

ANNUAL REPORT

2018-2019



Commission scolaire English-Montréal

English Montreal School Board



Table of Contents

Section 1

Mission Statement	3
Highlights	4 - 9
EMSB Commissioners	10 - 11
Board Administrators	11 - 12
Code of Ethics and Student Ombudsman	13 - 15
Enrollment	16 - 19

Section 2

Financial Statements	2 - 23
----------------------	--------

Section 3

The Commitment-to-Success Plan Report	1 - 32
---------------------------------------	--------

Section 4

Bill 15	1 - 5
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2018-2019 Annual Report

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Section 1



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.



HIGHLIGHTS

BILL 21

Despite not having a seat at the Quebec National Assembly hearings, we submitted a brief to the provincial government in relation to Bill 21: An Act Respecting the Laicity of the State. The brief called for educators to be exempted from Bill 21. It also maintained that the legislation would contravene Section 23 of the Canadian Charter of Rights and Freedoms, which guarantees Quebec's English-speaking minority control over its education system. Sadly, the legislation was adopted.

Regrettably, with the adoption of Bill 21, our future primary and high school teachers, school principals and vice-principals will be prohibited from wearing religious symbols in the exercise of their functions, while limiting the career advancement of our current employees. It sends a message of intolerance and exclusion to our students and their families, and does not reflect the values of our founding legislation, our mission and values and those of the Quebec Education Program. We believe it will lead to disharmony and friction, and is contrary to our societal goal of promoting our peaceful co-existence in a pluralistic Quebec.

ENROLMENT AND MAJOR SCHOOL CHANGES

In terms of enrolment, we are pleased to see our numbers on the rise. This is particularly the case in the west end of town, where several school buildings are bursting at the seams. We have even opened a senior campus in NDG for Willingdon Elementary School to serve the Grades 5 and 6 pupils. In the east end, however, it is a much different story. For some time now we have been working with the Commission scolaire de la Pointe-de-l'Île (CSPI) to try and assist with their overcrowding problems. We made a generous offer of cohabitation. Regrettably, the Minister of Education chose to transfer two of our schools (General Vanier Elementary School and John Paul I Junior High School) to the CSPI.

This fall we will embark upon our first Major School Change consultation since 2012 in an effort to assist the French school boards in need of more space for their students. A number of scenarios involving possible school mergers and relocations in the east end have been proposed by our Long Range Planning Committee. Schools identified will be asked to present briefs in December, with hearings scheduled for January 2020 followed by a special board meeting to vote on the proposals with any changes to take effect on July 1, 2020. A second Major School Change consultation may be launched in the spring of 2020.



SUCCESS RATE

At 91 percent, we achieved the highest success rate among public school boards in the entire province of Quebec based on the most recent seven-year cohort figures released last winter by the Ministry. This is all the more impressive given the fact the province-wide success rate, which includes both public and private school results, is 80.9 percent. This achievement was made possible thanks to all those who contribute to the excellent education provided by the EMSB for our students – from teachers and staff, to parents and volunteers.

We improved our success rate by a significant 2.4 percent over the previous year to achieve a record high 91 percent. In addition, Quebec private schools hold a mere 1.5 percent lead. The public school system is taking a leadership role in Quebec education, and as the largest English public school board, we couldn't be more proud. These results are based on a Grade 7 cohort that entered the EMSB in 2010 and was followed for seven years. The numbers were compiled based on how many of these students obtained their final school leaving certification.

RI-MUHC PARTNERSHIP

Students from Marymount Academy in N.D.G, Vincent Massey Collegiate in Rosemount, John Grant High School in Côte Saint Luc, Lester B. Pearson High School in Montreal North and John Paul I Junior High School and Laurier Macdonald High School in St. Leonard recently became the first cohort to present their research projects under the new partnership between the EMSB and Research Institute at the McGill University Health Centre (RI-MUHC). From mid-March to the beginning of May, students were paired with researchers at the RI-MUHC and together, they developed a hypothesis and created an in-depth project using all five competencies of STEAM. The partnership between the EMSB and the RI-MUHC will continue in the fall with new students and schools.

WILLINGDON EXPANSION

Grade 5 and 6 students at Willingdon Elementary School in NDG started their 2019-2020 academic year at their new Senior Campus, located at the former St. Ignatius of Loyola School building on Coronation and Somerled avenues. The EMSB made some renovations to the school building over the summer to accommodate for the arrival of the elementary school's 150 senior students in September. The original Terrebonne building welcomed five incoming kindergarten classes, new and returning students in Grades 1 to 4. The school's Governing Board had passed a motion earlier in the year to accept the EMSB's offer of the additional building in response to the reality that Willingdon was reaching its maximum capacity. The Coronation Avenue facility previously housed two alternative high schools (Focus and Outreach), which were relocated to their own space at James Lyng High School in St. Henri.



WESTMOUNT PARK SCHOOL

The Westmount Park Elementary School building has closed for two years while it undergoes renovations. On a temporary basis, students and staff have moved to two campuses: One in Ville Émard (the former St. John Bosco Elementary School), called the Westmount Park School South Campus; and the other in NDG at Marymount Academy International, called the Westmount Park School North Campus.

NEW ASSISTIVE TECHNOLOGY CONSULTANTS

The Student Services Department at the EMSB has added two assistive technology (AT) consultants to their team of professionals. In collaboration with the Educational and Technology Services (ETS) department, this innovative new service is helping students with special needs learn, communicate and better access the curriculum. Three years ago, representatives from the EMSB's Student Services and ETS departments joined Apple Canada on a visit to the South Shore Regional Centre for Education in Bridgewater, Nova Scotia to learn how they were implementing assistive technology in the classroom.

VOLUNTEER NIGHT

The annual EMSB Parent Volunteer Appreciation Evening took place on April 9 at the Plaza Volare of the Crowne Plaza Hotel on Côte de Liesse in St. Laurent. This year's event was held to commemorate National Volunteer Week, which ran from April 7 to 13, under the theme of "Cheers to 20 years of Volunteers." Adrian and Natalie Bercovici were this year's Volunteer Ambassadors of the Year. Adrian and Natalie founded the Generations Foundation in 1999. They provide breakfasts, hot lunches and snacks daily to over 8,500 children annually. It all began at the EMSB's St. Gabriel Elementary School in Pointe St. Charles. The organization now serves 118 schools and centres in the Greater Montreal area. The Volunteer of Distinction this year was Carol Clifton. She began volunteering at St. Gabriel School in 1982, when she enrolled her first child in kindergarten. She began as a member of the Parents Committee, was a member of the Governing Board and also started a Home and School Association volunteer program. She is now president of the Home and School, where she continues to devote a considerable amount of time.

