

English Montreal School Board

Annual Report
2016-2017



Commission scolaire English-Montréal
English Montreal School Board

The 2016–2017 Annual Report is a publication of the Communications and Marketing Division of the English Montreal School Board.

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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



Angela Mancini, Chairman
English Montreal School Board



Ann Marie Matheson, Director General
English Montreal School Board

SUCCESS RATE

For the third year in a row the English Montreal School Board had the highest success rate in the entire province of Quebec among public school boards, figures released by the *Ministère de l'Éducation et de l'Enseignement supérieur (MÉES)* showed.

This is all the more impressive given the fact the province-wide graduation rate is 78.8 percent. This achievement was made possible thanks to everyone associated with the EMSB, from our staff, parents, and volunteers and of course our students.

At the EMSB our goal is to ensure that all students achieve their full potential, and our diverse programs ensure enrichment for those who need it and remediation for others. The challenge of our pedagogues is to help each and every one of our students. An 89.4 percent success rate is a testimony to how our board, through a variety of initiatives, is achieving this goal. It is the firm commitment to our strategic plan and partnership agreements that make this success possible. Our phenomenal success rate is due to team work and perseverance. It is the strength of our team that makes us a great board.

The 89.4 percent figure is based on a seven year cohort. It combines the high school graduation rate during that time period with the certification rate of students in the Work Orientation Training Path (WOTP). It followed the progression of students from 2008 to their graduating year in 2015 and represents an improvement from last year's total of 87.9 percent.

In our Partnership Agreement with the MÉES, the EMSB had a goal of 86 percent for the graduating class of 2016 and 88 percent for 2020. We are proud to have surpassed that target and our 2020 objective. To put the EMSB's present student success rates in full perspective, the average success rate among all Quebec schools (public and private) is 78.8 percent, while it stands at 74.9 percent for public schools only.

HISTORY COURSE

The EMSB called upon MÉES to delay the implementation of a new Secondary III and IV History course by one year. Minister of Education Sébastien Proulx had extended the pilot phase of the curriculum until August 2017 so that more revisions could be made. The EMSB Council of Commissioners heard its community and shared its deep concerns about the content of the course.

In a resolution adopted at the September 28 Council meeting, it was noted that the EMSB has a responsibility to represent and defend the anglophone community as it did so forcefully and eloquently in the battle against Bill 86. The EMSB Council voted to withhold its final approval of new Secondary III-IV History course until changes are made to include a more accurate representation of the historical

contributions of the First Nations, anglophone, and allophone communities to the development of Quebec society. The Council asked for feedback from EMSB history teachers who are presently implementing this program. Sixty-eight percent of the teachers who completed the questionnaire indicated that there should be more indigenous content.

We moved a motion at the January 25 Council meeting to ask the Minister of Education to provide English students with the similar/identical instructional and learning materials that are available to French students for the Secondary III and IV history program. In addition, the Minister is being requested to ensure that a minimum of 20 percent of the Secondary IV history program honour the diverse linguistic and cultural history of Quebec and include the historical contributions made by the First Nations communities, as well as those made by the Anglophone and Allophone communities.

PARENT COMMISSIONERS GET TO VOTE

As part of Bill 105, adopted by the Quebec National Assembly in December, parent commissioners now have full voting privileges. In a brief presented last year on Bill 86, legislation which would have abolished elected commissioners had it been adopted, we recommended that parent commissioners be legally vested with all of the rights, responsibilities and duties of commissioners elected through universal suffrage, including the right to vote.

The EMSB is governed by a chairman and 10 elected commissioners. There are four parent commissioners who were just elected for two-year terms by the Central Parents Committee. They are Jason Trudeau (elementary), Mario Bentrovato (high school), Joanne Charron (special needs) and Norm Gharibian (no designation). The EMSB has advocated for parent commissioners to have voting rights for some time now. While we are not pleased with many of the aspects of Bill 105, notably for diluting some of the authority of elected commissioners, providing the right to vote for parent commissioners is a step in the right direction. Parent commissioners have always made important contributions around the Council table. The fact they did not have voting rights never made any sense to us.

PARENTS PED DAY

The Central Parents Committee of the EMSB held a special one-day workshop on a variety of topics of interest on April 29 at the St. Laurent Adult Education Centre and Lauren Hill Academy Junior Campus. Both schools operate under the same roof. This "Parents Ped Day" was open to all parents whose children attend the EMSB. Workshops focused on a broad range of topics including: STEAM (Science, Technology, Engineering, Arts and Mathematics), digital citizenship, social media, online lives of students, transgender and LGBTQ issues, the new sexual education program, physical activity, math programs, literacy skills, getting children on proper bedtime routines, demystifying the Individual Education Plan (IEP), raising a child with special needs, helping children develop strong oral language and early literacy skills, taking the stress out of elementary school, managing anxiety, supporting students with fine motor difficulties, keeping our kids safe in the digital world, the great debate about homework and vocational education. The sessions were facilitated by EMSB professionals who have expertise in these specific areas and other highly qualified professionals.

AWARD WINNERS

The EMSB was presented with two Excellence in Education Awards sponsored by Global Excel Management at the annual Association of Administrators of English Schools of Quebec/Quebec English School Boards Association (QESBA) spring conference in Bromont. EMSB Communications and Marketing Specialist Michael J. Cohen was recognized with the Public School Promotion Award while Focus Alternative High School in NDG received the Innovation in Teaching or Program Delivery Award. The Public School Promotion Award is presented annually to a QESBA-member school board or individual school for a program or campaign that enhances the image and awareness of English public schooling in Quebec. The EMSB's "ÊTRE BILINGUE, C'EST GAGNANT!" marketing and promotion campaign was recognized. The Innovation in Teaching or Program Delivery Award goes to an individual



teacher, consultant or school administrator or a group of such individuals for the development or implementation of a classroom or after-school program that best exemplifies innovation in teaching or program delivery. The Focus Alternative High School project was submitted by Carol Marriott, a member of the ASSET Team. It recognizes achievements in such areas as the arts, addressing students with special needs, technological innovation and drop-out prevention.

Two students received Robert Alfred Peck prizes. Mr. Peck had

been an employee of the former Protestant School Board of Greater Montreal, who had served as a Teacher, Department Head, Superintendent of French and was Vice-Principal of Riverdale High School before retiring in 1970. Mr. Peck had co-authored the textbook for the teaching of French as a second language called "Le français pratique", which was a mainstay in Protestant schools in Quebec for over 20 years. He had been described by a long-time educator as one of the best French teachers he had ever known. Mr. Peck's family had asked our board to establish a prize in their father's name and this was done in May 2002. The prize was awarded for the first time in December 2002 and Mr. Peck was in attendance to present the students their prize. Mr. Peck passed away in February 2006 at the age of 92. The prize is given annually to graduating students of the EMSB who have achieved the highest mark in French 634 504. The recipients of the prize for 2016–17 were Katya Kredl and Selena Laneuville, Secondary V students currently attending Royal West Academy, having each attained the mark of 100 percent.

Last October, music teacher George Anthopoulos and arts teacher Matthew Balanca-Rodrigues from Honoré Mercier Elementary School in St. Leonard entered the CBC Music Challenge. The project was open to Grades 4, 5 and 6 students. Over 30 students practiced three to four times a week during their lunch time for one month. They produced a video of their performance of the song "2 Heads" which they sang in three languages — English, French and Italian — to represent the school community. The group made it to the CBC short list as top 10 across Canada in the category Elementary School with Vocal. Their effort and determination paid off as they won first prize in their category! One judge commented: "I loved their fearlessness, the fact that they practiced in and out of school, and that they incorporated three languages into the mix — that is extremely impressive." Mr. Anthopoulos and Mr. Balanca-Rodrigues attended the last Council meeting with some choir group

students. They described their experiences throughout the music challenge and presented their award winning video.

Thirteen-year old Attar Aziz of LaurenHill Academy's Junior Campus in St. Laurent was this year's Quebec Provincial Champion of the "Scholastic Challenge" contest. The Scholastic Challenge is a Canada-wide contest for Grade 8 students designed as an enrichment activity to stimulate students' interest in knowledge, thinking and learning, and to offer a challenge to top-achieving students. The contest has been offered nation-wide since 1998. It consists of 100 online questions and lasts one hour. The six categories covered in the test are: general knowledge (food, art, sports, music, current events, entertainment, mythology, etc.), language and literature, history, geography, and science and math. Attar is an honour-roll student in LaurenHill Academy's *Français langue d'enseignement* program. He is also in Enriched English and Enriched Math classes. Prior to attending LaurenHill, he was enrolled at Gardenvue Elementary School, also in St. Laurent. When asked about his future goals, he states that he would like to become a chemical engineer. Attar was formally recognized for his achievement at LaurenHill Academy's annual awards assembly.

NEW STEAM SCHOOLS

We announced the expansion of our very successful STEAM initiative for the 2017–2018 academic year. "STEAM" stands for Science, Technology, Engineering, Arts and Mathematics. It represents a multi-disciplinary initiative that promotes creativity and high levels of student engagement, as they perform a series of group projects that not only involve five school subject domains, but also makes them more relevant, creative, discovery-based and interesting for students. STEAM is subject-specific learning. It aims to foster inquiring minds, logical reasoning, and collaboration skills. Joining pilot project schools General Vanier in St. Leonard and Pierre Elliott Trudeau in Rosemount will be 10 elementary schools: Elizabeth Ballantyne in Montreal West; Pierre de Coubertin and Honoré Mercier in St. Leonard; Coronation in Côte-des-Neiges; Westmount Park in Westmount; Carlyle in TMR; Gardenvue in St. Laurent; Michelangelo in RDP; Dalkeith in Anjou; Bancroft in the Plateau; and two secondary schools: John Paul I in St. Leonard and James Lyng in St. Henri.

EMSB IMPACT NIGHT

For the 12th year in a row, the EMSB continued its partnership with the Montreal Impact soccer team through its "All the Way with the Impact" program. Members of the Impact have been visiting schools to remind young students of the importance of studying, persevering and building self-confidence in order to succeed. The traditional "EMSB Night" took place on May 30 when the Impact hosted the Vancouver Whitecaps at Saputo Stadium. This was part of the Amway Canadian Championship, which involves the top professional clubs in Canada, in the race to qualify for the CONCACAF Champions League. That is an international competition between professional clubs from North America, Central America and the Caribbean. More than 2,250 tickets were sold to EMSB students and staff for the game. Montreal won an exciting match, 4–2. Before the game the EMSB's presence was recognized and two students were presented with the Tony Licursi Bursary, valued at \$500 each. Mr. Licursi was the team's statistician and a devoted member of the James Lyng High School Alumni Association. He passed away a number of years ago. The award recognizes excellence in school and sports, preferably soccer. This year's winners were Christian Weiman from Royal Vale School in NDG and Simona Lombardo Varisco from Leonardo da Vinci Academy in RDP. Impact Director of Business Development Rino Folino made the presentation. He is a graduate of Lester B. Pearson High School.

JUNIOR ROBOTICS

More than 90 teams from 23 schools and 370 students competed in the 15th annual Junior Robotics Competition April 21 and 22 at Royal West Academy in Montreal West. The Honourable Marc Garneau, Minister of Transport and MP of NDG-Westmount, served as the keynote speaker for the awards ceremony. This annual competition featured 16 EMSB schools, allowing for the teams to compete in four events: Soccer 2-on-2, Search and Rescue, OnStage, and Triathlon. Representing the EMSB were: Bancroft Elementary School and M.I.N.D. High School in the Plateau; Cedarcrest Elementary School and Gardenview Elementary School in St. Laurent; Coronation Elementary School in Côte-des-Neiges; Dalkeith Elementary School in Anjou; Merton Elementary in Côte Saint-Luc; Focus Alternative High School in NDG; Edinburgh School,



Elizabeth Ballantyne Elementary School and Royal West Academy in Montreal West; General Vanier Elementary School in St. Leonard; Our Lady of Pompei Elementary School in Ahuntsic; Pierre Elliott Trudeau Elementary School in Rosemount; Royal Vale and St. Monica Elementary Schools in NDG; and Vincent Massey Collegiate in Rosemount.

ROBOCUP

The City of Montreal will host the 22nd RoboCup International Competition and Symposium from June 15 to 22, 2018. EMSB Science and Technology Consultant Sara Iatauro is the local organizing committee chair.

The RoboCup Federation, a distinguished non-profit research and development organization, annually hosts an international event with intelligent and autonomous cutting-edge robots developed by students world-wide. This federation is backed by industries, professionals and researchers from 35 countries who pioneer innovative new autonomous robotic and AI technologies. The Canadian RoboCup delegation is pleased to have been awarded their bid to host this prestigious event at the Palais des congrès de Montréal. This further supports Canada's position as a leader in AI and reinforces the government mandate to advance scientific research and innovations. The RoboCup Federation takes pride in delivering its world-class robotics research, publication and knowledge from the laboratory to real world implementations. The organization's mission is to invent, design and develop prototype robots. The participants and researchers from age 11 to post-doctoral students, aim to create the next generation of machine learning and AI innovations that will impact our everyday lives in a positive way.

EMSB TEACHER WINS FEDERAL BY-ELECTION

In what political pundits are calling an astonishing victory, Rosemount High School teacher Emmanuella Lambropoulos captured the Liberal Party nomination for the federal riding of Saint-Laurent-Cartierville, upsetting former Member of the National Assembly and Quebec cabinet minister Yolande James as well as Mawhra Rizqy. She subsequently won the federal by-election and is now a Member of Parliament. Ms. Lambropoulos, a lifelong resident of St. Laurent, attended Gardenview Elementary School and Lauren Hill Academy before pursuing a career in teaching.

VOLUNTEER NIGHT

The annual EMSB Parent Volunteer Appreciation Evening took place on April 4 at the Crowne Plaza Hotel on Côte-de-Liesse Road and was sponsored by La Capitale Financial Services. This year's event was held to commemorate National Volunteer Week, which ran from April 16 to 22, under the theme of Volunteers—Part of Our Heritage. In recognition of Montreal's 375th anniversary celebrations, Montreal Mayor Denis Coderre gave the opening remarks. Football legend Anthony Calvillo, who had an outstanding career as the quarterback of the Montreal Alouettes where he is now an assistant coach, received the first ever EMSB Volunteer Ambassador of the Year Award. Anthony and his wife Alexia are the parents of two students at Gardenvue Elementary School in St. Laurent. Over the past two decades, Anthony has graciously visited schools and shared his stay in school message with students.

RIDINGS

The EMSB Council of Commissioners adopted a resolution at their meeting on March 29, opposing changes to the provincial electoral ridings of D'Arcy McGee, Mount Royal and Outremont. EMSB Chairman Angela Mancini expressed the Board's disappointment concerning the sudden, unexplained and unsubstantiated reversal of the *Commission de la représentation électorale du Québec's* February 7, 2017 decision, which would have maintained the status quo in the three ridings. On March 2 the Commission published its final electoral map in the *Gazette officielle du Québec* ("the Quebec Gazette") and merged the ridings of Mount-Royal and Outremont into one electoral division and substantially changed the boundaries of D'Arcy McGee.

SCHOOL BOARD ELECTION LIST

According to the provincial Act respecting School Elections, any elector who does not have a child to whom section 1 of the Education Act applies, that chooses to vote at the school board election of the commissioners of the English language school board having jurisdiction over the territory in which he is domiciled, must send a notice to the anglophone school board in order to be added on their electoral list. To simplify the process, the EMSB believes that a check-off box on provincial income tax forms should be included in order for these electors to be added to a permanent Anglophone school board electoral list. The EMSB Council of Commissioners has adopted a resolution, calling on the Quebec government to enact such a measure.

