V high schools. In addition, the Guidance Counselors, Youth Sector Administrators and teachers were all prominent participants in making the following activities a success. Focusing primarily on this target audience we were able to enlighten all potential students and stakeholders about the infinite possibilities available to them in Vocational Training.

The following is a brief description of activities that were organized to meet this strategic goal.

- **Career Fair 2015-2016:**

The English Montreal School Board this year organized a Career Fair which provided our High School students of Secondary V and the Adult Education students with important educational information. Participating in the Career Fair provides all of our students from these two sectors the opportunity to gather information from representatives of our Vocational Training Centres. This activity promotes Vocational Training as a viable educational pathway to employment or a continuance to post-secondary studies and facilitates student in the planning for their future.

- **AEVS Career EXPO – Introduction to Vocational Training programs:**

The Secondary IV level students were given the opportunity to explore careers which are available through Vocational and Technical Training. Furthermore, an invitation was extended to the Outreach Schools as well as students from other levels from the high school sector (Secondary III & V) to take part in the event.

The students participated in workshops, hands-on simulations and informative demonstrations. This activity gave the students the opportunity to explore, reflect, and discover various fields that interest them by accessing a variety of pedagogical resources and information.

- **Transitions:**

During the 2015-2016 school year, “Transitions” presentations were given at outreach schools and high schools in order to allow students to explore the different options available to them in Vocational Training. These presentations were given in several formats – small & large group presentations, as well as one to one with the student and Guidance Counsellor.

Also, by working with high school guidance counsellors regularly, school visits and projects were organized directly with the vocational training centres. The students were able to benefit from seeing the programs and how they operate and the environment in which these programs thrive rather than having guest speakers come to their schools.

The data collected through LUMIX illustrates that 32.7% of the students registered in EMSB Vocational Training programs under the age of 20 years old for the school year 2015-2016 are from our own EMSB network of schools and would have participated in the activities mentioned above during or in past years.

In 2016-2017, we will continue to offer activities as well as implement strategies that will be gradually integrated within the coming years in a systemic manner to achieve best possible results.