PUBLIC SPEAKING COMPETITION

The EMSB's annual board-wide Public Speaking Competition for secondary students took place on April 8 at Royal Vale School in NDG. The public speaking event has a long and distinguished history that traces its origin to the Rotary Club competition of 1939. Secondary I students shared narrative-based speeches based on personal experiences. This is in keeping with both the Secondary English Language Arts (SELA) program and the EMSB tradition of storytelling. This year, the Secondary II students from select schools presented narratives with a 21st century twist. Secondary III to V students presented persuasive speeches on topics of social and political importance. The Rotary Club offered the winner of Secondary V, Linnea Sander from FACE School, the opportunity to compete in its annual public speaking event. Her topic was "The Importance of Space Exploration." The EMSB Fund offered a prize for the Secondary IV winner, Siena Blier from LaurenHill Academy in St. Laurent ("Mental Health & the Importance of Discussing the Topic") while the Women's Canadian Club of Montreal awarded the Secondary III winner, Cameron O'Hare from Royal West Academy ("The Wearing of Religious Symbols") with an all-expenses paid week to Encounters With Canada in Ottawa.

ROYAL WEST CAPTURES “BATTLE OF THE BOOKS”

For the past four years, student teams from EMSB high schools have faced off at the “Battle of the Books” competition. Organized by the librarians of the EMSB’s Educational and Technology Services (ETS) Department, Battle of the Books tests each team’s detailed literary knowledge of 12 pre-selected young adult books that the students have read prior to the competition. Teams are quizzed under the pressure of time constraints during either single-question rounds or a two-minute lightning round. On the evening of March 26, six EMSB teams from the following schools faced off in a head-to-head test of their knowledge: LaurenHill Academy in St. Laurent, Laurier Macdonald High School in St. Léonard, Rosemount High School and Vincent Massey Collegiate in Rosemount, Westmount High School in Westmount and Royal West Academy in Montreal West. Competitors and spectators alike spent two hours on the edge of their seats as the teams battled it out. While all teams did an outstanding job, congratulations go to Royal West Academy for winning this year’s Battle of the Books, edging out the competition with a whopping 101 points.

SEXUALITY EDUCATION WORKSHOPS

Since the provincial government mandated Sexuality Education content into all Quebec schools for the 2018-2019 academic year, there have been some great things happening. Two secondary schools, Lester B. Pearson High School and LaurenHill Academy, had full-day workshops for students regarding sexuality education. At Lester B. Pearson, Clorinda Antonnaci and her team put on another successful Sexuality Education Day for the Secondary V students on March 12. The presenters were very well received by the students, and their comments on the day as a whole were very positive. At LaurenHill Academy Senior Campus, Spiritual and Community Animator, Elizabeth Pellicone and her team put on, for the second year, a Sexuality Education Day for the Secondary V students on March 19. The students gave great feedback for the presenters as well as expressing gratitude for the opportunity to be open and ask questions that were concerning them. Also, at LaurenHill Academy Junior Campus, Ms. Pellicone put together an amazing day for the Secondary II students. This was also well received. Both schools put together a full day for students, providing them the chance to sign up for workshops with topics such as sexuality, demystifying sexuality, sex trafficking prevention, healthy relationships, abstinence, safe sex, etc. Students could ask anonymous questions using QR codes and were encouraged to participate in each session. These days are designed to help implement Sexuality Education as a great way for schools to put in the recommended hours for mandatory implementation and also gives the students a wonderful opportunity to be in groups to talk about things that concern them.



EMSB ORIGINAL PODCASTS

The EMSB launched its first podcast in the fall of 2018 hosted by veteran radio personality Barry Morgan. Barry filed interesting reports on topics such as cannabis legislation, sexual education and robotics. When he was hired in early January by the CIUSSS West-Central Montreal, Suzanne Desautels succeeded him. Suzanne was a mainstay on the Montreal TV and radio scene. She did a terrific job going into our schools and talking to administrators, teachers, other staff and students.



INSPIRATIONS CELEBRATES A DECADE OF SUCCESS

The *Inspirations* publication showcased the talents of the special needs community at its 10th anniversary celebration on February 22 at the Mackay Centre and Philip E. Layton Schools in NDG. At the event, members of the *Inspirations* family welcomed students, friends, colleagues and supporters, who, together, work towards breaking down barriers and promoting the inclusion of people with special needs. Innovative vocational programs and resources were showcased at the event. Lunch was catered by Summit School's TECC Bistro, a full-fledged catering enterprise. Approximately 40 students were involved in the food preparation and service, providing them with invaluable work experience. Renowned recording artist Martha Wainwright sang with the Mackay Centre School Choir, made up of 10 Grade 4 students, one of which is her son! Master of ceremonies was Steven Atme, a columnist for *Inspirations*. He speaks to students across the island of Montreal about living with autism, and runs his own music school, Creaversity.

CANNABIS POLICY

The EMSB adopted a new policy on the Possession and/or Consumption of Cannabis. In view of the recent legalization of recreational cannabis in Canada, the EMSB intends to namely protect the health and safety of its students, employees, elected representatives, volunteers as well as all users of any of the board's establishments, including its grounds, premises and buildings. Possession and/or consumption of recreational cannabis is strictly prohibited to any person present in any EMSB establishment. Furthermore, possession and/or consumption of recreational cannabis is strictly prohibited to any person performing his duties as representative of the EMSB. Finally, possession and/or consumption of recreational cannabis is strictly prohibited to any person driving or having the care and/or control of a vehicle owned, rented or otherwise used by the EMSB, its students and employees. The EMSB may take disciplinary measures and/or other measures against any employee and/or individual who violates the terms and prescriptions of the present policy. This policy applies to: all EMSB employees; adult students, parents and visitors of any EMSB establishments, including its grounds, premises and buildings; any elected representative, volunteer and/or person responsible for supervising or monitoring the activities of the EMSB; and any educational and/or business partners of the EMSB, their affiliated organizations, employees, representatives or sub-contractors.