WE DAY

The EMSB had a strong presence at WE Day Montreal at the Théâtre Saint-Denis on February 23. WE Day is a powerful, life-changing event that combines the energy of a live concert with the inspiration of extraordinary stories of leadership and change. It brings together world-renowned speakers and award-winning performers with tens of thousands of young people to celebrate their contributions and kick-start another year of change. The program has evolved from a single event nearly eight years ago into a series of 14 stadium-sized events held across Canada, the United States and the UK. This past year, 200,000 students attended WE Day and left inspired to create change at the local and global level. EMSB schools represented included: John Caboto Academy in Ahuntsic; John F. Kennedy High School and Perspectives I and II Alternative Schools in St. Michel; Pierre Elliott Trudeau and Nesbitt Elementary Schools and Vincent Massey Collegiate in Rosemount; Rosemount High School; Dante Elementary School, John Paul I Junior High School and Laurier Macdonald High School in St. Leonard; Dalkeith Elementary School in Anjou; Coronation Elementary School in Côte-des-Neiges; Marymount Academy International, Willingdon Elementary School and Focus and Mountainview Alternative High Schools in NDG; Lester B. Pearson High School in Montreal North; LaurenHill Academy in St. Laurent; Carlyle Elementary School in TMR; Edward Murphy Elementary School in Hochelaga-Maisonneuve; Hampstead Elementary School; and Royal West Academy in Montreal West.

OUTSTANDING PRINCIPAL

Anna Sanalidro, the principal of the EMSB's Pierre Elliott Trudeau Elementary School in Rosemont, was one of two Quebecers to have been selected as one of The Learning Partnership's Canada's Outstanding Principals™. Now celebrating its 13th year, The Learning Partnership's Canada's Outstanding Principals program recognizes the unique and vital contribution of principals in publicly funded schools. The 40 principals, nominated by parents, colleagues, and community members, and chosen by a national selection committee, are being celebrated for demonstrating innovation, leadership and for employing creativity in finding solutions and opportunities within their school communities. They were awarded for their accomplishments at the annual Canada's Outstanding Principals gala on February 28 at the Sheraton Centre Toronto Hotel. The other Quebecer is Mary Lazaris, Principal of Twin Oaks Elementary School in Laval. Anna Sanalidro has been a teacher, mathematics consultant, and administrator at both the elementary and secondary school levels. In 2014, she became the principal at Pierre Elliott Trudeau, a school with diverse student needs. She began by engaging all stakeholders to provide input and participate in the change process and used her expertise to focus on STEAM (Science, Technology, Engineering, Arts and Mathematics) program. She upgraded the school's technology, removed barriers to collaboration, and created two classrooms focusing on social, emotional and educational development. Supports are also in place to maximize learning opportunities for students with special needs. Ms. Sanalidro introduced acceleration as an approach to support underachieving students, and encouraged the use of an outdoor classroom to provide authentic learning experiences, supported by community volunteers. Not surprisingly, enrollment and achievement have increased under her leadership.

WAGAR ADULT CENTRE

The EMSB reached back into its past by having the Marymount Adult Education Centre in Côte Saint-Luc renamed the Wagar Adult Education Centre. Wagar High School occupied the Parkhaven Avenue building from 1963 until its closure in 2005. The Marymount Adult Education Centre, which previously shared the premises of Marymount Academy International on Côte Saint-Luc Road in NDG, relocated to the building in September 2005. The facility also serves as the home of the CARE Centre for adults with disabilities and John Grant High School for special needs students.

-Angela Mancini and Ann Marie Matheson



EMSB COMMISSIONERS

Chairman

Angela Mancini
Chair

Ward 1: Mordechai Antal

Côte-des-Neiges, Snowdon, Outremont,
Mount Royal, Park Extension

Chairman, Education Committee

Ward 6: Agostino Cannavino

St. Michel, Villeray, Plateau-Mont-Royal,
Ville-Marie East

Ward 2: Joseph Lalla

Montreal West, Notre-Dame-de-Grâce

Vice-Chairman, Education Committee

Co-Chairman, Transportation Advisory Committee

Ward 7: Sylvia Lo Bianco

Ahuntsic, Montreal North

Vice-Chairman

Chairman, Human Resources Advisory Committee

Vice-Chairman, Adult Education and Vocational
Services Advisory Committee

Ward 3: Julien Feldman

Westmount, Sud-Ouest, Ville-Marie West

Ward 8: Patricia R. Lattanzio

St. Leonard

Chairman, Comité de gestion de la taxe scolaire
de l'île de Montréal

Co-Chairman, Transportation Advisory Committee

Vice-Chairman, Governance and Ethics Committee

Ward 4: Bernard Praw

Hampstead, Côte St. Luc

Vice-Chairman, Education Committee

Vice-Chairman, Human Resources Committee

Ward 9: Rosario Ortona

Anjou, Mercier-Hochelaga-Maisonneuve,
Rosemount-La Petite-Patrie

Vice-Chairman, Executive Committee

Chairman, Adult Education and Vocational Services
Advisory Committee

Ward 5: James Kromida

St. Laurent

Chairman, Executive Committee

Chairman, Finance Committee

Chairman, Audit Committee

Ward 10: Joe Ortona

Rivière-des-Prairies, Pointe-aux-Trembles

Chairman, Governance and Ethics Committee

Vice-Chairman, Finance Committee

Parent Commissioners

Mario Bentrovato

Parent Commissioner
Secondary Schools

Joanne Charron

Parent Commissioner
ACSES

Norm Gharibian

Parent Commissioner

Jason Trudeau

Parent Commissioner
Elementary Schools

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**ENGLISH MONTREAL
SCHOOL BOARD**

**Strategic Plan
2016-2017**

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 et de l'Enseignement supérieur* (MEES). It also includes the five goals determined as requirements for the Partnership Agreement between MEES 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 principal 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 2016–2017 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 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 Path (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 2016–2017, 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 Path (WOTP), the Pre-work Training Certificate (PTC) and the Training Certificate for a Semiskilled Trade (TCST) are considered for certification.

The 2015–2016 seven-year graduation and qualification rate (announced in 2016) was 89.4 percent, the highest in the entire province of Quebec among public school board figures. This is all the more impressive given the fact the province-wide graduation rate is 78.8 percent. The 89.4 percent figure was based on a seven-year cohort. It combines the high school graduation rate during that time period with the certification rate of

students in the Work Orientation Training Path (WOTP). It followed the progression of students from 2008 to their graduating year in 2015 and represents an improvement from last year's total of 87.9 percent. In its Partnership Agreement with the MEES, the EMSB had a goal of 86 percent for the graduating class of 2016 and 88 percent for 2020. To put the EMSB's present student success rates in full perspective, the average success rate among all Quebec schools (public and private) is 78.8 percent, while it stands at 74.9 percent for public schools only. The Educational 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.

The EMSB's eight WOTP programs continue to operate across its territory and offer students the option to pursue an education that includes work study. The WOTP Pre-work Training Program at Focus completed its first successful year and year two began for students in the fall. The increased availability of WOTP programs is due to their ability to provide an education that engages at risk 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 Distance Education for All Learners (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 2016–2017 academic year, AEVS continued to promote vocational training programs by participating in the annual EMSB Career Fair for Secondary V students, providing tours of the vocational centres for students and organizing the Student for a Day program, where secondary students have the opportunity to participate in actual classes in one of the vocational centres for one school day.

OBJECTIVE 1.2

TO FOSTER AN ENVIRONMENT OF LIFE-LONG LEARNING

Educational and Technology Services

1.2.1.1

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

It was a productive year for GOAL initiatives. The province piloted an approach to encourage students to undertake and complete projects that develop their potential and help them integrate into society. The "Academic and Career Guidance Content (ACGC)" pilot incorporated the philosophy of GOAL and gave criteria at each cycle that schools can follow to ensure students are better prepared for life after graduation. The EMSB piloted this at four schools: Cycle 3 at Leonardo da Vinci Academy and Gardenview Elementary, Cycle 1 at Lauren Hill Academy Junior Campus, and Cycle 2 at Lester B. Pearson High School. The pilot went exceptionally well with each school going beyond the minimum 10 hours of integrated content that was requested by the MEES. The MEES concluded the year by asking that all elementary schools integrate the ACGC into their Cycle 3 curriculum in the fall.

Adult Education and Vocational Services

1.2.1.2

Personal Orientation Project and Exploration of Vocational Training Subject Support

The Mentoring for Career Development project enjoyed its seventh 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 MEES. New teachers appreciated the opportunity made available by the project to learn about and explore their professions together.

Educational and Technology Services

1.2.1.3

Support for Entrepreneurship Initiatives in Schools

Approximately 950 students from the EMSB took part in this year's entrepreneurship initiative, which

includes the provincial OSEntrepreneure Contest, and contributed 50 projects. This year showed a 12 percent increase in student participation. The ETS department also offered 38 grants to further support the schools and turn their students' ideas into reality. Schools which won prizes this year were Lester B. Person High School, Mackay Center (Royal Vale Satellite Class), 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 James Lyng, John F. Kennedy, Perspectives I, and Mountainview High Schools. Elizabeth High continues to offer the project when their student population can support it. Venture offered the project for the first time this year with much success. 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.

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, via social media, meeting with various community centres and secondary 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. Through this program, the MEES 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 Career Centre. 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.

OBJECTIVE 1.4

TO INCREASE THE LEVEL OF LITERACY OF STUDENTS

Educational 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 learning 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 to implement 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 2015–2016 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 Educational 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. During the 2016–2017 academic year, professionals in Educational and Technology Services and Student Services continued to support the evolving role of literacy resource teachers in their collaboration with teachers. Also in 2016–2017, a new mentor-mentee model was launched at both the elementary and secondary levels to further support the growth of expertise in literacy instruction, as well as fostering classroom structures that are best suited to differentiated instruction.

1.4.1

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

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 grade 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.

Implementation of balanced literacy continued in various forms over the last year. Work to support this includes the growing partnerships between resource literacy teachers and classroom teachers. By working more frequently in classrooms, alongside

their teacher partners, resource literacy teachers are able to provide instructional to students who require extra support, without the possible stigma that sometimes comes with pulling them out of class. Additionally, in working with small groups of students within the classroom context, often in a guided reading or writing conference, resource literacy teachers are able to support more students than in a strictly pull-out model. By collaborating and sharing practices, teachers and resource teachers are better equipped to plan interventions, share expertise, and monitor each student's progress with accuracy.

The mentor-mentee partnership model, another component of the balanced literacy plan, has begun to show positive outcomes. During the 2016–2017 academic year, this plan involved five two-person teams, including a classroom teacher and a resource literacy teacher, from five different elementary schools. These lead teams met on several occasions during the year in order to observe each other's teaching practices, discuss pedagogy and share literacy instructional best practices. Each of the five teams will become a mentor to another two-person team for the 2017–2018 academic year, establishing more mentors teams for the coming years.



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 support and develop pedagogical expertise, and offer professional training. This occurred in a variety of contexts:

- Professional development for all resource literacy teachers in the areas of reading and writing instruction, assessment, and Information and Communications Technology (ICT) workshops;
- Literacy-related workshops included on most board-wide regional pedagogical days;
- 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;
- Regular, collaborative sharing between resource literacy teachers and classroom teachers;
- Regular sharing of expertise between mentor teams as they visited each other's schools.



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 ePortal. 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 completed during the 2016–2017 academic year.

A building survey of all EMSB school facilities was completed and a 10-year plan was finalized by December 2016. This will allow the department to prepare a preventative maintenance inspection process to maintain and upkeep building in a more proactive way. A padlocking procedure is also underway on all major equipment as per new CNESST requirements.

During 2015–2016, 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

Following a consultation with the QFL Union, the Human Resources Department established a training/mentoring program for new employees in the Labour Support Sector.

For the third consecutive year, in collaboration with the Material Resources and Educational and Technology Services Departments, the annual removal and collect of old hazardous products, laboratory and e-waste material kept in schools and centres was organized.

WHMIS (Workplace Hazardous Materials Information System) training sessions have continued to be offered to caretaking personnel in schools and centres. The Health and Safety prevention technician visited caretakers in their respective schools and centres, continuing 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 again by the prevention technician, with a session intended for school and centre personnel in order to comply with CNESST requirements. New certified "first aid" responders were trained and added to the list for the Administration Building.

The Health and Safety technician organized again ergonomic evaluations for new employees of the administrative building, as well as in our schools and centres, to adapt work stations, equipment and tools to best fit the employees' needs, hence reducing the risk of musculoskeletal injuries which, in turn, lead to employee absenteeism and CNESST claims.

The technician conducted work accident inquiries and made recommendations in order to help reduce the number of work accidents. She also met with employees returning from work-related incidents to assess accidents and to provide guidance as to how to prevent issues from re-occurring.

A team from the Material Resources Department and the Health and Safety Division of HR took part, along with QFL executive members, in training pertaining to "health and well-being of our employees," specifically related to back injuries.

A team from the Material Resources Department and the Health and Safety Division of HR also took part, along with employees from the Trades Division, in training on closed spaces, as well as asbestos in the workplace.

The prevention technician published monthly information newsletters, which are distributed across our system, entitled "H&S Food for Thought" offering tips and strategies on various topics pertaining to the health and well-being of our employees. This year some topics included: Surviving the Teenage Years, Addictions, Body Image, and Social Media: To Friend or Not to Friend, Empty Nest Syndrome. Also, in trying to promote overall well-being of the employees in the Administration Building, the technician organized, during the winter season, three "lunch and learn" sessions on various topics of general interest: RREGOP and pension plans, web security and carbohydrates. Again, this year, 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, during their lunch hours.

The Human Resources Department continued to promote intensively the Board's Employee and Family Assistance Program offered by Morneau Shepell FGI. The latter 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 continues to extend its services, which was first limited to face-to-face counselling, but now also includes chat and telephone counselling. These additional services were added to reach a larger portion of our employees and meet more effectively their needs.

The Health and Safety Division has renewed its contract for external services of a medical physician to provide support and guidance, as well as assistance to ensure the sound management of the medical employee files.

Finally, the Human Resources Department offered to its own employees a half-day workshop to find means and resources when dealing with difficult situations or conversations.

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 MEES.

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 and 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, initiated in 2005 as part of the MEES/ MSSS (*Ministère de la Santé et des Services sociaux*) entente, aligns the health and educational sectors to provide better and more efficient services to students. It is a collaborative way to involve students, school staff teams, families, the community, and community organizations that provide services in our schools, to work together toward the whole-person health of the student and their full actualization at all levels: body, mind and spirit.

The EMSB benefits greatly from its numerous partnerships with many community organizations that provide prevention and health promotion programming in our schools. The spiritual and community animators and the guidance counsellors are the main front-line professionals in our schools in the area of health promotion and prevention, working in collaboration with our community partners and our Health and Social Services partners. One such example is that of the EMSB partnership with REISA (East End Network for Services in English) and CRD Foster. Others include; the self-esteem programming offered to elementary and secondary schools by the BCRC (Black Community Resource Centre), helping students to strengthen the protective psycho-social factors that contribute to

greater mental and social health in our students; the partnership between EMSB schools and Saint-Columba House, which offers extensive programming in our schools, as well as after-school educational support to EMSB students; the partnership with Chabad Lifeline which provides drug counselling support in a pilot project in one of our high schools; the connection between the Montreal Children’s Hospital and one elementary school to provide PTSD counselling for students arriving from traumatic situations overseas; and, in a time of great concern over racism, the Spiritual



and Community Animators offer numerous programs in most EMSB schools in the areas of diversity, inclusion, inter-cultural and inter-spiritual understanding, and compassion.