PHYSICAL LITERACY CAMPAIGN

On the eve of Kindergarten and Elementary School Registration Week (February 4 to 8), we showcased our programs that support the development of physical literacy. Special guests, media and small contingents of students from six EMSB schools were invited to Hampstead Elementary School on January 25 to learn more about physical literacy through numerous activities and presentations on the subject. Hampstead School is one of the elementary institutions which has assumed a leadership role in this area. Physical literacy is about developing the competence, confidence and motivation to be active in a variety of ways and environments. The idea is that by being confident in physical activity, students benefit in their overall physical, mental and emotional health. Physical Education plays a critical role in developing physical literacy – in Phys. Ed. classes, students develop their movement competence, and Physical Education teachers are also careful to structure their

classes to encourage confidence and motivation, two important components of physical literacy. The benefits of regular physical activity are already well documented: sustained long-term health, increased social connectedness, improved general mental and physical well-being and better quality of life. But children who are more physically literate have more access to these benefits, which is central to their success as students.



MINEIRO JOINS OUTSTANDING CANADIAN PRINCIPALS OF 2019

While Michelangelo International Elementary School in RDP might be tucked away at the eastern edge of Montreal, Principal Marisa Mineiro was thrust into the national spotlight after being named as one of Canada's Outstanding Principals of 2019 by The Learning Partnership. This marked the sixth time that an EMSB educator was amongst those chosen. Ms. Mineiro follows Lester B. Pearson High School's Joseph Vitantonio (2018), Pierre Elliott Trudeau Elementary School's Anna Sanalidro (2017), Westmount Park Elementary School's Marylène Perron (2016), retired principal Claude Dansereau (2015) and Lauren Hill Academy's Donna Manos (2011) as winners.

EMSB COMMISSIONERS

Angela Mancini

Chair

Member, Executive Committee

Joe Ortona

Vice-Chairman

WARD 10 (Rivière des Prairies/Pointe-aux-Trembles)

Vice-Chairman, Transportation and Safety Advisory Committee

Mordechai Antal

WARD 1 (Côte-des-Neiges/Snowdon/Outremont/Town of Mount Royal/Park Extension)

Joseph Lalla

WARD 2 (Montreal West/NDG)

Chairman, Governance & Ethics Committee

Vice-Chairman, Audit Committee

Vice-Chairman, Education Committee

Julien Feldman

WARD 3 (Westmount/Southwest/Ville-Marie West)

Chairman, Human Resources Committee

Vice-Chairman, Finance Committee

Bernard Praw

WARD 4 (Hampstead/Côte Saint-Luc)

Chairman, Education Committee

Vice-Chairman, Human Resources Committee

James Kromida

WARD 5 (St-Laurent)

Chairman, Audit Committee

Chairman, Executive Committee

Chairman, Finance Committee

Agostino Cannavino

WARD 6 (St-Michel/Villeray/Plateau-Mont-Royal/Ville-Marie East)

Vice-Chairman, Adult Education & Vocational Services Committee

Sylvia Lo Bianco

WARD 7 (Ahuntsic/Cartierville/Montreal North)

Patricia Lattanzio

WARD 8 (St-Léonard)

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

Chairman, Transportation & Safety Advisory Committee

Vice-Chairman, Governance & Ethics Committee

Rosario Ortona

WARD 9 (Anjou/Mercier/Hochelaga/Maisonneuve/Rosemount-La-Petite-Patrie)
Chairman, Adult Education & Vocational Services Committee
Vice-Chairman, Executive Committee

PARENT COMMISSIONERS

Pietro Mercuri

Elementary Schools

Norm Gharibian

Secondary Schools

Mubeenah Mughal

ACSES

Andrew Ross

At Large

BOARD ADMINISTRATORS

June 30, 2019

Ann Marie Matheson

Director General

Benoît Duhême

Assistant Director General, Administration

Evelyne Alfonsi

Assistant Director General, Education

Nathalie Lauzière

Secretary General, Director of Archives, Translation and Communications

Lucie Roy

Director of Legal Services

Pela Nickolettopoulos

Regional Director, West Sector

John Pevec

Interim Regional Director, East Sector

Alessandra Furfaro

Director of Educational And Technology Services

Bob Thomas

Assistant Director of Educational And Technology Services

Kacem Azzouni

Assistant Director of Educational And Technology Services

Athina Galanogeorgos

Assistant Director of Educational And Technology Services

Anna Villalta

Assistant Director of Educational And Technology Services

Livia Nassivera

Director of Financial Services

Valerie Forgetta

Assistant Director of Financial Services

Ann Watson

Director of Human Resources

Darlene S. Kehyayan

Assistant Director of Human Resources

Joseph Vitantonio

Assistant Director of Human Resources

Marie-Claude Drouin

Compliance Officer

Cosmo Della Rocca

Director of Adult Education And Vocational Services

Angela Spagnolo

Assistant Director of Adult Education And Vocational Services

Mario Argiropoulos

Assistant Director of Adult Education And Vocational Services

Mario Cardin

Director of Material Resources

Costa Spyridakos

Assistant Director of Material Resources

Hélène Cere

Acting Assistant Director of Material Resources

Lew Lewis

Director of Student Services

Julie René de Cotret

Assistant Director of Student Services

Sandra Léveillé

Director of School Organization

CODE OF ETHICS AND PROFESSIONAL CONDUCT

As required by the Education Act of Quebec, the Council of Commissioners has a Code of Ethics and Professional Conduct. The Ethics Commissioner is Me Michèle St-Onge, and Me Anthony Battah is the substitute. During the 2018-2019 academic year, the number of complaints received was 10; investigations completed was 10; follow up was five. 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 under Policies and By-Laws.

INVESTIGATOR OFFICER

During the period of July 1, 2018 to June 30, 2019, Me Michèle St-Onge, the Investigator Officer, received three complaints filed under former Policy DG-26 regarding Employees Disclosure Protection. The information stated in the chart below is provided in accordance with Section 13 of former Policy DG-26 regarding Employees Disclosure Protection.

Date of the complaint	Date of recommendation or action taken	Nature of the complaint	Measures recommended and action taken
November 18, 2018	April 3, 2019	Gross mismanagement	Inform the commissioners of the application of the Act to facilitate the disclosure wrongdoings relating to public bodies and the Policy: employees disclosure protection code: DG-26 (Resolution #12-09-05-14).
January 23, 2019	February 11, 2019	Gross mismanagement	Transfer to the Protecteur du citoyen.
February 27, 2019 (received on March 18, 2019)	March 20, 2019	Gross mismanagement	Transfer to the Protecteur du citoyen.

STUDENT OMBUDSMAN

As required by section 220.2 of the Education Act of Quebec and section 8.4 of EMSB By-Law No. 8, Ombudsman Me Isabelle Turgeon provided assistance to 55 parents or students in 2018-2019, compared to her predecessor's 48 in 2017-2018, 50 in 2016-2017 and 38 in 2015-2016.

The information provided by the previous Student Ombudsman indicates that she provided assistance to 18 parents or students during the period starting August 2018 to the end of December 2018. The approximate time spent was 75 hours. The queries or concerns were related to the following categories: Transportation; services or lack thereof for students with special needs; parent-teacher relations; complaints about a teacher's behaviour; unjust disciplinary measures; and school transfers.

During the 2016-2017 academic year, the previous Student Ombudsman recommended that all personnel, who 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. It was further suggested that all principals receive a proper training for cases of violence between students or bullying in order that the student who is a victim of the violence is treated adequately, and that the bullies get the help they need.

Teachers and personnel participated in a workshop regarding students with ASD organized by representatives from McGill University, and in a workshop on reading and writing for students with ASD and moderate to severe intellectual disabilities. Also, the consultants on ASD visited schools and provided training to teachers and personnel. Workshops and training on violence, bullying and crisis prevention intervention were provided by a violence prevention consultant to principals, teachers and childcare workers.

From January 1, 2019 to June 30, 2019, the Student Ombudsman was contacted and provided assistance to 37 parents or students. It should be noted that four of the 37 requests were not in the ombudsman's jurisdiction, and they were all referred to the EMSB directly. The Student Ombudsman is, in most cases, contacted initially by phone. Most of the requests are related to the procedures involved to review decisions rendered by the school's representative or the administration of the school board. The Student Ombudsman listens to parents' and students' concerns or issues; refers them to the appropriate person within the school board; provides information on the complaint procedure, regulations and by-laws of the school board; and assists parents and students in the process of their complaint. The Student Ombudsman intervenes in situations where the parent or student has exhausted all remedies provided by the complaint examination procedure. Furthermore, the Student Ombudsman investigates the issue, provides an opinion on the merit of the complaint, and submits recommendations, if any, to the Council of Commissioners.

In 2018-19 the Student Ombudsman received over 67 calls, not including follow-up calls (50) and emails (398) and a couple of meetings with the administration of the EMSB. There were multiple requests of immediate action of the Student Ombudsman. Most complaints were premature, and the complainants were instructed to follow the normal procedure indicated by the by-law. Many were referred to the appropriate person at the EMSB and settled at the level of the regional director. Only one of the complaints was reviewed by the Council of Commissioners.

There was one investigation carried out by the Student Ombudsman which confirmed the decision rendered by the Council of Commissioners regarding the relocation of a student. The Ombudsman submitted to Council the following recommendation:

“Therefore, my recommendation is that the school board adopts a policy or guideline concerning relocation/transfer of students under sections 97.26 and 242 of the Education Act to ensure that parents and students are better made aware of the decision-making process,” which was approved by Council.

The time spent in managing complaints and providing information to parents or students was 132.3 hours.

Category	Elementary	Secondary	Adult	Total
Administration sanctions (suspension/relocation/transfer)	2	5	0	7
Services for students with special needs and accommodations	4	2	1	7
Teachers’/principals’ behaviour	3	1	1	5
Fees	0	1	2	3
Bullying from teachers or students	4	0	0	4
School consultation procedure	2	0	0	2
Daycare services	1	0	0	1
Curriculum	0	1	1	2
Totals by Category	16	10	5	31



YOUTH SECTOR

Elementary Schools	Principal	Enrolment	No. of Teachers
Bancroft	Ms. Dorothy Ostrowicz	361	26.80
Carlyle	Ms. Sabrina Petrocco	313	29.00
Cedarcrest	Ms. Civita Tudino	318	19.60
Coronation	Mr. Mike Talevi	277	27.99
Dalkeith	Mr. John Wright	166	17.6
Dante	Ms. Irimi Margetis	256	18.4
Dunrae Gardens	Ms. Eleni Zervas	346	20.77
East Hill	Ms. Myrienne Lusignan	463	29.60
Edinburgh	Mr. Mauro Zampini	284	27.23
Edward Murphy	Ms. Cristina Celzi	256	21.98
Elizabeth Ballantyne	Mr. Michael Brown	276	20.28
FACE	Ms. Despina Michakis (V.P.)	164	13.17
Gardenview	Ms. Demetra Droutsas	785	44.9
General Vanier	Ms. Joseph Schembri	190	13.31
Gerald McShane	Ms. Christina Chillelli	254	22.1
Hampstead	Mr. David Lee	220	21.4
Honoré Mercier	Ms. Sonia Marotta	424	27.45
John Caboto Academy	Ms. Lucy Buscemi	180	14.8
Leonardo Da Vinci Academy	Ms. Nadia Sammarco	418	28.8
Merton	Ms. Rosana Caplan	322	20.5
Michelangelo International	Ms. Marisa Mineiro	446	29.4
Nesbitt	Ms. Antoinette Scrocca	272	26.8
Our Lady of Pompei	Mr. Steven Rebelo	158	15.06
Parkdale	Mr. George Koutsoulis	389	35.4
Pierre de Coubertin	Ms. Ida Pisano	455	31.5

Elementary Schools	Principal	Enrolment	No. of Teachers
Pierre Elliott Trudeau	Ms. Anna Sanalidro	332	29.2
Roslyn	Ms. Joanna Genovezos	676	41.90
Royal Vale	Ms. Nathalie Lacroix-Maillette	492	26.6
Sinclair Laird	Mr. Derrek Cauchi	147	16.9
St. Dorothy	Ms. Denise Maroun	125	12.61
St. Gabriel	Mr. Jim Daskalakis	184	22.5
St. Monica	Ms. Silvana Crigna	303	24.94
St. Raphael	Ms. Gail Callender	30	8.20
Westmount Park School	Ms. Marylène Perron	701	47.97
Willingdon	Ms. Carmen Nicolas	542	33.05
TOTAL		11,525	867,71