Connecting all these “dots” of partnerships is the work of the *Agent Pivot*—Programme Development Officer for the Healthy Schools Program.

During the 2016–2017 school year, the different CIUSSS started the process of revising their ententes with the school boards. The EMSB Student Services personnel had several meetings with the different CIUSSS serving the population within the territory of the EMSB. It is important for the EMSB to work in collaboration with the stakeholders within the health sector in order to better meet the needs of students and their families. As well, the Regional Committee involving representatives from the five school boards on the Island of Montreal, the CIUSSS and Santé publique was re-activated to collaboratively address the joint concerns of the above-mentioned stakeholders.

OBJECTIVE 2.4

TO IMPLEMENT A BOARD-WIDE ENVIRONMENTAL ACTION PLAN

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 aerothermal 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) was

prepared and presented to the Council of Commissioners during the 2016–2017 school year.

Human Resources

The Human Resources Department set up its own internal “Green Committee.” During monthly department meetings, the HR Green Committee continues to provide tips, guidelines and strategies to the HR team in order to foster a greener environment within the department with a focus to continue improving efficiency and also to reduce waste.

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

With the implementation of the new finance software MOZAIK in March of 2017, AEVS management, professionals and support staff with financial tasks and responsibilities were invited to participate in formal training sessions prior to the launch.

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. The Regional Offices also worked to enhance interdepartmental communication in order to provide better service to the schools.



Educational and Technology Services

Several Information Technology projects were completed or are still underway. The Microsoft Identity Management (MiM) project has been deployed, which allows user creation and management through our in-house applications (GrH for employees, JADE for students). There were some initial complications to the deployment of MiM, but those issues were addressed and corrected. Any further issues can now be addressed quickly, through the work performed by the ETS – Technology staff.

The Information Support Desk pilot was completed and now Phase II has been implemented for all schools and centres. Furthermore, with the implementation of MiM, we no longer have to manually create the access lists for schools and centres. They are generated through multiple scripts that access our Active Directory structure directly. All main building network switches have now been upgraded from Cisco to Avaya, allowing for better network throughput. Data delivery and work efficiency should see marked progress given the addition of our 10G fibre optic network infrastructure. The new Toshiba Multi-function devices have been delivered to the main building and multiple schools/centres. Scripts have been created in our Dell KACE Management System to allow for easy installation of the devices, either when a Field Services technician is present or remotely. The deployment of Windows 10 continues throughout the organization. Delays have occurred because of unit availability (laptops not available). ETS – Technology will continue to upgrade units as they become available.

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 *Ministère de l'Éducation et de l'Enseignement supérieur* (MEES). During the year the Centre of Excellence hosted its annual three-day conference for speech-language pathologists, teachers and other professionals at The Marriott Hotel in Montreal, and provided professional development opportunities for the English language school boards throughout the province. In addition, this Centre of Excellence collaborated with the Centre of Excellence for Autism, the Centre of Excellence for the Physical, Intellectually and Multi-challenged, and ALDI to provide training and support on Augmentative and Alternative Communication systems (AAC) for special needs students at five English language school boards.

Summer Language Camp

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 camp.

Assistive Technology

WordQ is primarily a writing software that assists students with spelling (via word prediction), punctuation and proofreading. SpeakQ is speech-to-text software. The MEES 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. Subsequently, Student Services Department professionals provided one-to-three hour workshops to elementary and

secondary EMSB educators (classroom and resource teachers, child care workers) in their schools, as well as to individual students and their parents, in support of ongoing distribution of knowledge and implementation of the technology. In addition, Student Services Department professionals routinely provided 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, special education consultant, 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. For example, for suicide prevention week an information flyer was distributed to all principals. The information is disseminated throughout the EMSB via emails, memos and in the 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. The work in this group culminated in the first ever school-based mental health workshop that was held in March (led by the LBPSB). Members of the MHRC also sat on the MEES level committee (*La table de consultation sur la santé mentale*) to explore mental health in schools.

Via the relationship with McGill University, the MHRC was able to secure clinical psychology interns to provide supervised therapy to students in one of our high schools. Students were able to receive on-site free therapy.

Providing presentations was a continued project for the MHRC. This year presentations were on the following topics: suicide assessment and prevention; anxiety; and dealing with difficult relationships. The target of the presentation ranged from school staff (Gardenvue), teachers via SORT, and in the first ever EMSB parent conference.

Mental health awareness activities were promoted and carried throughout the school network, ranging from elementary to secondary. This year's theme centered on connecting with nature to promote positive mental health. A number of schools entered the contest. Students produced posters, poems, videos, photos, and websites depicting how they connect with nature. Four winners were awarded with plaques in recognition of their accomplishments. The winners were: Willingdon, Lester B. Pearson High School, John Grant High School, and Focus High School. High schools were also encouraged to participate in the annual youth mental health film festival where they watched a film and then engaged in discussions on mental health with community based professionals (e.g. psychiatrists and psychologists) and individuals living with mental illness.

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, meaningful reflection and community involvement. The work of the animators covers the scope of religions, cultures, philosophies and ethical concerns that our diverse school populations bring to the education experience. 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. These kinds of events help students understand more about the diversity of spiritual practice in the world around them, as well as to tap into their own guiding practice or spiritual background. Spiritual and Community Animators also provide promotion and prevention programming promoting a safe and healthy lifestyle and a peaceful school environment. As part of this work, in-class programming on a wide range of cultural, ethical, spiritual and communal issues are provided, including some of the religious observances of different faiths, celebrations of common days like Thanksgiving, Earth Day and U.N.

Day; universal themes like light, hope, peace, compassion; and communal themes like Black History Month, First Nations Day, and Yom Hashoah. There are also a variety of programs aimed at helping students be better local and global citizens through offerings in areas of character development, random acts of kindness, anti-violence, moral intelligence, leadership, and transitioning to secondary school. In an era of instant messaging and immediate gratification, one of the hallmarks of Spiritual Animators lies in our encouraging students to “go deeper” into the currents of the “Why?” questions of our day.

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 successfully negotiated a new local agreement with the Montreal Teachers Association. It covers all teachers at the EMSB and is effective from 2017 to 2020.

The Human Resources Department also successfully negotiated a new local agreement with the Association professionnelle du personnel administratif (APPA). It covers all technical, para-technical and administrative support employees at the EMSB and is effective from 2017 to 2020.

The department held workshops for administrators to provide guidelines and information with regards to various changes, namely the PPMP pension plan, the regulation and the new salary scales for 2015-2020.

Representatives from H&S 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)
- Rencontre sur l'assiduité et la santé et sécurité du travail (FCSQ) (November and May).

This year, the Health and Safety Committee officially launched its safety rules intended for all EMSB employees.

The Human Resources Department organized once again an information session on “sound financial management” to all employees of the Board with partners from La Capitale. Two sessions were offered, specifically to address changes to the RREGOP and PPMP pension plans.

Furthermore, the Human Resources Department 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 department. The annual information session intended for teachers and professionals aspiring to become school or centre administrators took place as well.

The Consultant and Personnel Management Consultant who oversaw the PERCOS dossier provided an information session to colleagues in the Human Resources and Financial Services Departments, with a focus on improving practices and efficiencies.

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 participated in a series of informative workshops for new teachers and their mentors;
- HR developed and published for “posting” a set of new guidelines for school administrators regarding the process for mentoring student teacher candidates in their schools and centres;
- A HR representative from the teachers' dossier regularly attended *La table de concertation*, where pertinent information was exchanged between universities and Montreal Island boards, regarding programs for student teachers;



- A HR representative from the teachers' dossier participated in university round table discussion sessions where stakeholders from the education milieu exchanged their visions on future new teacher programs;

- Representatives from the teachers' dossier also offered workshops for new administrators to provide training on the application of the improved and automated enrolment report for schools in the youth sector;

- The HR team responsible for the teachers' dossier also held an information session geared towards

new teachers; the intent was to provide our newly hired teachers with key information and knowledge about the EMSB system of schools, the variety of students and their needs within our systems as well as the various support resources available to new teachers.

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 Non-violent 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 (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.

Various schools in the EMSB participated in the CPI training. They mainly included teachers and CCWs assigned to the specialized classes (ASD, Welcoming K and 1 classes, SEEDS classes and Early Stimulation classes). A few principals also benefited from this training. The CPI instructor also provided drill sessions/refreshers on personal safety to previously trained schools.

The CPI training was a great success. Our goal for the future is to continue to train as many teachers and professionals working with high risk students in the schools. Due to the great demand, we will also have a second person trained as a CPI instructor for the EMSB.



Violence Prevention

- The violence prevention consultant continued to support and guide school administrators with respect to the prevention and management of incidents that involved bullying or other forms of violence. She also guided school teams in the revision and updating of their safe school action plans.
- The violence prevention consultant presented on the topic of youth sexting and The Kids in The Know prevention program to staff at several elementary schools and secondary schools in the East and West sectors, Regional Ped Days and to families of EMSB students at different venues.
- The violence prevention consultant presented on best practices in the supervision of the school yard to EMSB BASE daycare staff at various schools.
- A committee headed by Julie René de Cotret was established to develop EMSB guidelines for the accommodation and support of gender fluid students.
- The violence prevention consultant obtained a Professional Development and Innovation grant to fund a project intended to address the need for effective approaches and practices in working with students that present behavioural challenges. It allowed a group of educators from James Lyng High School the opportunity to develop understanding about the underlying factors of interpersonal aggression as well as such concepts as attachment, connection and socialization. This project also offered educators a forum to learn and share about best practices in order to increase their capacity to promote positive change in their rapport with students. Educators benefited from the expertise of Eva de Gosztanyi from the Centre of Excellence for Behaviour Management. The project was followed by another series of professional development sessions on the topic of anxiety at the request of participants.
- A total of 25 Cycle 1 teachers representing a total of 13 EMSB elementary schools were trained to deliver Zippy's Friends, a research-based mental health prevention program designed to develop coping skills in young students. The violence prevention consultant secured funding from the Montreal Teachers' Association that will enable more teachers across the EMSB to be trained to deliver Zippy's Friends in the classroom in 2017-2018.

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 General Vanier Elementary School in St. Leonard to promote the EMSB's STEAM (Science, Technology, Engineering, Arts and Mathematics) 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. Facebook likes more than doubled to 10,000. A series of television commercials ran on CTV to promote high school open houses.

Human Resources

Throughout the 2016–2017 school year, management representatives of HR took part in regular Labour Relations Committee (LRC) meetings with the various unionized groups: APPA, MTA, QFL and SPPMEM.

The HR Department also maintained open communication channels with administrators of the Administration Building as well as in schools and centres.

Management representatives of HR brought current items for discussion and guidance to Governance during regularly scheduled Human Resources Committee meetings and regular Board meetings.

OBJECTIVE 4.2

4.2.1

Increase sponsorships from outside organizations

Adult Education and Vocational Services

In 2016–2017, partnerships between adult and vocational centres and dozens of business networks and community organizations continued; the NDG Business Council (Shadd Health and Business Centre), RESO (James Lyng Adult Education Centre), Studio Sans Limites (James Lyng Adult Education Centre) and St. Columba House (Marymount Adult Education Centre) are a few examples of these. A new project with Réseau Réussite Montréal and RECLAIM targeting students who are 16–20 years old and have literacy issues was developed (James Lyng Adult Education Centre).

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, 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 Montréal*.

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.

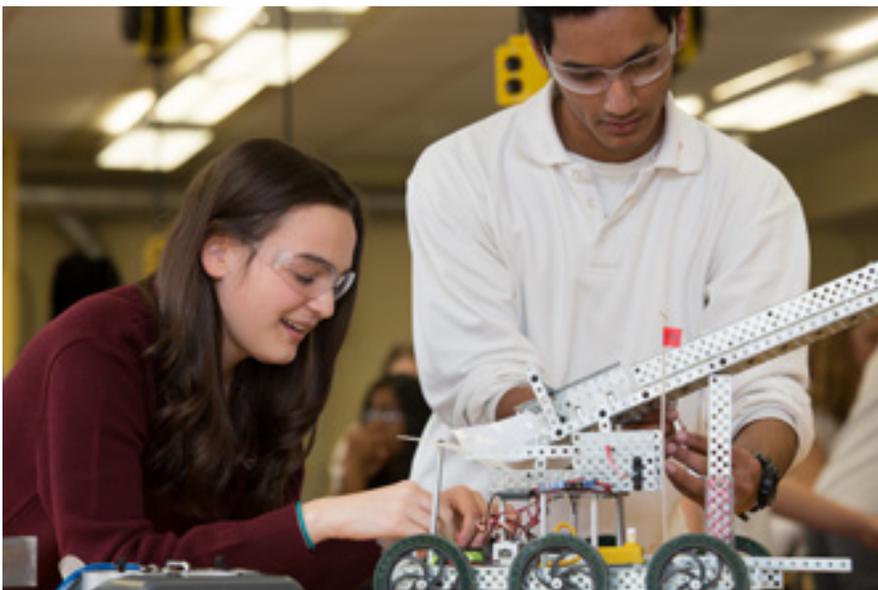
Student Services

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 post-secondary 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'œuvre, *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. For more information, you may consult our website by visiting www.emsb.qc.ca, then click on SERVICES, EDUCATIONAL SERVICES and then CAREER EXPLORATION.

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 41st 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. For more information, you may consult our website by visiting www.emsb.qc.ca, then click on SERVICES, then EDUCATIONAL SERVICES and then HOPS.

Career Fair

A collaborative effort involving the Student Services Department, the Adult Education Vocational Services Department, principals, professionals and teachers at the secondary 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 has a Code of Ethics and Professional Conduct. The Ethics Commissioner is Maïtre Michèle St-Onge and Maïtre Pierre Chagnon is the substitute. 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.



Ethics Report 2016–2017

During the 2016–2017 school year (July 1, 2016 to June 30, 2017), Me Michèle St-Onge, the current Ethics Commissioner completed the inquiry of the ongoing complaint received in 2016 and received one complaint filed under the Code of Ethics and Professional Conduct for Commissioners of the English Montreal School Board. There is no ongoing complaint. The information stated in the chart below is provided in accordance with Section 175.1 of the Education Act.