High Schools	Principal	Enrolment	No. of Teachers
FACE	Mr. Réal Heppelle (V.P.)	127	10.2
James Lyng	Mr. Lino Buttino	108	13
John F. Kennedy	Mr. Otis Delaney	307	23
John Grant	Ms. Angela Vaudry	83	14.5
John Paul I	Ms. Liboria Amato	303	20.75
LaurenHill Academy	Ms. Donna Manos	1,196	73.25
Laurier Macdonald	Mr. Luigi Santamaria	579	33
Lester B. Pearson	Ms. Assunta Caruso	997	60.75
Marymount Academy	Mr. James Fequet	405	26.05
MIND	Ms. Dorothy Ostrowicz	37	5.0
LINKS	Ms. Angela Vaudry	58	10
Rosemount	Mr. Marco Gagliardi	388	25.92
Royal Vale	Ms. Nathalie Lacroix-Maillette	437	23.85
Royal West Academy	Mr. Tony Pita	900	48.75
Vincent Massey Collegiate	Ms. Franca Cristiano	810	45.5
Westmount	Mr. Robert Di Marco	873	60.75
TOTAL		7,608	494.27

Outreach Schools	Principal	Enrolment	No. of Teachers
Focus	Mr. Craig Olenik	24	5.0
Options High School		37	5.0
Outreach		19	3.0
Perspectives I		24	4.5
Perspectives II		45	6.0
Programme Mile End		51	6.0
Venture		19	4.0
Vezina		26	5.0
TOTAL		245	38.5

Social Affairs Schools	Principal	Enrolment	No. of Teachers
Cité des Prairies	Mr. Craig Olenik	3	2.0
Elizabeth High School	Mr. Craig Olenik	2	2.3
Mackay Centre	Ms. Patrizia Ciccarelli	146	30.4
Mtl Children's Hosp.	Mr. Peter E. Tsatoumas	27	2.0
Mountainview Sch. Proj. Ctr.	Mr. Alain Turgeon	28	7.0
Philip E. Layton School	Ms. Patrizia Ciccarelli	38	17.6
Sir Mortimer B. Davis	Ms. Beth Coviensky/Paula Cook	52	7.8
TOTAL		296	69.1



AEVS SECTOR

Adult and Vocational Education Centres	Principal	Students	ETPs
Galileo Adult Education Centre	Ms. Martina Schiavone	1,557	396
High School of Montreal Adult Education Centre	Mr. Rick David	4,153	797
James Lyng Adult Education Centre	Ms. Joe Ann Desir	1,645	542
John F. Kennedy Adult Education Centre	Ms. Elizabeth Lagodich	1,662	436
Laurier Macdonald Career Centre	Ms. Anna Maria Borsellino	791	506
Wagar Adult Education Centre	Mr. Nick Katalifos	931	695
Rosemount Technology Centre	Mr. Harry Michalopoulos	1,206	807
Shadd Health & Business Centre	Mr. Giuseppe Cacchione	1,192	616
St. Laurent Adult Education Centre	Mr. Jimmy Giannacopoulos	1,677	651
St. Pius X Career Centre	Ms. Alice Sideropoulos	8,139	2,874
AEVS Testing Centre		431	N/A
TOTAL AEVS		23,384	8320

Section 2

Financial Statements



English Montreal School Board

Financial Statements

June 30, 2019

Independent Auditor's Report	2 - 4
Financial Statements	
Statement of Financial Position	5
Statement of Operations	6
Statement of Accumulated Operating Surplus	7
Statement of Changes in Net Debt	8
Statement of Cash Flows	9
Notes to Financial Statements	10- 21
Supplementary Information	22 - 23

Independent Auditor's Report

To the Council of Commissioners of
English Montreal School Board

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Opinion

We have audited the financial statements of English Montreal School Board (hereafter "the School Board"), which comprise the statement of financial position as at June 30, 2019 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 notes to financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School Board as at June 30, 2019, 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.

Basis for opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "Auditor's responsibilities for the audit of the financial statements" section of our report. We are independent of the School Board in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of management and those charged with governance for the financial statements

Management is responsible for the preparation and fair presentation of the 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.

In preparing the financial statements, management is responsible for assessing the School Board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the School Board or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the School Board's financial reporting process.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control;
- Obtain an understanding of internal control relevant to the audit 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 School Board's internal control;
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management;
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School Board's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our

conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School Board to cease to continue as a going concern;

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Raymond Chabot Grant Thornton LLP¹

Montréal
October 9, 2019

¹ CPA auditor, CA public accountancy permit no. A117472

English Montreal School Board

Statement of Financial Position

June 30, 2019

	<u>2019</u>	<u>2018</u>
	\$	\$
FINANCIAL ASSETS		
Cash	2,881,562	2,655,667
Operating grants receivable (Note 5)	47,551,383	43,773,968
Grants related to the acquisition of property and equipment	86,819	
Financing grants receivable	68,959,874	71,068,298
Accounts receivable (Note 6)	16,424,723	7,284,532
Inventories held for sale	228,405	231,257
Investments in fixed income, 2.22% to 2.5% (1.1% to 2.22% as at June 30, 2018), maturing between 2019 and 2022	321,377	340,947
	<u>136,454,143</u>	<u>125,354,669</u>
LIABILITIES		
Accounts payable and accrued liabilities (Note 7)	47,250,185	47,456,164
Deferred contributions related to the acquisition of property and equipment (Note 8)	2,464,877	1,938,873
Deferred revenues	14,376,512	16,762,094
Accrued employee benefits (Note 9)	17,887,681	18,135,439
Liability for contaminated sites	2,066,326	2,241,841
Other liabilities (Note 10)	240,046,637	209,475,185
	<u>324,092,218</u>	<u>296,009,596</u>
NET DEBT	<u>(187,638,075)</u>	<u>(170,654,927)</u>
NON-FINANCIAL ASSETS		
Property and equipment (Note 11)	268,764,497	248,831,795
Inventory – supplies	1,158,363	1,020,243
Prepaid expenses	656,502	634,738
	<u>270,579,362</u>	<u>250,486,776</u>
ACCUMULATED OPERATING SURPLUS	<u>82,941,287</u>	<u>79,831,849</u>

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

English Montreal School Board

Statement of Operations

Year ended June 30, 2019

	<u>2019</u>	<u>2018</u>
	\$	\$
Revenues		
Ministère de l'Éducation et de l'Enseignement supérieur (MEES) operating grants	252,370,287	236,254,183
Other grants and contributions	1,493,737	1,523,883
School taxes	70,238,824	66,216,414
Tuition and course-related fees	16,203,765	16,972,033
Sales of goods and services	19,042,137	19,470,601
Other revenues	5,940,905	3,157,300
	<u>365,289,655</u>	<u>343,594,414</u>
Expenses		
Teaching activities	174,187,159	166,220,502
Educational support activities	87,840,002	80,307,629
Extracurricular activities	25,591,743	24,100,514
Administrative activities	16,822,384	16,138,068
Property and equipment activities	40,011,133	37,707,065
Other	17,975,554	14,147,739
Class action		3,800,000
Expenses related to the variation of the provisions for employee benefits (Note 9)	(247,758)	207,308
	<u>362,180,217</u>	<u>342,628,825</u>
Excess of revenues over expenses	<u>3,109,438</u>	<u>965,589</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, 2019

	<u>2019</u>	<u>2018</u>
	\$	\$
Accumulated operating surplus, beginning of year	79,831,849	78,866,260
Excess of revenues over expenses	3,109,438	965,589
Accumulated operating surplus, end of year	<u>82,941,287</u>	<u>79,831,849</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, 2019

	<u>2019</u>	<u>2018</u>
	\$	\$
Net debt, beginning of year	<u>(170,654,927)</u>	<u>(131,017,622)</u>
Excess of revenues over expenses	<u>3,109,438</u>	<u>965,589</u>
Variations due to property and equipment		
Acquisition of property and equipment	<u>(33,229,715)</u>	<u>(52,212,525)</u>
Amortization of property and equipment	<u>13,297,013</u>	<u>11,958,971</u>
	<u>(19,932,702)</u>	<u>(40,253,554)</u>
Variation due to prepaid expenses and inventory	<u>(159,884)</u>	<u>(349,340)</u>
Increase of net debt	<u>(16,983,148)</u>	<u>(39,637,305)</u>
Net debt, end of year	<u>(187,638,075)</u>	<u>(170,654,927)</u>

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

English Montreal School Board

Statement of Cash Flows

Year ended June 30, 2019

	<u>2019</u>	<u>2018</u>
	\$	\$
OPERATING ACTIVITIES		
Excess of revenues over expenses	3,109,438	965,589
Non-cash items		
Provisions for employee future benefits	(247,758)	207,308
Prepaid expenses and inventory – supplies	(159,884)	(349,340)
Amortization of deferred revenues on property and equipment	(235,207)	(144,267)
Amortization of property and equipment	13,297,013	11,958,971
Variations due to operating assets and liabilities	21,200,781	38,025,655
Cash flows from operating activities	36,964,383	50,663,916
INVESTING ACTIVITIES		
Cash outflow from the acquisition of property and equipment and cash flows from investing activities	(36,738,488)	(51,095,852)
Net increase (decrease) in cash	225,895	(431,936)
Cash, beginning of year	2,655,667	3,087,603
Cash, end of year	2,881,562	2,655,667

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

English Montreal School Board

Notes to Financial Statements

June 30, 2019

1 - GOVERNING STATUTES AND NATURE OF OPERATIONS

The School Board was incorporated under Decree no. 1014-97 of the Education Act, on August 13, 1997. The financial statements have been prepared to satisfy the requirements of section 287 of the Education Act (CQLR, c. I-13.3).

The mission of the School Board is to organize, for the benefit of the persons who come under its jurisdiction, the educational services provided for by the Education Act and the basic school regulations established by the Government of Quebec. The mission of the School Board is also to promote and enhance the status of public education within its territory, to see to the quality of educational services and the success of students so that the population may attain a higher level of formal education and qualification, and to contribute, to the extent provided for by law, to the social, cultural and economic development of its region.

2 - SIGNIFICANT ACCOUNTING POLICIES

Basis of accounting and basis of presentation

The School Board's financial statements are prepared in accordance with Canadian public sector accounting standards of the *CPA Canada Public Sector Accounting Handbook*, and use of any other source of generally accepted accounting principles must be consistent with these standards. The information provided in the financial statements is based on management's best judgment 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, the presentation of assets and contingent liabilities at the financial statements date and the recognition of revenues and expenses for the year presented in the financial statements. Estimates and assumptions were used to evaluate the main items, such as useful life of property and equipment, accrued liabilities, allowance for future benefits and environmental liability. Actual results may differ from management's best estimates.

Financial assets

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.

Investments

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

English Montreal School Board

Notes to Financial Statements

June 30, 2019

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Accounts receivable

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 variation of this provision for the year is included in expenses.

Inventories held for resale

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

Liabilities

Deferred contributions allocated for property and equipment acquisition

The contributions received for the acquisition 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 year 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 years 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 plans

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

English Montreal School Board

Notes to Financial Statements

June 30, 2019

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Allowance for employee 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.

School Board's share of the long-term debt subject to a pledge of grant held by the Comité de gestion de la taxe scolaire de l'île de Montréal (CGTSIM)

The School Board's share of the long-term debt subject to a pledge of grant held by the CGTSIM is recognized as the amounts are received, adjusted for the amortization of the discount or premium, up to the amount of capital to repay on maturity.

Liability for contaminated sites

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 liability for contaminated sites as soon as the contamination exceeds environmental standards, it is expected that future economic benefits will be given up and a reasonable estimate of the amount can be made.

The liability for contaminated sites includes estimated costs of contaminated site management and decontamination. The School Board used various methods to estimate the rehabilitation and management costs, including site characterization studies or comparative analyses. For each contaminated site, the estimated cost is increased to reflect the degree of accuracy associated with the method used. 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 sites existing as at March 31, 2008 and inventoried as at March 31, 2011, as well as the variances of these liabilities as at June 30, 2019. Consequently, the School Board is able to recognize an account receivable from the Government of Quebec to offset the costs associated with this environmental liability. All liabilities recognized after March 31, 2011 for non-inventoried land at that date are assumed by the School Board and recorded in its operations 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 year, and are intended to be used sustainably for the production of goods or delivery of service.

English Montreal School Board

Notes to Financial Statements

June 30, 2019

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

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.

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.

Inventory of supplies

Inventory, which consists of supplies to be consumed in the normal course of operations during the coming fiscal years, is presented as non-financial assets.

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 years. These costs will be added to the expenses when the School Board will benefit from the services paid for.

English Montreal School Board

Notes to Financial Statements

June 30, 2019

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Revenue recognition

Subsidy revenue from the MEES and other ministries and organizations is recognized in the year during which the transfers are authorized and the School Board has satisfied the eligibility criteria for that year'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 year when the School Board has satisfied certain conditions, which are described in the Liabilities – Deferred revenues section.

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

The School Board's main sources of revenues, other than contributions, are 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. 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.

Inter-entity transactions

Inter-entity transactions are transactions between entities controlled by the Government of Quebec or entities under shared control.