Date of Complaint	Date of Recommendation or Decision	Alleged Breaches	Penalties Imposed
March 5, 2016	June 26, 2017	<p>1. Section 5.1.1 of the Code of Ethics: Failed to abide by the duties and obligations prescribed by the Education Act</p> <p>2. Section 5.2.1 of the Code: bypassed duly convened structures of the School Board</p> <p>3. Section 5.3 of the Code: circumvented the established procedures of the Board</p>	Complaint Unfounded
June 28, 2016, but received by the Commissioner on July 6, 2016	June 16, 2017	<p>1. Section 5.2.4 or 5.1.2 of the Code of Ethics: Public statements regarding Bill 86</p> <p>2. Incompatible behaviours with the vote adopted by the CPC on February 11, 2016</p> <p>3. Sections 5.1.2, 5.1.3, 5.1.4 and 5.1.5 of the Code of Ethics: Public statements regarding adoption to February 24, 2016 resolution</p> <p>4. Sections 5.1.2, 5.1.4, and 5.1.5 of the Code of Ethics: Publication of a communiqué bearing the EMSB logo on several Facebook's pages</p> <p>5. Motion for safeguard order against EMSB</p> <p>6. Sections 5.1.2, 5.1.4, and 5.2.4 of the Code of Ethics: Communiqué from "Parents for a democratic EMSB"</p> <p>7. Section 5.1.2, 5.1.3, 5.1.4, and 5.5.5 of the Code of Ethics: Other Conduct</p> <p>8. Sections 5.1.2, 5.1.4, and 5.5.1 of the Code of Ethics: Creation of a group of parents called "Parents for a democratic EMSB"</p>	<p>1. No Breach</p> <p>2. No Breach</p> <p>3. A public reprimand: written reprimand read at a public meeting of Commissioners</p> <p>4. A public reprimand: written reprimand read at a public meeting of Commissioners</p> <p>5. No Breach</p> <p>6. A public reprimand: written reprimand read at a public meeting of Commissioners</p> <p>7. A public reprimand: written reprimand read at a public meeting of Commissioners and a suspension of the commissioner's remuneration for any or all of the committees for a period of two (2) months</p> <p>8. A public reprimand: written reprimand read at a public meeting of Commissioners and a suspension of the commissioner's remuneration for any or all of the committees for a period of two (2) months concurrently with the previous derogatory act</p>


 Me Michèle St-Onge
 Ethics Commissioner for the English Montreal School Board
 July 10th, 2017

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

BILL 15

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

CONTEXT

According to the Act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises, School Boards have an obligation to ensure a strict control on the number of employees hired by the Board 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 January 1 to December 31, 2014. 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 January 1 to December 31, 2014 was established at 5,085,187.26.

The MEES continued to monitor and track the same data (number of employees and total number of hours paid to employees) for the period from April 1, 2016 to March 31, 2017.

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 School Board in 2014 as well as the comparative results for 2016–2017.

EMSB has an obligation, in accordance with 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 baseline and 2016–2017 data
- Reasons and comments to support the difference
- Means to rectify situation (or to justify increase)

In comparing the 2014 to the 2016–2017 data, we can report that the Board has not met the MEES expectations in reducing the total number of paid employees. In 2014, we counted 5,019 paid employees compared to 5,246 in 2016–2017, resulting in a negative difference of 227 employees.

This increased number of employees can be attributed to hiring in only three of the designated categories: Professionals, Teachers and white-collar Support Staff. The School Board did experience a reduction in the number of employees in the following categories: Management and blue-collar personnel.

During the data comparison period, the School Board did experience an increase with regards to the total amount of hours paid to employees ranging from 5,085,187.26 to 5,338,354.50, resulting in a negative difference of 251,470.77 paid hours.

ANALYSIS

Since 2014, the School Board embarked on a process to review its staffing needs with an intent to assess the required number of employees to efficiently deliver services for schools and centres, focusing mainly in the Administration Building, to ensure continued efficiency and delivery of services and also keeping in mind MEES accountability expectations and collection of data.

First and foremost, it is important to mention that the MEES has provided the School Board with two distinct twelve-month data collection periods which are not equivalent. In 2014, the data collection ran from January to December 2014 whereas, in 2016–2017, the data collection period ran from April 1, 2016 to March 31, 2017.

In comparing the two data collection periods, the School Board experienced an increase in the total number of hours paid to employees that can be attributed to various factors, namely:

- the increase in the number of students with special needs
- the increase of students enrolled in our daycare services
- the increase in the number of students enrolled in the AEVS (Adult Education and Vocational Sector)
- the MEES' creation of new Mesure allocations and additional monies pertaining to hiring of new personnel, mainly in teaching, technical and professional services
- the increase of students enrolled in the homeschooling dossier, following approval of such services by the MEES

JUSTIFICATION

Though the MEES asked that School Boards respect the baseline set in 2014 for the period of 2016–2017, there are evident reasons to justify the increases noticed in the categories of employment listed below.

As indicated previously, there were various factors that can justify the increases identified by the MEES. They are:

Professionals (2 – personnel professionnel)

With regards to the increase of 8 employees in the professional personnel, the negative difference can be validated, as follows:

- Increase in the number of students with special needs in 2016–2017 compared to 2014, resulting in an increase of professional personnel to ensure adequate levels of services to these students
- MEES' creation of new Mesure allocations resulting in additional monies pertaining to the hiring of additional professional personnel to support delivery of services to students (youth sector)
- Professional personnel on leaves who needed to be replaced

Teachers (4 – personnel enseignant)

With regards to the increase of 94 employees in the teaching personnel, the negative difference can be validated, as follows:

- Increase in the number of students with special needs in 2016–2017 compared to 2014, resulting in an increase of teaching personnel to ensure adequate levels of services to these students
- Increase in the number of students in the AEVS (Adult Education and Vocational Sector) in 2016–2017 compared to 2014, requiring additional teaching needs
- MEES' creation of new Mesure allocations resulting in additional monies pertaining to the hiring of additional teaching personnel to support delivery of services to students (youth sector)
- the increase of students enrolled in the homeschooling dossier, following approval of such services by the MEES, thus resulting in additional teaching resources
- Teaching personnel on leaves who needed to be replaced

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

With regards to the increase of 143 employees in the support staff (white collar), the negative difference can be validated, as follows:

- Increase in the number of students with special needs in 2016–2017 compared to 2014, resulting in an increase of support staff personnel to ensure adequate levels of services to these students
- Increase in the number of students enrolled in daycare services in 2016–2017 compared to 2014, resulting in an increase of support staff personnel to respect ratios
- Increase in the number of students registered at school during the lunch periods in 2016–2017 compared to 2014, resulting in an increase of support staff personnel to respect ratios of student supervision
- Increase in the number of students in the AEVS (Adult Education and Vocational Sector) in 2016–2017 compared to 2014, requiring additional technical needs
- Ministry's creation of new Mesure allocations resulting in additional monies pertaining to the hiring of additional technical personnel to support delivery of services to students (youth sector)
- Support staff employees on sick leave who needed to be replaced

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 MEES' expectations as set in the Act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises.

However, we will always do so judiciously to ensure efficiency and prompt delivery of services for the benefits of learning and teaching, 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 as well as to ensure a safe and professional working environment for our employees.

CURRENT DATA COLLECTION

(MEES) 2014 & 2016-2017

887000 English-Montreal		JANVIER À DÉCEMBRE 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	16 008,18	5 085 187,26	5 019

887000 English-Montreal		AVRIL 2016 À MARS 2017			
		Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1	Personnel d'encadrement	286 681,97	0,00	286 681,97	177
2	Personnel professionnel	287 354,69	539,00	287 893,69	191
3	Personnel infirmier	0,00	0,00	0,00	0
4	Personnel enseignant	2 786 534,14	320,53	2 786 854,67	2 917
5	Personnel de bureau, technicien et assimilé	1 479 430,94	1 620,10	1 481 051,04	1 662
6	Agents de la paix	0,00	0,00	0,00	0
7	Ouvriers, personnel d'entretien et de service	480 648,12	15 225,02	495 873,14	305
8	Étudiants et stagiaires	0,00	0,00	0,00	0
Total		5 320 649,85	17 704,65	5 338 354,50	5 246

Respectfully submitted by
Christine Denommée,
Director – Human Resources Department

BILL 15

ANNUAL ACCOUNTABILITY FOR SERVICE CONTRACTS

Service Contracts of \$25,000 or More Awarded Between July 1, 2016 and June 30, 2017

	Corporations (Companies) > \$25,000	Natural Persons (Individuals) > \$10,000	Total Contracts
Number of Contracts Awarded	22	0	22
Value of Contracts Awarded	\$2,220,877.23	\$0.00	\$2,220,877.23

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

Service Contracts (subject to Bill 15) of \$25,000 or More Awarded Between July 1, 2016 and June 30, 2017

	Company	Amount	Service Type	Description
1	9317-9083 GESTION FLORACOM	\$31,000.00	Maintenance Services	Lawn Maintenance - Sectors 3 and 5
2	AGILITY INC.	\$32,146.12	Professional Services	Phase 2 - Standardization of wire-frames and designs of the EMSB website network
3	ARCHITECTS FOR LEARNING	\$37,875.00	Professional Services	Training Services
4	AVALERIS INC.	\$54,703.20	Professional Services	Project Management - Identity Management Software
5	BARIN S.E.N.C.R.L.	\$26,078.00	Professional Services	St. Pius X - Roofing Basins
6	BEAUDOIN HURENS	\$143,229.83	Professional Services	Boardwide Water Entries Upgrade
7	CENTRE DE CULTURE D'ART FENGYE	\$57,906.07	Commission Services	Commission Services
8	CIMA+	\$443,001.78	Professional Services	Mackay/P.E. Layton New Building - Engineering Services for construction
9	CIMA+	\$42,693.34	Professional Services	Lester B. Pearson - Air Handling Units
10	CIMA+	\$35,201.00	Professional Services	Giovanni Palatucci - Paving
11	COLLEGE FENGYE	\$86,105.68	Professional Services	Commission Services
12	CTV TELEVISION	\$50,000.00	Advertising Services	Advertising Services
13	LANGLOIS AVOCATS	\$31,638.82	Professional Services	Legal Services
14	LECLERC ASSOC. ARCHITECTS INC	\$381,332.30	Professional Services	Mackay/P.E. Layton New Building - Architect Services for construction
15	LEMAY ARCHITECTS	\$36,305.00	Professional Services	Hampstead - Masonry Repairs
16	MONTREAL ORAL SCHOOL FOR THE DEAF	\$348,761.40	Professional Services	Itinerant Services for deaf students integrated in regular classes
17	OMETZ	\$50,000.00	Professional Services	Professional Development Services
18	PETROPOULOS BOUMIS AND ASSOCIÉS	\$61,649.69	Professional Services	Giovanni Palatucci - HVAC System
19	RAYMOND CHABOT GRANT THORNTON	\$90,000.00	Auditing Services	Auditing Services for the 2016-2017
20	SERVICES D'ENTRETIEN PROPRECAN	\$68,000.00	Maintenance Services	Summer Cleaning at 4 Schools - James Lyng/JFK/Shadd/Rosemount
21	SUMMIT SCHOOL	\$36,000.00	Professional Services	Shadow Services
22	THE YMCA'S OF QUEBEC	\$77,250.00	Professional Services	Alternative to Suspension
	Total	\$2,220,877.23		

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

STUDENT OMBUDSMAN

The Student ombudsman has provided assistance to 50 parents or students this year compared to 38 in 2015–2016, 40 in 2014-15 and 20 in 2013–2014. 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 complaints, as well as the procedures involved in requesting the appeal or administrative review of decisions and the procedures to follow before the student ombudsman actively participate in the matter in question.

The number of calls received were 50, not including follow-up calls and emails (225).

There was one complaint received requesting action by the ombudsman. This was premature and the individual was instructed on the proper process to follow.

The time spent in managing complaints and other communications either by phone or email was approximately 200 hours.

Of these calls, 30 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
- Concerns as to a change of school
- Suspension of a child from school
- Insufficient Tutoring support
- Information as to the process in cases of bullying
- Disciplinary measures
- Transportation (difficulty with the driver)
- Reimbursement of school fees
- Violence from teacher
- Harassment complaint against principal or other school personnel
- Unfair consequences to student being bullied
- Lack of respect from teacher or principal
- Meeting a student in a potential DPJ case without the knowledge and presence of the parents

- Stringent application of the dressing code
- Bad handling of students with autism
- Lack of follow-up by teacher on problems in the agenda
- Wrong placement of student in Secondary I
- Violence from lunch personnel
- Violence by students
- Expulsion of student for a long period without schooling
- Unfair punishment to student
- Lack of training of school personnel for student with autism
- Changes to the organization of graduation not respectful to working parents
- Billing of outing fees at the beginning of the year
- Familiarity between teacher and students
- Lack of communication between school and parents
- Handling of vulgar and sex related comments on Facebook

From those queries, I would strongly suggest that all personnel that may have to deal with students with autism or ASD receive a proper training on how to interact and handle difficult situations that may and will arise.

I suggest that all principals receive a proper training for cases of violence between students or bullying in order that the student, victim of the violence, is treated adequately and the bullies get the help they need.

I also strongly suggest that any case concerning a potential case for Youth Protection should not be handled at the principal's level but directly referred to them after advising the parents.

I would appreciate to be kept apprised of the outcome of all my referrals.

On a personal note, I would like to express my thanks to all the members of the staff that I have had the pleasure of working with over the past year. I have found them to be most cooperative in responding to my queries and I truly look forward to working with them in the coming year.

Chantal Perreault

Student Ombudsman

ENROLMENT NUMBERS

ELEMENTARY SCHOOLS	PRINCIPAL	ENROLMENT	TEACHERS
Bancroft	Ms. Dorothy Ostrowicz	262	18.11
Carlyle	Ms. Anna Maria Borsellino	256	19.63
Cedarcrest	Ms. Civita Tudino	309	19.6
Coronation	Ms. Joanna Genevezos	231	17.64
Dalkeith	Mr. John Wright	178	12.8
Dante	Mr. Michael Talevi	299	22.47
Dunrae Gardens	Ms. Eleni Zervas	344	19.15
East Hill	Ms. Myrienne Lusignan	503	30.6
Edinburgh	Mr. Mauro Zampini	414	20.43
Edward Murphy	Ms. Cristina Celzi	239	20.3
Elizabeth Ballantyne	Mr. Michael Brown	204	18.8
FACE	Mr. Frederic Boudreault (V.P.)	176	12.5
Gardenvue	Ms. Demetra Droutsas	800	44.7
General Vanier	Ms. Joseph Schembri	162	12.57
Gerald McShane	Ms. Christina Chilelli	221	17.6
Hampstead	Mr. David Lee	175	17.8
Honoré Mercier	Ms. Sonia Marotta	431	29.71
John Caboto Academy	Ms. Lucy Buscemi	141	12.0
Leonardo da Vinci Academy	Ms. Nadia Sammarco	456	29.5
Merton	Ms. Rosanna Caplan	302	17.4
Michelangelo International	Ms. Marisa Mineiro	402	24.45
Nesbitt	Ms. Antoinette Scrocca	276	25.2
Our Lady of Pompei	Mr. Steven Rebelo	176	15.57
Parkdale	Ms. Marylene Perron	348	29.8
Pierre de Coubertin	Mr. Ida Pisano	489	33.85
Pierre Elliott Trudeau	Ms. Anna Sanalidro	298	19.6
Roslyn	Mr. Nicholas Katalifos	697	34.4
Royal Vale	Ms. Nathalie Lacroix-Maillette	467	24.3
Sinclair Laird	Ms. Silvana Crigna	162	16.9
St. Dorothy	Ms. Sandra Léveillé	139	12.1
St. Gabriel	Mr. Jim Daskalakis	183	16.7
St. Monica	Ms. Irini Margetis	288	16.15
St. Raphael	Ms. Gail Callender	17	5
Westmount Park	Mr. Robert Di Marco	430	34.5
Willingdon	Ms. Carmen Nicolas	510	28.6
TOTAL		10,985	750.43

SOCIAL AFFAIRS SCHOOLS	PRINCIPAL	ENROLMENT	TEACHERS
Cité des Prairies	Mr. Tim Hogan ❖★	2	2.00
Elizabeth High School	Ms. Louise Chalouh ❖★	5	2.3
Mackay Centre	Ms. Patrizia Ciccarelli	119	28.4
Mtl Children's Hosp.	Mr. Daniel Novak ❖☆	3	
Mountainview Sch. Proj. Ctr.	Mr. Alain Turgeon ❖★	15	8.0
Philip E. Layton School	Ms. Patrizia Ciccarelli	37	16.0
Sir Mortimer B. Davis	Ms. Beth Coviensky/Eva Feil ❖☆	46	
TOTAL		227	56.7