Assets received without consideration from a Government of Quebec reporting entity are recognized at the carrying amount. Services received at no cost are not recognized. Other inter-entity transactions are carried out at the exchange amount, that is, at the amount of the consideration given for the item transferred or service provided as established and agreed to.

English Montreal School Board

Notes to Financial Statements

June 30, 2019

3 - BUDGET FORECAST PRESENTATION

According to the Education Act (CQLR 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 2018-2019	Actual 2018-2019
	\$	\$
Revenues		
MEES operating grants	230,670,371	252,370,287
Other grants and contributions	1,124,000	1,493,737
School taxes	70,243,386	70,238,824
Tuition and course-related fees	13,290,000	16,203,765
Sales of goods and services	17,249,506	19,042,137
Other revenues	16,016,047	5,940,905
Total revenues	<u>348,593,310</u>	<u>365,289,655</u>
Expenses		
Teaching activities	172,605,062	174,187,159
Educational support activities	88,410,617	87,840,002
Extracurricular activities	22,088,154	25,591,743
Administrative activities	17,720,427	16,822,384
Property and equipment activities	37,052,957	40,011,133
Other	16,910,355	17,975,554
Expenses related to the variation of the provisions for employee benefits	381,761	(247,758)
	<u>355,169,333</u>	<u>362,180,217</u>
Surplus (deficit) for the year	<u>(6,576,023)</u>	<u>3,109,438</u>

4 - CASH FLOWS

	2019	2018
	\$	\$
Interest paid during the year	38,284	15,243
Interest received during the year	221,878	158,585

English Montreal School Board

Notes to Financial Statements

June 30, 2019

5 - OPERATING GRANTS RECEIVABLE

	2019	2018
	\$	\$
MEES		
Youth, adult education and vocational education	32,428,498	30,110,827
Debt service	41,410	(186,228)
Transportation	61,142	(142,716)
Contaminated sites	759,629	325,139
Other grants	632,003	38,245
Financing of employee future benefits	13,628,701	13,628,701
	<u>47,551,383</u>	<u>43,773,968</u>

6 - ACCOUNTS RECEIVABLE

	2019	2018
	\$	\$
Accounts receivable – CGTSIM	10,160,032	2,134,268
Accounts receivable – other	5,081,612	4,064,455
Sabbatical leave receivable	165,863	291,922
Commodity taxes receivable	1,823,351	1,732,713
	<u>17,230,858</u>	<u>8,223,358</u>
Allowance for doubtful accounts	(806,135)	(938,826)
	<u>16,424,723</u>	<u>7,284,532</u>

7 - ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2019	2018
	\$	\$
Accounts payable and accrued liabilities	13,402,229	10,571,659
Salaries and benefits payable	23,715,261	23,666,456
Sabbatical leave payable	2,642,152	2,218,733
Holdbacks on contracts and accounts payable – assets	7,490,543	10,999,316
	<u>47,250,185</u>	<u>47,456,164</u>

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

	2019	2018
	\$	\$
Balance, beginning of year	1,938,873	1,908,648
Amounts recognized as deferred contributions	761,211	174,492
Contributions recognized as revenues for the year	(235,207)	(144,267)
Balance, end of year	<u>2,464,877</u>	<u>1,938,873</u>

English Montreal School Board

Notes to Financial Statements

June 30, 2019

9 - ALLOWANCE FOR EMPLOYEE BENEFITS

Among the long-term obligations under employee future benefit plans, the School Board has a sick leave program. Until June 30, 2016, in accordance with the various collective agreements, this program allowed certain employees to accumulate unused sick days to which they were entitled annually and 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. Since July 1, 2016, employees may no longer accumulate sick days acquired after that date. Sick days will be paid annually on June 30 if they are not used at that date.

	<u>2019</u>	<u>2018</u>
	\$	\$
Vacation	6,985,615	6,698,911
Other sick leave	885,939	859,779
Salary insurance	1,504,946	1,881,049
Other social benefits	168,734	158,551
Sick leave convertible into cash – teachers	5,723,242	5,910,090
Employer contributions payable	2,619,205	2,627,059
	<u>17,887,681</u>	<u>18,135,439</u>

10 - OTHER LIABILITIES

	<u>2019</u>	<u>2018</u>
	\$	\$
CNESST's retrospective program provision	903,202	811,256
School Board's share of the long-term debt that is subject to a pledge of grant held by the CGTSIM	236,515,612	202,693,182
Class action	75,535	3,800,000
Other liabilities	2,552,288	2,170,747
	<u>240,046,637</u>	<u>209,475,185</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 pledge of grant is confirmed by the CGTSIM.

English Montreal School Board

Notes to Financial Statements

June 30, 2019

11 - PROPERTY AND EQUIPMENT

	2019		
	Cost	Accumulated amortization	Net carrying amount
	\$	\$	\$
Land development	17,597,404		17,597,404
Land	17,527,854	3,075,095	14,452,759
Land development			
Buildings	265,350,996	201,224,382	64,126,614
Buildings	178,024,799	24,673,480	153,351,319
Major building improvements	27,621,778	16,214,687	11,407,091
Material and equipment	13,183,269	5,980,982	7,202,287
Specialized pedagogical teaching equipment	1,511,850	884,827	627,023
Computer development			
	<u>520,817,950</u>	<u>252,053,453</u>	<u>268,764,497</u>
	2018		
	Cost	Accumulated amortization	Net carrying amount
	\$	\$	\$
Land development			
Land	17,597,404		17,597,404
Land development	13,709,408	2,386,070	11,323,338
Buildings			
Buildings	260,005,505	199,040,120	60,965,385
Major building improvements	160,863,612	19,717,002	141,146,610
Material and equipment	26,096,008	16,389,740	9,706,268
Specialized pedagogical teaching equipment	12,398,363	4,923,255	7,475,108
Computer development	1,506,872	889,190	617,682
	<u>492,177,172</u>	<u>243,345,377</u>	<u>248,831,795</u>

The total amount of property and equipment includes \$14,722,290 of property and equipment in progress or development (\$45,364,881 as at June 30, 2018), \$2,527,536 for land development (\$1,857,723 as at June 30, 2018), \$0 for buildings (\$23,699,439 as at June 30, 2018) and \$12,194,754 for major improvements and transformation (\$19,807,718 as at June 30, 2018). No amortization is taken on these property and equipment.