❖ Head Teacher

★ Principal: Mr. Craig Olenik

☆ Principal: Ms. Gail Callender

HIGH SCHOOLS	PRINCIPAL	ENROLMENT	TEACHERS
FACE	Mr. Frederic Boudreault (V.P.)	133	10.4
James Lyng	Mr. Derrick Cauchi	118	16.0
John F. Kennedy	Mr. Otis Delaney	275	21.63
John Grant	Ms. Angela Vaudry	94	13.9
John Paul I	Ms. Liboria Amato	301	27.5
LaurenHill Academy	Ms. Donna Manos	1205	77.0
Laurier Macdonald	Mr. Luigi Santamaria	660	44.0
Lester B. Pearson	Mr. Joseph Vitantonio	962	59.0
Marymount Academy	Mr. James Fequet	360	27.00
M.I.N.D.	Ms. Dorothy Ostrowicz	22	5.00
L.I.N.K.S.	Ms. Angela Vaudry	54	9.0
Rosemount	Mr. Marco Gagliardi	326	21.0
Royal Vale	Ms. Nathalie Lacroix-Maillette	375	17.35
Royal West Academy	Mr. Tony Pita	927	47.1
Vincent Massey Collegiate	Ms. Franca Cristiano	833	43.6
Westmount	Mr. Michael Cristofaro	841	53.9
TOTAL		7,486	493.38

OUTREACH SCHOOLS	PRINCIPAL	ENROLMENT	TEACHERS
Focus	Ms. Tya Collins ❖★	19	4.00
Options	Mr. Pasquale Pietrantonio ❖★	18	3.00
Outreach	Mr. Konstantinos Dafniotis ❖★	10	3.00
Perspectives I	Ms. Barbara White ❖★	34	5.00
Perspectives II	Ms. Lorena D'Allessandro ❖★	29	6.00
Programme Mile End	Ms. Jessica Hand ❖★	23	4.8
Venture	Mr. John Devlin	18	2.5
Vezeina	Mrs. Sharon Wurst ❖★	30	5.6
TOTAL		181	33.9

❖ Head Teacher

★ Principal: Mr. Craig Olenik

ADULT EDUCATION & VOCATIONAL	PRINCIPAL	ENROLMENT	ETPS
Galileo Adult Ctr.	Ms. Martina Schiavone	1771	540
High School of Mtl. Adult Ctr.	Mr. John Pevec	3952	925
James Lyng Adult Ctr.	Mr. Rick David	2122	830
John F. Kennedy Adult Ctr.	Ms. Elizabeth Lagodich	2082	547
Laurier Macdonald Career Ctr.	Mr. Lino Buttino	978	520
Marymount Adult Ctr.	Mr. Jacques Monfette	1667	810
Rosemount Technology Ctr.	Mr. Harry Michalopoulos	2660	1565
Shadd Health & Business Ctr.	Mr. Giuseppe Cacchione	1910	855
St. Laurent Adult Ctr.	Ms. Daniela Lattanzio	1586	710
St. Pius X Career Ctr.	Ms. Alice Sideropoulos	4241	1755
Testing Centre			
Reclaim		412	15
Distance Education			115
TOTAL		23,381	9,187



**ENGLISH MONTREAL
SCHOOL BOARD**

**Partnership Agreement
2016-2017**

PARTNERSHIP AGREEMENT

Goal 1:

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

OBJECTIVES:

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

CONTEXT:

In order to obtain a secondary diploma, students must be successful in Secondary IV and V sanctioned courses. Students not successful in these courses are at risk of not obtaining a Secondary 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 and Citizenship, hence, objectives 2 and 3. Making improvements to the success rates of secondary IV students in Mathematics and 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 to 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 to 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 secondary 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.

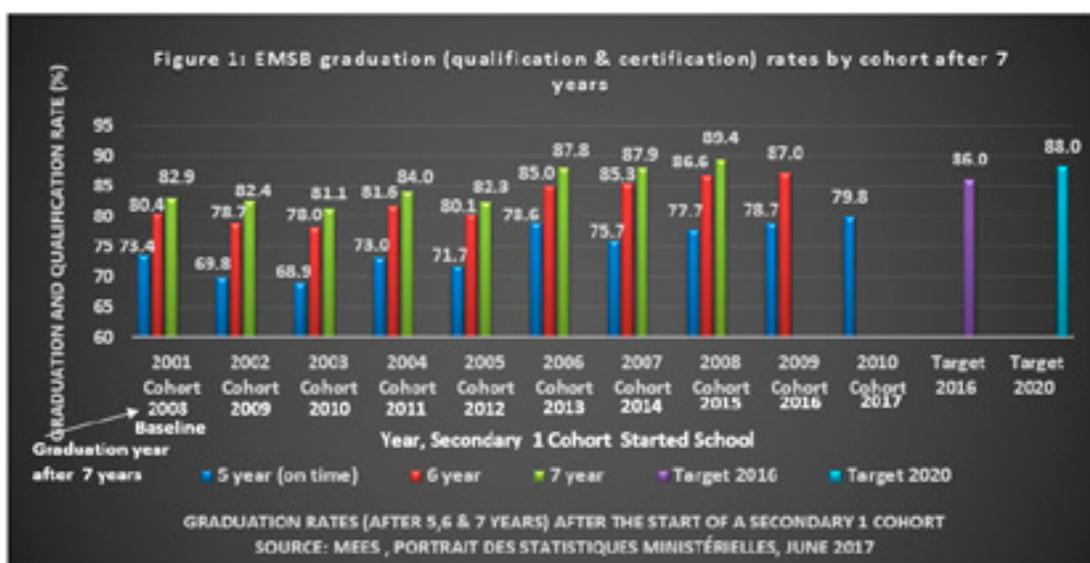


Table 1:
Summary of Objectives, Targets and Current Results for Goal 1

Objectives	Current Results			
	Baseline Year	Target 2017/2020	Board 2017	Province 2017
1. To increase the graduation and qualification rate of students under the age of 20	82.9% (2008)	88.0% ⁺	N/A	N/A [¶]
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%*	56.4%*	57.3%*
Overall subject success rate***	65.6%***	—	63.3%***	65.2%***
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%**	72.2%**	70.2%**
Overall subject success rate***	86.7%***	—	74.6%***	73.2%***
4. To reduce the number of student leavers without certification and qualifications	335	288	N/A (2014)	N/A (2014)

* Results are based on MEES uniform examinations for Secondary IV Mathematics 414 CS&T
Source: Charlemagne Data Base, September 2017.

** Results are based on MEES uniform examination for Secondary IV History and Citizenship Education (History 404)
Source: Charlemagne Data Base, September 2017.

*** The overall success rate represents the percentage of students who passed the subject in 2016-2017 for Mathematics 414 and History and Citizenship Education 404 in 2016-2017
Source: Charlemagne Data Base, September 2017.

¶ Provincial graduation rates are for public schools only
Source: MEES, portraits des statistiques ministérielle June 2017

+ 2020 Target Graduation and Qualification Rate from the MEES.

N/A Data not available at the time of publication

TRACKING OUR PROGRESS:

Objective 1:

Graduation and 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. The English Montreal School Board's (EMSB) target graduation and qualification rate for the year 2020, has been established by the Ministère de l'Éducation, et de l'Enseignement (MEES) at 88.0%. The 2020 target of 88.0% established by MEES has been achieved 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. The graduation rate in 2017 is not available from the MEES at the time of publication. 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 are beginning to have 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 and 3 examinations for English language arts, Français langue seconde and Mathematics as well as Secondary IV Mathematics, Science and Technology and History and 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.

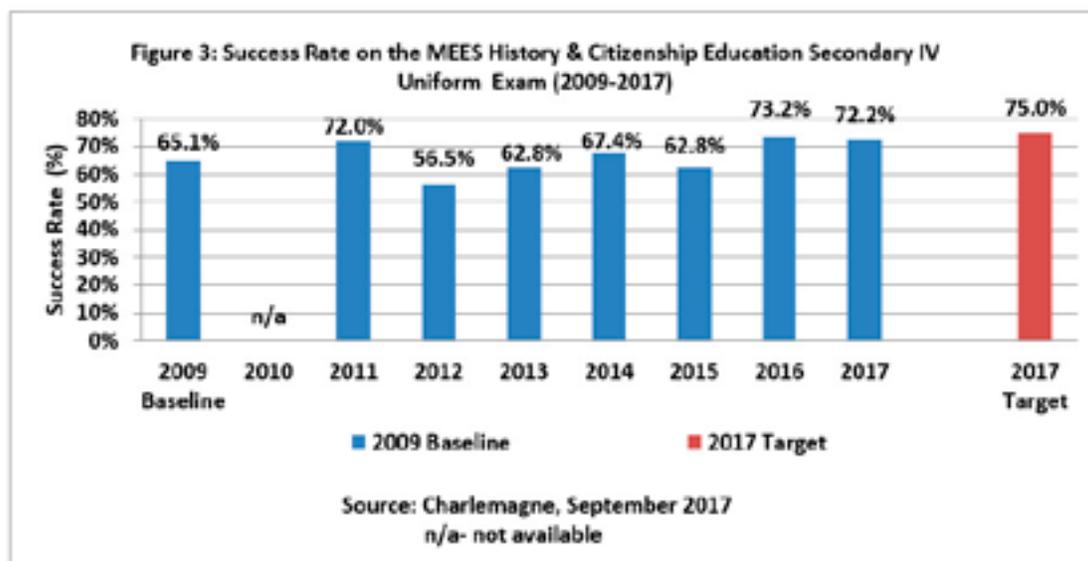
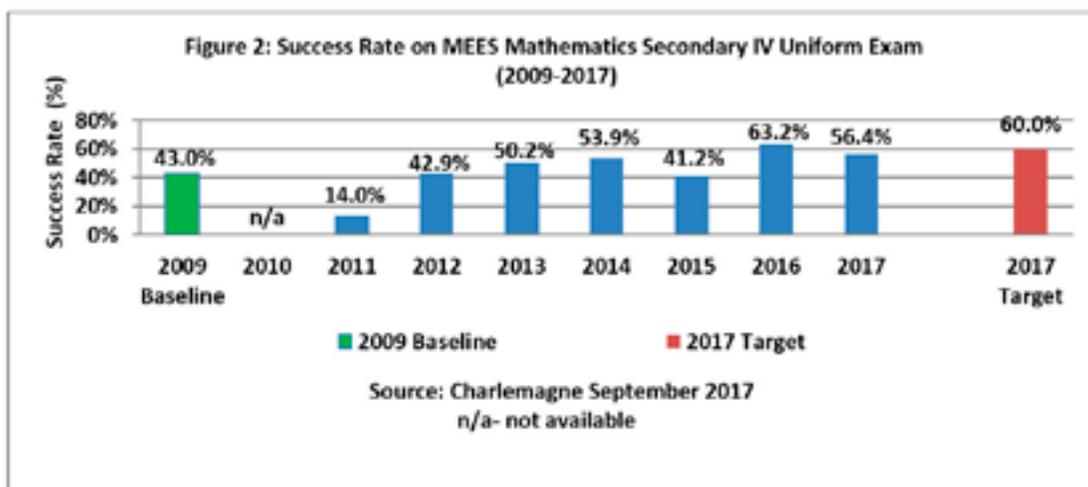
Objectives 2 & 3:

Success rates in Secondary IV Mathematics and History and Citizenship Education

Students wrote MEES uniform exams in June 2017 for both Secondary IV sanctioned courses: Mathematics and History and Citizenship Education. In Mathematics, the success rate achieved was 56.4%, slightly below the provincial success rate of 57.3%. In tracking our progress from last year, the success rate decreased by 6.8% from the previous year's success rate of 63.2%. The June 2017 target success rate was established at 60.0%. Although we have not reached our target, the School Board continues to make improvement since 2009, a positive trend in our improvement has emerged (See figure 2). Upon further analysis of the results of the June 2017 exam, we have determined that a new format of a question type used to evaluate "systems of equations" was introduced for the first time unsuccessfully and this accounts for the decrease from previous year's results. The overall success rates of the "short answer responses" and "application" type questions decreased from previous year's results specifically 9.0% and 7.0%, respectively. All of this accounts for the decrease in our success rate this year.

In History and Citizenship Education, the success rate achieved was 72.2%, slightly above than the provincial success rate of 70.2%. In tracking our progress from last year, the success rate slightly decreased by 1.0% from the previous year's success rate of 73.2%. The June 2017 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 are having an impact. (See figure 3).

The content and format of the History and 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 and Citizenship Education will continue to be a priority. As such, the School Board mathematics and history consultants in will continue to:

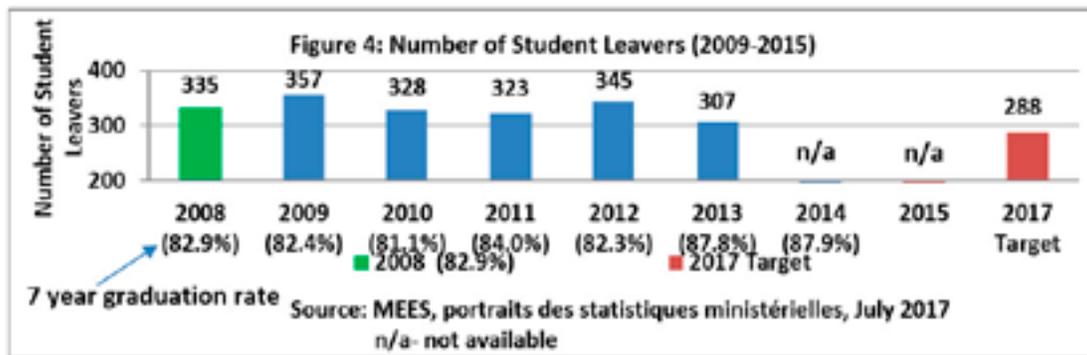
- meet with mathematics and history teachers in secondary schools where a gap of greater than 15% between the uniform exam mark and the school mark has been identified by the MEES. The gap that exists generally negatively impacts the overall passing rate of students in sanctioned courses. Professional 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 2016 examination marks and understood the negative impacts of moderation have shown drastic reduction in discrepancies on the June 2017 school examination marks. This professional development was appreciated by all teachers.
- generate detailed disaggregated item analysis data of the June 2017 uniform Secondary IV Mathematics and History and 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 Mathematics 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 and 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 and 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;
- offer Secondary IV Mathematics and History and Citizenship Education intensive courses in summer school in order to ensure that those students who are not successful on the June 2018 exam have a second opportunity to write supplemental exams in August 2018 and be successful.
- encourage more schools to use the May 2018 Mathematics and History and Citizenship practice exam as an assessment tool to identify students needing interventions before the final June 2018 exam;
- offer the EMSB Early Numeracy Initiative to all elementary Cycle 1 teachers in 2017–2018 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. Data for 2014 leaver rate is not available at the time of publication. 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 and V students. The program is aimed students who wish to obtain their secondary school diploma or complete post-secondary pre-requisites.

Goal 2:

Improve the Mastery of French and English Language Arts (reading and writing)-Elementary and Secondary (*Ministère de l'Éducation et de l'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 Secondary 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 Secondary 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 2015, Secondary I students have been included in the balanced literacy initiative and, as of September 2016, implementation of this initiative began in Secondary II. The goal here is to improve literacy support for students in Secondary School as well as in Elementary School.

Also since 2012, 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 2017–2018, the focus will be on providing professional development to teachers in the design of common formative assessments in the areas of English and French language arts at all levels.

The EMSB continues to organize marking centres for all elementary End-of-Cycle 3 Mathematics, English Language Arts (ELA) and French Second Language (FSL) teachers. At the secondary level, the EMSB continues to organize marking centres for

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.

Secondary V 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, teachers becoming more aware of the evaluation criteria and a better understanding of the progression of learning in mathematics, ELA and FSL.

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

Objectives	Current Results			
	Baseline Year 2010	Target 2017	Board 2017	Provincial Public 2017
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 reading for all students enrolled in elementary schools.	EOC1 85.3% EOC2 83.7% EOC3 87.6%	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 91.1% EOC3 94.8%	No provincial results are available.
FRENCH READING (SECONDARY): 3. To improve French reading skills of all Secondary students enrolled in the FLS base program by the end of Secondary V.	54.4%	80.0%	86.8%	83.1%
FRENCH WRITING (SECONDARY): 4. To improve French writing skills of all Secondary students enrolled in the FLS base program by the end of Secondary V.	83.0%	To maintain an 83.0% success rate in writing for all high school students.	82.8%	82.1%

Source: Elementary EOC success rates, EMSB September 2017
 Secondary MEES converted success rates, Charlemagne, September 2017

***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 and Writing):

Objective 1 and 2:

To improve French reading and writing skills of all elementary students

Figure 1: French Second Language END-OF-CYCLE 1 Exam Success Rate (2010-2017)

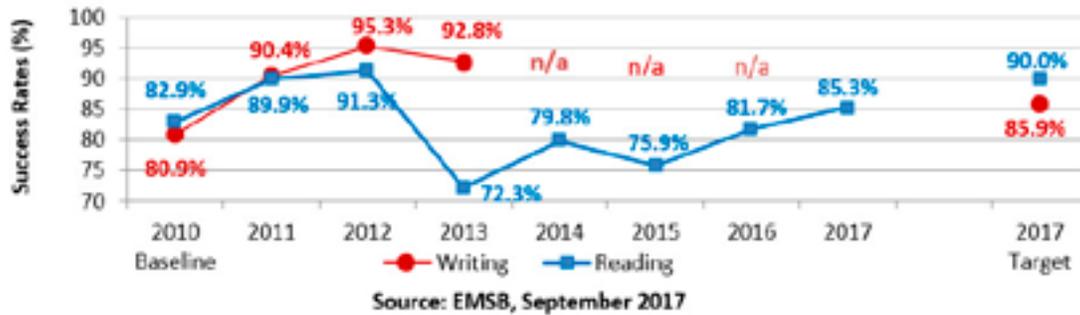
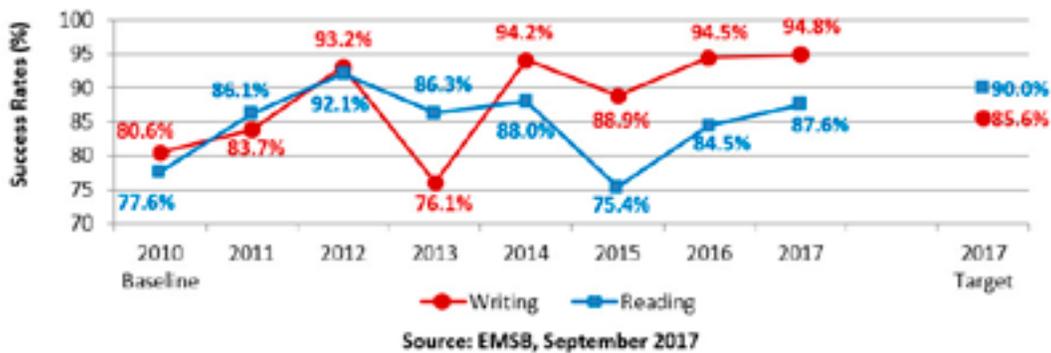


Figure 2: French Second Language END-OF-CYCLE 2 Exam Success Rate (2010- 2017)



Figure 3: French Second Language END-OF-CYCLE 3 Exam Success Rate (2010-2017)



In the reading component of the FSL EOC1 exam, our baseline in 2010 was 82.9%. Since then, our students have made considerable improvements by consistently maintaining a success above 80.0%. Compared to last year, 2016, our students improved the success rate by 3.6% in 2017 in reading. Looking at figure 1, we see that a linear positive trend has emerged and although we have not reached the 90.0% target, we are on track to achieve it in the coming years.

In the reading and writing components of the FSL EOC2 exam, our baselines were 83.6% and 75.7% respectively in 2010. Since then, our students have consistently improved over the years in both components (figure 2). Compared to last year, 2016, our students improved the success rate by 1.4% in reading and 7.8% in writing in 2017. In writing we have already achieved our target of 80.7%. In reading, we are on track to achieve our target of 90.0% in the coming years.

In the reading and writing components of the FSL EOC3 exam, our baselines were 77.6% and 80.6% respectively. Since then, our students have consistently improved over the years in both components (figure 3). Compared to last year, 2016, our students improved 3.1% and 0.3% respectively in 2017. Looking at figure 3, we see that a linear positive trend has emerged for both reading and writing. In reading we are on track to achieving our target. In writing, we have already achieved our target.

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:

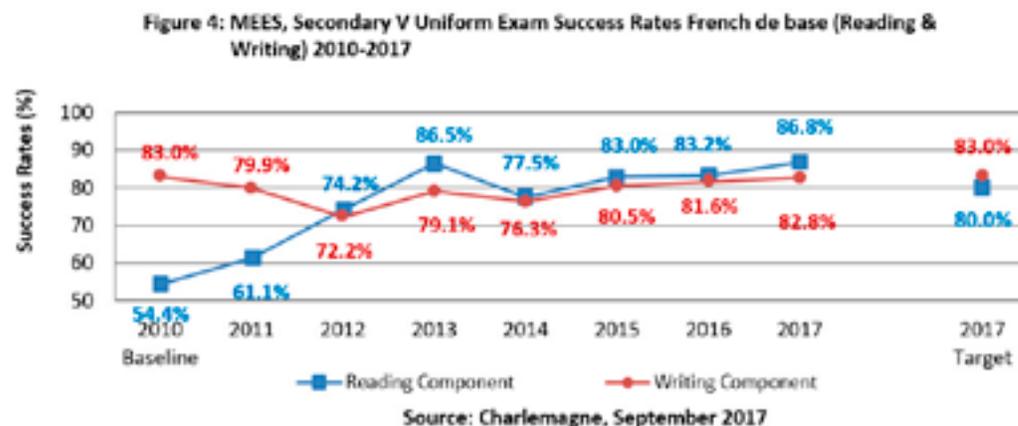
- the support of PLCs in all youth sector schools aimed at fostering best teaching practices by using student results to identify student learning challenges, building common formative assessments to better prepare students for EOC exams and in 2017-2018 5 pilot schools (2 secondary and 3 elementary) will be trained in the best practices of Response to Intervention (RTI);
- marking centres for elementary end-of-cycle evaluation situations in order to further develop teachers knowledge and expectations of MEES 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 and English Language Arts 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 and Writing):

Objective 3 and 4:

To improve French reading and writing skills of all Secondary V students enrolled in the FLS base program by the end of Secondary V



In June 2017, the EMSB's student success rate on the MEES *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

2017-2018 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 2017-2018 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;
- creation of interactive digital reading resources for Secondary I and 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 IV students will write a compulsory FLS board examination in June 2018 to evaluate the level of competency development and acquired knowledge needed as a base for success in Secondary 5V. 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 V uniform examination reading component success rates.

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

Objectives	Current Results			
	Baseline Year 2010	Target 2017	Board 2017	Provincial Public 2017
ENGLISH READING (ELEMENTARY): 1. To improve English reading skills of all Elementary students.	EOC2 (June 2013) 66.9% EOC3 73.3%	76.9% 78.3%	EOC2 83.0% EOC3 88.5%	No provincial results are available
ENGLISH WRITING (ELEMENTARY): 2. To improve the English writing skills of all Elementary students.	EOC2 (June 2013) 87.7% EOC3 85.0%	92.9% 90.0%	EOC2 94.4% EOC3 94.5%	No provincial results are available.
ENGLISH READING (SECONDARY): 3. To maintain yet always aiming to improve English reading skills of all Secondary students by the end of Secondary V.	90.1%	90.1%	93.1%	90.1%
FRENCH WRITING (SECONDARY): 4. To improve French writing skills of all Secondary students enrolled in the FLS base program by the end of Secondary V.	91.1%	91.1%	96.5%	95.5%

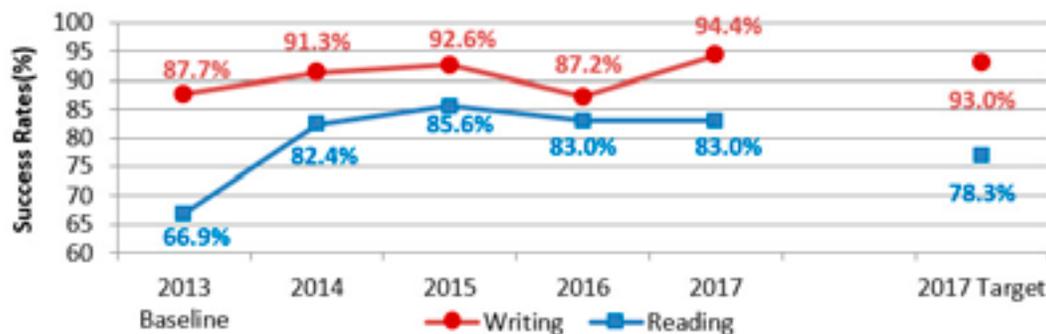
Source: Elementary EOC success rates, EMSB September 2016. Secondary MEES converted success rates, Charlemagne, September 2017

TRACKING OUR PROGRESS (English Reading and Writing):

Objective 1 & 2:

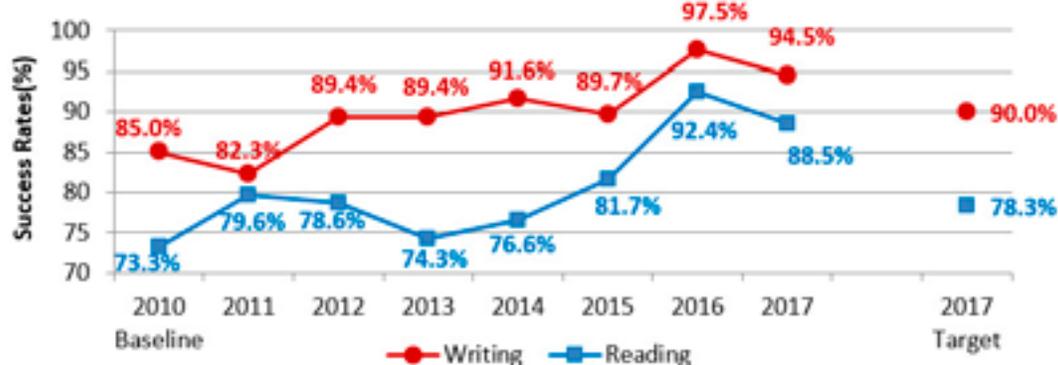
To improve English reading and writing skills of all Elementary Students.

Figure 5: English Language Arts END-OF-CYCLE 2 Exam Success Rate (2013-2017)



Source: EMSB, September 2017

Figure 6: English Language Arts END-OF-CYCLE 3 Exam Success Rate (2010-2017)



Source: EMSB, September 2017

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. In comparison to last year, 2016, we see that the success rates in reading has remained at 83.0% while in writing the success rate improved by 7.2%. Overall, a positive linear trend has emerged and in both reading and writing we have already achieved and surpassed our targets (figure 5).

Since 2010, the baseline success rates for students in English Language Arts (ELA) as measured by end-of-cycle (EOC) 3 MEES examinations in reading and writing, were at 73.3% and 85.0% respectively. In comparison to last year, 2016, we see that the success rates in reading and writing has decreased by 3.9% and 3.0% in 2017. This slight decrease could have resulted because of the story the students had to read which a little more complex than in previous years. Nevertheless, a positive linear trend has emerged and in both reading and writing we have already achieved and surpassed our targets.

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:

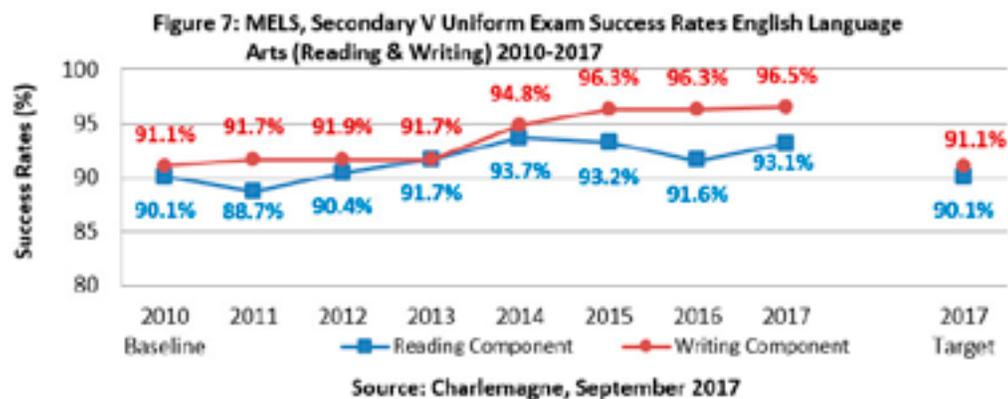
- curriculum mapping sessions to ensure an alignment with MEES expectations and classroom teaching and evaluation practices;

- 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 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% since 2010 in writing and 2012 in reading (See figure 8). 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.



The EMSB has surpassed the *English Language Arts* (ELA) 2017 targets set for Secondary V students in reading and writing. From 2010 to 2017, success rates in reading have 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 MEES 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;
- Teachers administer a mid-year Evaluation Situation in order to prepare students and inform teaching. The ES should include a response to literature task as well as a production task. Opportunities for *Talk* should be presented to students throughout the year;
- To ensure consistent grading practices when evaluating the reading task at next year's marking centres, professional development will be offered to Secondary IV and V ELA teachers during the October 2017 board-wide pedagogical day in order to review MEES 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 de l'Éducation et de l'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 2015 and September 2016, our overall Secondary student population has decreased by 159 (from 8361 to 8202). We observed that the proportion of students with special needs decreased slightly from 20.0% in 2015 to 18.3% in 2016. The numbers shown in Table 1 take into account our entire secondary population which also includes the special needs secondary schools, the schools in our Outreach Network 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 Secondary Enrolment by category on: Sept. 30, 2010, Sept. 30, 2011, Sept. 30, 2012, Sept. 30, 2013, Sept. 30, 2014, Sept. 30, 2015 and Sept. 30, 2016

Category of students	September 30, 2010		September 30, 2011		September 30, 2012		September 30, 2013		September 30, 2014		September 30, 2015		September 30, 2016	
Total EMSB Secondary enrollment	9857		9448		9104		8726		8369		8361		8202	
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%	1504	18.3%
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%	519	6.3%
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%	985	12.0%

Source: JADE & GPI, September 2017

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, June 2016, and June 2017

Category of students	June 30, 2011		June 30, 2012		June 30, 2013		June 30, 2014		June 30, 2015		June 30, 2016		June 30, 2017	
Total Enrollment in Sec. V	2141		1954		1956		1807		1764		1601		1579	
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%	224	14.2%

Source: JADE & GPI, September 2017

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, June 2016, and June 2017

Category of students	June 30, 2011		June 30, 2012		June 30, 2013		June 30, 2014		June 30, 2015		June 30, 2016		June 30, 2017	
Students with Handicap Codes	31		35		39		32		30		48		46	
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%	34	73.9%
Students with LD & BD Codes	238		241		238		228		220		188		178	
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%	125	70.2%
Total of Students with special needs who Graduated with SSD	151	56.1%	168	60.4%	175	62.8%	114	43.8%	150	60%	171	72.5%	159	71.0%

Source: JADE & GPI, September 2017

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 2017 (1956 to 1579). From 2013 to 2017, the percentage of students with special needs in Secondary V remained relatively stable at around 14%.

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 14.9% increase in graduation rate for students with special needs (56.1% to 71.0%). If we compare the results from 2016 to 2017, there is a decrease of 1.5% (72.5% in 2016 to 71.0% in 2017).

Our data shows that there was a decrease of 9.4% in graduation rate for students with handicap codes (from 83.3% in June 2016 to 73.9% in June 2017). Although this may

seem as a significant decrease between June, 2016 and June 2017, a difference of a few students in the sample size influenced this percentage. 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 2017, we have surpassed our target goal by 9.4%.

Upon further analysis, 71.0% of special needs students graduated with a Secondary School Diploma in June 2017. 17.7% of special needs students are presently enrolled in Adult Education or repeating Secondary V. 11.3% 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 16th, 2017.

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

Objectives	Current Results				
	Baseline Year 2010	Target 2017	Board (2014-2015)	Board (2015-2016)	Board (2016-2017)
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%	71.0%
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%	100%
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%	57.1%

Source: JADE & GPI, September 2017

***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) and to 100.0% (2016–2017).

The Semi-Skills Program is currently offered at John F. Kennedy and Mountainview. A total of 15 students were registered in this program in 2016–2017. Of the 15 students, 14 had special needs codes. Of the 14 students with special needs, 8 received their training certificate for a semi-skilled trade. Since the number of students enrolled in the program is small it causes much variation in the results. It is important to note that all the remaining students who did not receive certification in June 2017 are still enrolled in the program and the expectation is that they will receive certification this year.

TRACKING OUR PROGRESS

Objective 1: Secondary School Diploma

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, 71.0% of students with special needs enrolled in Secondary V obtained their Secondary School Diploma. Of the 29.0% who did not graduate, 61.0% 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. From teacher feedback, the students who are using Word Q have shown improvement in their engagement and productivity in general. In view of this positive impact, both departments have created a post description for a specialized consultant to support the implementation of assistive technology starting in September 2017.

Once again the collaboration between Student Services and Educational and Technology Services is providing training and support to the schools via initiatives such as Advance 5, Allongé, and Aim High.

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. In 2016–2017, it was recommended to hire a part-time TEVA consultant for the following school year so we can better service the increasing demands.

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 Secondary School curriculum. In 2016–2017, another Allongé class opened at Marymount Academy International to meet similar needs.

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. In 2016–2017, a second Aim High class opened. 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 Secondary 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 and the remaining have the opportunity to remain in the program one or two extra years. We will continue to open such specialized classes because they seem to answer these students' needs.

OBJECTIVES 2 and 3: Work Oriented Training Path (WOTP)

Over the past seven years, the WOTP has come to be recognized as a credible option for student success. In 2016–2017, of the 23 students who were eligible to receive certification for successfully completing a WOTP, 17 (or 73.9%) obtained their certificate.

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 and Technology Services collaborated with school staff from John Grant and LINKS high schools to adapt the Pre-Work Training program by extending the program by one year to better meet the needs of students; thus enabling more students to obtain certification. As of September 2016, the students at John Grant and LINKS are following the adapted pre-work training program successfully.

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 2016–2017, the number of special needs students registered in the Semi-Skilled Trades program remained small with a total number of 14 students. This year only 8 students received their certification. However, the remaining students are expected to receive certification in June 2018, since they are currently registered in the program. Our goal is to support and encourage students to meet their full potential. Over the years, we have noted that a very small group of students have opted for this program. Most of them continue their studies in Adult Education or transfer to a vocational program.

Goal 4:

To promote a healthy and safe environment through the adoption of violence prevention measures. (Ministère de l'Éducation, de l'Enseignement Supérieur et de la Recherche, MEESR)

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 2016–2017, the EMSB continued to promote services, approaches and 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 improve school climate, EMSB schools and centers assessed their school climate by conducting the OurSCHOOL (formerly known as *Tell Them From Me*) Survey and subsequently updated their safe school action plans.

Between December 19th and June 22nd, 2017, 4,190 Cycle 2 and 3 students from 33 EMSB elementary schools participated in the survey. Between December 21, 2016 and June 9th 2017, 5104 students from 20 EMSB secondary schools participated in the survey. The following pages briefly discuss the EMSB's OurSCHOOL 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 OurSCHOOL (O.S) 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 O.S data indicate that 24% of EMSB elementary school students experienced moderate to severe bullying during the year 2016–2017. The Canadian norm is 26%. There is a difference between the demographic groups of gender with 21% of girls and 27% of boys reporting that they were victimized. 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 30%. 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 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 O.S data indicate that 16% of EMSB secondary school student respondents experienced moderate to severe bullying, a rate that is noticeably below the Canadian norm of 23%. The 16% rate varies from 14% to 19% across the grade levels. There is a small difference between the demographic groups of gender with 14% of girls and 17% of boys reporting that they were victimized. The Canadian norm is 21% for girls and 25% for boys.

The data suggest that verbal and social bullying were the most prevalent forms of bullying and 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 OurSCHOOL 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 2016–2017, 65% of student respondents felt safe attending school. The Canadian norm is 68%. There is a small variation between the demographic groups of gender with a rate of 63% for boys and 68% for girls. The Canadian norm is 68% for boys and 67% for girls. The rate for this measure varies from 63%–69% across the grade level.

Secondary School Students' Sentiment of Safety at School:

The OurSCHOOL data indicate that in the year 2016–2017, 59% of secondary school students felt safe in their school environment. The Canadian norm is 64%. The rate for this measure varies from 52%–59% across the grade levels.

The data reflect a slight variation between the demographic groups of gender with 59% of girls and 62% 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 (2010-2011)	Results (2014-2015)	Results (2015-2016)	Results (2016-2017)	Targets (2017)
To achieve a 5% reduction in the rate of victimization resulting from (moderate to severe) bullying.	Elementary	26%	26%	24%	24%	21%
	Secondary	15%	17%	16%	16%	10%
To achieve a 5% increase in the rate of students who feel safe attending school.	Elementary	68% (2014-2015)	68%	67%	65%	73%
	Secondary	58% (2014-2015)	58%	59%	59%	63%

Source: OurSCHOOL survey, 2010-11, 2014-15, 2015-2016, 2016-2017

Next Steps:

In the year 2016–2017, 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, supported school administrators with respect to the prevention and management of incidents that involved bullying or other forms of violence. She also guided school teams in the revision and updating of their safe school action plans. She presented on the topic of youth sexting and *The Kids in The Know* prevention program to staff at several elementary and secondary schools in the East and West sectors, regional ped days and to EMSB families and trained BASE daycare educators on best practices in the supervision of the school yard at various schools.

Daphna also obtained a Professional Development and Innovation grant for a project intended to address the need for effective approaches and practices in working with students that present behavioural challenges. It allowed a group of educators the opportunity to develop understanding about the underlying factors of interpersonal aggression as well as such concepts as attachment, connection and socialization.

As part of ongoing board-wide prevention efforts, 25 Cycle 1 teachers representing a total of 13 EMSB elementary schools were trained to deliver *Zippy's Friends* — a research based mental health prevention program designed to develop coping skills and social emotional abilities in young students. Daphna secured funding from the Montreal Teachers' Association that will enable more teachers across the EMSB to be trained to deliver *Zippy's Friends* in the classroom in 2017–2018.

In the coming year, professionals from the Student Services Department as well as the Spiritual and Community Animators will continue to contribute to our schools' 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 counsellors 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 2016–2017 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 de l'Enseignement supérieur, MEES)

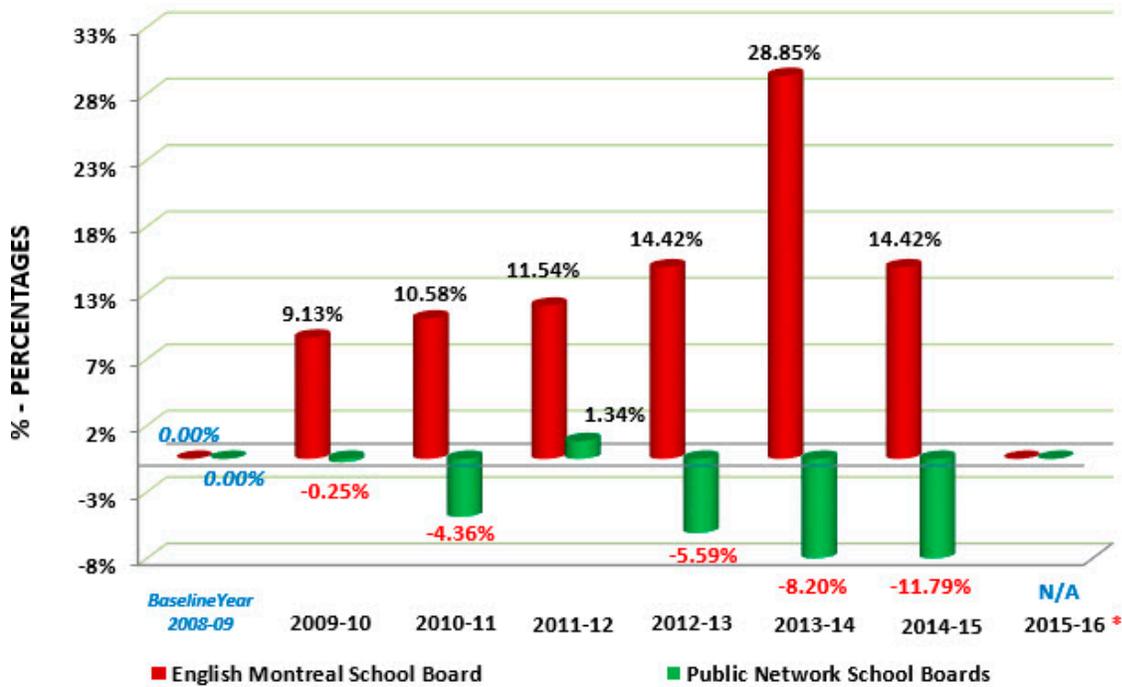
OBJECTIVE:

- 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



2015-16 * - MEES Data for 2015-2016 year is not yet available (N/A).

Furthermore, this pathway provides an alternative for Secondary 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 data received from previous years 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 secondary 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	◆554	*N/A

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

TRACKING OUR PROGRESS:

Objective 1:

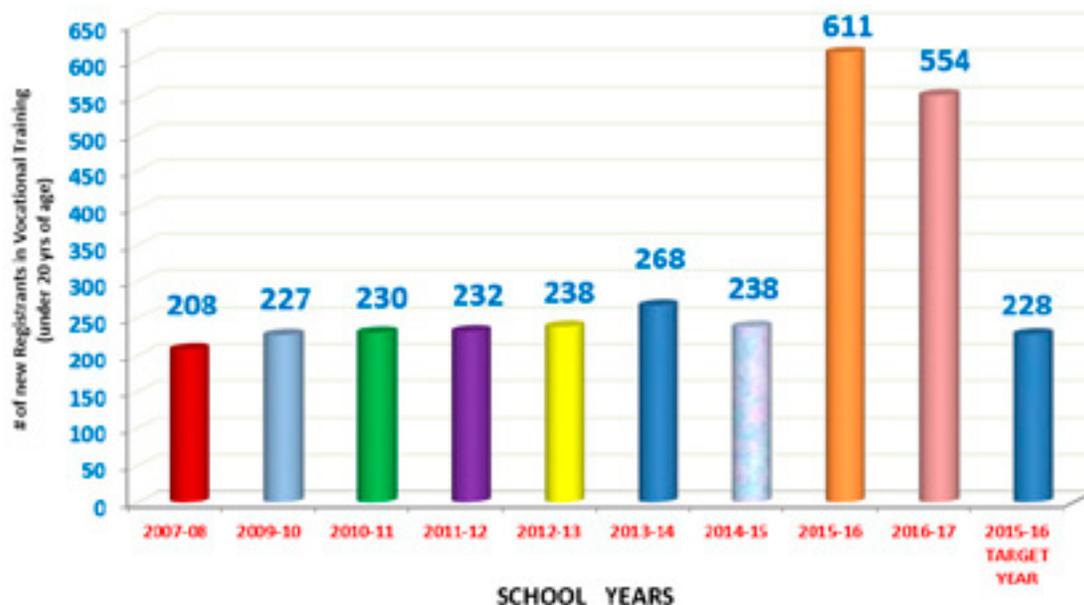
To increase by 10% within the next four (4) years the number of new registrants under the age of 20 using the baseline year of 2007-2008 (208 students).

After careful analysis of the previous years of data that was received from MEES indicates that the EMSB has surpassed the target set at 228 students.

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 554 students in 2016–2017.

The number of new registrants under 20 years of age from the base year (2007–2008) of 208 increased to 554 for the school year of 2016–2017. The following increase of 346 students from the base year of 2008 to the school year of 2016–2017 translates into a 166% increase.

Figure 2: Number of New Registrants in Vocational Training for 2016-2017



2015-16 * - MEES Data for this year is not yet available (N/A).

In 2016–2017, 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 our Secondary Schools. In addition, the guidance counsellors, 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 2016–2017**
 The English Montreal School Board this year organized a Career Fair which provided our Secondary V and 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.
- Transitions**
 During the 2016–2017 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 and large group presentations, as well as one to one with the student and guidance counsellor.

Also, by working with secondary 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 JADE-TOSCA illustrates that 31.6% of the students registered in EMSB vocational training programs under the age of 20 years old for the school year 2016–2017 are from our own EMSB network of schools and would have participated in the activities mentioned above during or in past years.

In 2017–2018, 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.



ENGLISH MONTREAL SCHOOL BOARD

Financial Statements June 30, 2017

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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, 2017 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, 2017 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 LLP¹

Montréal
September 29, 2017

¹ CPA auditor, CA public accountancy permit no. A117472

English Montreal School Board

Statement of Financial Position

June 30, 2017

	<u>2017</u>	<u>2016</u>
	\$	\$
FINANCIAL ASSETS		
Cash	3,087,603	4,649,887
Operating grants receivable (Note 5)	43,791,101	42,765,202
Financing grants receivable	72,849,773	74,151,859
Accounts receivable (Note 6)	24,401,890	18,877,588
Inventory held for sale	184,303	184,900
Investments in corporate bonds, 1.44% to 2.1% (1.85% to 2.49% in 2016), maturing between 2018 and 2021	394,941	321,798
	<u>144,709,611</u>	<u>140,951,234</u>
LIABILITIES		
Accounts payable and accrued liabilities (Note 7)	54,475,057	49,585,116
Deferred contributions related to the acquisition of property and equipment (Note 8)	1,908,648	1,972,708
Deferred revenues	14,944,436	17,386,308
Accrued employee future benefits (Note 9)	17,928,130	17,798,504
Environmental liabilities	3,523,933	4,310,950
Other liabilities (Note 10)	182,947,029	178,864,233
	<u>275,727,233</u>	<u>269,917,819</u>
NET DEBT	<u>(131,017,622)</u>	<u>(128,966,585)</u>
NON-FINANCIAL ASSETS		
Property and equipment (Note 11)	208,578,241	192,685,812
Inventory – supplies	851,508	581,527
Prepaid expenses	454,133	624,113
	<u>209,883,882</u>	<u>193,891,452</u>
ACCUMULATED OPERATING SURPLUS	<u>78,866,260</u>	<u>64,924,867</u>

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

English Montreal School Board

Statement of Operations

Year ended June 30, 2017

	<u>2017</u>	<u>2016</u>
	\$	\$
Revenues		
Ministère de l'Éducation et de l'Enseignement supérieur (MEES) operating grants	215,224,259	198,472,459
Other grants and contributions	1,749,804	1,317,806
School taxes	64,606,527	61,838,873
Tuition and course-related fees	21,135,664	11,633,135
Sales of goods and services	19,754,128	18,070,562
Other revenues	15,321,664	20,028,945
	<u>337,792,046</u>	<u>311,361,780</u>
Expenses		
Teaching activities	162,084,850	149,527,731
Educational support activities	74,068,476	66,644,578
Extracurricular activities	22,201,702	21,830,096
Administrative activities	15,657,957	15,701,137
Property and equipment activities	35,868,453	34,241,242
Other	13,839,589	16,095,350
Expenses related to the variation of the provisions for employee future benefits (Note 9)	129,626	(12,237)
	<u>323,850,653</u>	<u>304,027,897</u>
Excess of revenues over expenses before unusual item	13,941,393	7,333,883
Unusual item		
Gain on disposal of property and equipment		7,187,480
Excess of revenues over expenses	<u><u>13,941,393</u></u>	<u><u>14,521,363</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, 2017

	<u>2017</u>	<u>2016</u>
	\$	\$
Accumulated operating surplus, beginning of year	64,924,867	50,403,504
Excess of revenues over expenses	13,941,393	14,521,363
Accumulated operating surplus, end of year	<u>78,866,260</u>	<u>64,924,867</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, 2017

	<u>2017</u>	<u>2016</u>
	\$	\$
Net debt, beginning of year	<u>(128,966,585)</u>	<u>(108,029,481)</u>
Excess of revenues over expenses	<u>13,941,393</u>	<u>14,521,363</u>
Variations due to property and equipment		
Acquisition of property and equipment	(27,480,362)	(45,581,026)
Amortization of property and equipment	11,587,933	9,967,940
Gain on disposal of property and equipment		(7,187,480)
Proceeds of disposal of property and equipment		7,768,225
	<u>(15,892,429)</u>	<u>(35,032,341)</u>
Variation due to prepaid expenses and inventory	<u>(100,001)</u>	<u>(426,126)</u>
Increase of net debt	<u>(2,051,037)</u>	<u>(20,937,104)</u>
Net debt, end of year	<u><u>(131,017,622)</u></u>	<u><u>(128,966,585)</u></u>

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

English Montreal School Board

Statement of Cash Flows

Year ended June 30, 2017

	<u>2017</u>	<u>2016</u>
	\$	\$
OPERATING ACTIVITIES		
Excess of revenues over expenses	13,941,393	14,521,363
Non-cash items		
Provisions for employee future benefits	129,626	(12,237)
Prepaid expenses and inventory – supplies	(100,001)	(426,126)
Amortization of deferred revenues on property and equipment	(152,175)	240,745
Amortization of property and equipment	11,587,933	9,967,940
Gain on disposal of property and equipment		(7,187,480)
Variations due to operating assets and liabilities	(1,030,380)	20,582,919
Cash flows from operating activities	<u>24,376,396</u>	<u>37,687,124</u>
INVESTING ACTIVITIES		
Cash outflow from the acquisition of property and equipment	(25,938,680)	(45,523,967)
Proceeds of disposal of property and equipment		7,768,225
Cash flows from investing activities	<u>(25,938,680)</u>	<u>(37,755,742)</u>
Net decrease in cash	(1,562,284)	(68,618)
Cash, beginning of year	<u>4,649,887</u>	<u>4,718,505</u>
Cash, end of year	<u><u>3,087,603</u></u>	<u><u>4,649,887</u></u>

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

English Montreal School Board

Notes to Financial Statements

June 30, 2017

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 287 of the Education Act (CQLR, 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 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 expenses 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 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 frequently fluctuate 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

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 expenses.

Inventory held for sale is 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.

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).

English Montreal School Board

Notes to Financial Statements

June 30, 2017

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

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, 2017

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 variations of these liabilities as at June 30, 2017. 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 lives extend 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	25 to 50 years
Material and equipment	3, 5 or 15 years
Specialized pedagogical teaching equipment	10 or 20 years
Computer development	5 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, 2017

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

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

Prepaid expenses

Prepaid expenses 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 expenses 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 and school taxes, are the student fees, external sales and the recovery of direct costs that are presented in Tuition and course-related fees, Sales of goods and services and Other revenues.

English Montreal School Board

Notes to Financial Statements

June 30, 2017

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

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.

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 (R.S.Q. c. 1-13.3), 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 2016-2017	Actual 2016-2017
	\$	\$
Revenues		
MEES operating grants	210,452,975	215,224,259
Other grants and contributions	1,035,000	1,749,804
School taxes	64,600,485	64,606,527
Tuition and course-related fees	8,361,600	21,135,664
Sales of goods and services	19,026,600	19,754,128
Other revenues	13,045,466	15,321,664
Total revenues	<u>316,522,126</u>	<u>337,792,046</u>
Expenses		
Teaching activities	166,177,778	162,084,850
Educational support activities	65,992,877	74,068,476
Extracurricular activities	22,270,927	22,201,702
Administrative activities	15,763,401	15,657,957
Property and equipment activities	33,371,935	35,868,453
Other	13,858,728	13,839,589
Expenses related to the variation of the provisions for employee future benefits	1,051,303	129,626
	<u>318,486,949</u>	<u>323,850,653</u>
Surplus (deficit) for the year	<u>(1,964,823)</u>	<u>13,941,393</u>

English Montreal School Board

Notes to Financial Statements

June 30, 2017

4 - CASH FLOWS

	<u>2017</u>	<u>2016</u>
	\$	\$
Interest paid during the year	26,474	47,121
Interest received during the year	63,728	74,446

5 - OPERATING GRANTS RECEIVABLE

	<u>2017</u>	<u>2016</u>
	\$	\$
MEES		
Youth, adult education and vocational education	29,475,564	29,138,753
Debt service	(148,629)	(66,341)
Transportation	(94,188)	(150,681)
Contaminated land	708,998	47,173
Other grants	220,655	167,597
Financing of employee future benefits	13,628,701	13,628,701
	<u>43,791,101</u>	<u>42,765,202</u>

6 - ACCOUNTS RECEIVABLE

	<u>2017</u>	<u>2016</u>
	\$	\$
Accounts receivable – CGTSIM	18,902,725	10,484,841
Accounts receivable – other	5,144,475	9,029,836
Sabbatical leave receivable	115,688	126,865
Commodity taxes receivable	1,519,219	1,500,812
	<u>25,682,107</u>	<u>21,142,354</u>
Allowance for doubtful accounts	(1,280,217)	(2,264,766)
	<u>24,401,890</u>	<u>18,877,588</u>

7 - ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	<u>2017</u>	<u>2016</u>
	\$	\$
Accounts payable and accrued liabilities	21,009,768	16,102,212
Salaries and benefits payable	26,435,447	27,129,522
Sabbatical leave payable	1,737,394	1,351,215
Holdbacks on contracts	5,292,448	5,002,167
	<u>54,475,057</u>	<u>49,585,116</u>

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

	<u>2017</u>	<u>2016</u>
	\$	\$
Balance, beginning of year	1,972,708	1,731,962
Amounts recognized as deferred contributions	88,115	384,750
Contributions recognized as revenues for the year	(152,175)	(144,004)
Balance, end of year	<u>1,908,648</u>	<u>1,972,708</u>

English Montreal School Board

Notes to Financial Statements

June 30, 2017

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>2017</u>	<u>2016</u>
	\$	\$
Other sick leave	855,123	860,272
Sick leave convertible into cash – teachers	6,162,469	6,422,295
Vacation	6,521,370	6,347,968
Other social benefits	1,827,110	1,625,905
Employer contributions payable	2,562,058	2,542,064
	<u>17,928,130</u>	<u>17,798,504</u>

10 - OTHER LIABILITIES

	<u>2017</u>	<u>2016</u>
	\$	\$
CNESST's retrospective program provision	734,652	851,819
School Board's share of the long-term debt that is subject to a subsidy commitment held by the CGTSIM	180,170,927	176,136,137
Other liabilities	2,041,450	1,876,277
	<u>182,947,029</u>	<u>178,864,233</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>2017</u>		
	<u>Cost</u>	<u>Accumulated amortization</u>	<u>Net carrying amount</u>
	\$	\$	\$
Land development			
Land	17,597,404		17,597,404
Land development	12,094,876	1,821,304	10,273,572
Buildings			
Buildings	239,633,985	197,324,915	42,309,070
Major building improvements	139,237,620	15,443,934	123,793,686
Material and equipment	25,792,965	16,329,133	9,463,832
Specialized pedagogical teaching equipment	8,487,040	3,979,764	4,507,276
Computer development	1,509,062	875,661	633,401
	<u>444,352,952</u>	<u>235,774,711</u>	<u>208,578,241</u>

English Montreal School Board

Notes to Financial Statements

June 30, 2017

11 - PROPERTY AND EQUIPMENT (Continued)

			2016
	Cost	Accumulated amortization	Net carrying amount
	\$	\$	\$
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>

The total amount of property and equipment includes \$21,212,551 of property and equipment in progress or development (\$24,578,729 as at June 30, 2016), \$1,300,042 for land development (\$472,106 as at June 30, 2016), \$3,398,526 for buildings (\$1,216,913 as at June 30, 2016) and \$16,513,983 for major improvements and transformation (\$22,889,710 as at June 30, 2016). No amortization is taken on this property and equipment.

As at June 30, 2017, accounts payable and accrued liabilities include \$9,882,643 that relate to acquisition of tangible capital assets (\$8,340,961 as at June 30, 2016).

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 year-end date, being June 30, 2017.

Financial risks

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 amount of the School Board's main financial assets represents the maximum amount exposed to credit risk.

English Montreal School Board

Notes to Financial Statements

June 30, 2017

12 - RISK MANAGEMENT AND FINANCIAL RISKS (Continued)

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.

Liquidity risk

The School Board's liquidity risk represents the risk that the School Board could encounter difficulty in meeting obligations associated with its financial liabilities.

The School Board is, therefore, exposed to liquidity risk with respect to all of the financial liabilities recognized in the statement of financial position.

Liquidity risk management serves to maintain a sufficient amount of cash and to ensure that the School Board has financing sources for a sufficient authorized amount. The School Board establishes budget and cash estimates to ensure it has the necessary funds to fulfil its obligations.

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 \$40,186,140 for construction, renovations and land improvement agreements to be completed during 2017-2018;
- An amount of \$12,461,411 for long-term lease agreements for the rental of photocopiers and other contracts maturing at different dates between 2017 and 2023. Minimum lease payments for the next five years are \$5,089,514 in 2018, \$2,150,952 in 2019, \$1,897,126 in 2020, \$1,671,050 in 2021 and \$1,652,769 in 2022;
- An amount of \$40,248,010 for school transportation contracts, which are maturing on June 30, 2022. Minimum payments for the next five years are \$8,049,602 per year.

14 - CONTINGENCIES

As at June 30, 2017, outstanding claims against the School Board amount to \$1,782,553 and consist of various claims on construction contracts and other. In respect of these claims, management has recorded no provision.

English Montreal School Board

Notes to Financial Statements

June 30, 2017

14 - CONTINGENCIES (Continued)

The School Board, as well as 67 other school boards of Quebec, is the object of a class action authorized by the Superior Court of Québec on December 6, 2016, regarding certain expenses incurred by parents for textbooks, teaching aids, educational services and bibliographic and documentary resources. The claim aims for the repayment of expenses incurred by parents since the school year 2008-2009 in addition to punitive damages and for the aforementioned items to be provided for free from this day. The school boards concerned are opposed to these requests and intend to defend their position in this regard. As at June 30, 2017, the outcome of this litigation and its financial impact on the School Board cannot be determined.

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, 2017

(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>2017</u>	<u>2016</u>
	\$	\$
EXPENSES BY NATURE		
Teaching activities		
Salaries and fringe benefits	148,971,287	138,410,824
Other expenses	13,113,563	11,116,907
	<u>162,084,850</u>	<u>149,527,731</u>
Educational support activities		
Salaries and fringe benefits	58,043,203	53,761,737
Other expenses	16,025,273	12,882,841
	<u>74,068,476</u>	<u>66,644,578</u>
Extracurricular activities		
Salaries and fringe benefits	9,658,259	9,459,361
Other expenses	12,543,443	12,370,735
	<u>22,201,702</u>	<u>21,830,096</u>
Administrative activities		
Salaries and fringe benefits	12,177,218	12,176,768
Other expenses	3,480,739	3,524,369
	<u>15,657,957</u>	<u>15,701,137</u>
Property and equipment activities		
Salaries and fringe benefits	9,956,394	9,847,343
Amortization of property and equipment	11,587,933	9,967,940
Gain on disposal of property and equipment		(7,187,480)
Other expenses	14,324,126	14,425,959
	<u>35,868,453</u>	<u>27,053,762</u>
Other activities		
Salaries and fringe benefits	824,476	1,476,053
Debt services	221,215	295,629
Environmental liabilities	(125,191)	(128,733)
Allowance for doubtful accounts	(712,172)	2,059,534
Other expenses	13,631,261	12,392,867
	<u>13,839,589</u>	<u>16,095,350</u>
Provisions for employee future benefits	129,626	(12,237)
	<u>323,850,653</u>	<u>296,840,417</u>

English Montreal School Board

Supplementary Information

Year ended June 30, 2017

(Unaudited)

	<u>2017</u>	<u>2016</u>
	\$	\$
ACCUMULATED OPERATING SURPLUS		
Accumulated operating surplus, beginning of year	<u>64,924,867</u>	<u>50,403,504</u>
Total revenues	337,792,046	311,361,780
Total expenses	323,850,653	296,840,417
Excess of revenues over expenses	13,941,393	14,521,363
Accumulated operating surplus, end of year	<u>78,866,260</u>	<u>64,924,867</u>
Accumulated operating surplus		
Land	17,597,404	17,597,404
School Board	51,837,234	35,889,378
Gain on disposal of property and equipment	7,187,480	7,187,480
Schools and centres	2,244,142	4,250,605
Accumulated operating surplus, end of year	<u>78,866,260</u>	<u>64,924,867</u>
Excess (deficiency) of revenues over expenses for the year		
Land		(237,331)
School Board	15,947,856	7,510,932
Gain on disposal of property and equipment (a)		7,187,480
Schools and centres	(2,006,463)	60,282
Excess of revenues over expenses for the year	<u>13,941,393</u>	<u>14,521,363</u>

(a) The School Board has submitted a request to the MEES 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.