As at June 30, 2019, accounts payable and accrued liabilities include \$7,490,543 that relate to the acquisition of tangible capital assets (\$10,999,316 as at June 30, 2018).

English Montreal School Board

Notes to Financial Statements

June 30, 2019

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, 2019.

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 receivable. To reduce its credit risk, the School Board regularly analyzes the balance of its user accounts receivable, excluding commodity taxes 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.

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 the risk of changes in fair value and those with variable interest rate, to the 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 cash equivalents 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 that it has the necessary funds to fulfil its obligations.

English Montreal School Board

Notes to Financial Statements

June 30, 2019

13 - CONTRACTUAL OBLIGATIONS AND RIGHTS

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 and rights:

Contractual obligations

- An amount of \$25,295,126 for construction, renovation and land improvement agreements to be completed during 2019-2020;
- An amount of \$31,985,681 for long-term lease agreements for the rental of photocopiers and other contracts maturing at different dates between 2019 and 2032. Minimum lease payments for the next five years are \$6,395,181 in 2020, \$4,349,439 in 2021, \$3,246,411 in 2022, \$1,908,039 in 2023 and \$1,803,749 in 2024;
- An amount of \$1,499,367 for professional development;
- An amount of \$549,107 for apprenticeship programs;
- An amount of \$25,092,135 for school transportation contracts, which are maturing June 30, 2022. Minimum payments for the next three years are \$8,364,045 per year.

Contractual rights

The School Board has concluded leases of premises providing for rents totalling \$592,188. These are due as follows: \$243,934 in 2020, \$174,127 in 2021 and \$174,127 in 2022.

14 - CONTINGENCIES

As at June 30, 2019, outstanding claims against the School Board amount to \$794,412 and consist of various claims on construction contracts and other. In order to cope with potential losses from such claims, a provision of \$151,829 was recorded in liabilities in the financial statements. Any variation resulting from the outcome of these contingencies will be recognized in the statement of operations in the current fiscal year.

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 of 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. It is also related to its main directors, close family members and entities where one or more of these individuals have the power to direct the School Board's financial and administrative decisions. 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

Notes to Financial Statements

June 30, 2019

16- SUBSEQUENT EVENTS AT THE STATEMENT OF FINANCIAL POSITION DATE

On June 26, 2019, the Council of Ministers authorized, by Decree nos. 670-2019 and 671-2019, the transfer of two schools from the English Montreal School Board to the Commission scolaire de la Pointe-de-l'Île. These transfers are effective July 1, 2019 and will require a transfer notification by the Officier de la publicité des droits. These transfers will be recorded at the net book value of the transferor in the amount of \$ 6,431,526.

English Montreal School Board Supplementary Information

Year ended June 30, 2019

(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>2019</u>	<u>2018</u>
	\$	\$
EXPENSES BY NATURE		
Teaching activities		
Salaries and fringe benefits	160,478,431	153,161,260
Other expenses	13,708,728	13,059,242
	<u>174,187,159</u>	<u>166,220,502</u>
Educational support activities		
Salaries and fringe benefits	71,043,052	65,111,054
Other expenses	16,796,950	15,196,575
	<u>87,840,002</u>	<u>80,307,629</u>
Extracurricular activities		
Salaries and fringe benefits	11,808,938	11,233,717
Other expenses	13,782,805	12,866,797
	<u>25,591,743</u>	<u>24,100,514</u>
Administrative activities		
Salaries and fringe benefits	12,973,796	12,575,830
Other expenses	3,848,588	3,562,238
	<u>16,822,384</u>	<u>16,138,068</u>
Property and equipment activities		
Salaries and fringe benefits	10,791,156	10,264,662
Amortization of property and equipment	13,297,013	11,958,971
Other expenses	15,922,964	15,483,432
	<u>40,011,133</u>	<u>37,707,065</u>
Other activities		
Salaries and fringe benefits	2,152,102	943,723
Debt services	391,687	158,945
Environmental liabilities	258,975	(1,028,007)
Allowance for doubtful accounts	85,061	(277,997)
Class action		3,800,000
Other expenses	15,087,729	14,351,075
	<u>17,975,554</u>	<u>17,947,739</u>
Provisions for employee benefits	(247,758)	207,308
	<u>362,180,217</u>	<u>342,628,825</u>

English Montreal School Board Supplementary Information

Year ended June 30, 2019

(Unaudited)

	<u>2019</u>	<u>2018</u>
	\$	\$
ACCUMULATED OPERATING SURPLUS		
Accumulated operating surplus, beginning of year	<u>79,831,849</u>	<u>78,866,260</u>
Total revenues	365,289,655	343,594,414
Total expenses	362,180,217	342,628,825
Excess of revenues over expenses	<u>3,109,438</u>	965,589
Accumulated operating surplus, end of year	<u>82,941,287</u>	<u>79,831,849</u>
Accumulated operating surplus		
Land	17,597,404	17,597,404
School Board	53,983,126	52,391,998
Gain on disposal of property and equipment	7,187,480	7,187,480
Schools and centres	<u>4,173,277</u>	2,654,967
Accumulated operating surplus, end of year	<u>82,941,287</u>	<u>79,831,849</u>
Excess of revenues over expenses for the year		
School Board	1,591,128	554,764
Schools and centres	<u>1,518,310</u>	410,825
Excess of revenues over expenses for the year	<u>3,109,438</u>	<u>965,589</u>

Section 3

The Commitment-to-Success Plan Report





Commission scolaire English-Montréal
English Montreal School Board

THE COMMITMENT-TO-SUCCESS PLAN REPORT

Annual Report 2018-2019

Article 209.1 of the Education Act states:

“For the exercise of its functions and powers, every school board shall establish a Commitment-to-Success plan that is consistent with the strategic directions and objectives of the department’s strategic plan. The Commitment-to-Success plan must also meet any expectations communicated under section 459.2.”

In July 2018, the English Montreal School Board’s Commitment-to-Success Plan was approved by the Ministère de l’Éducation et Enseignement supérieur (MEES). This plan describes what the school board intends to do to ensure the educational success of all its students, young people and adults, and the efforts that will be necessary to achieve it. It creates a mobilization around student-centered goals and objectives.

Article 220 of the Education Act states:

“Every school board shall prepare an annual report giving the population in its territory an account of the implementation of its commitment-to-success plan and the results obtained measured against the objectives and targets it contains. The school board shall, in the report, inform the population of the educational and cultural services it provides and the level of quality of those services.”

In what follows, the Board will report on the results of the objectives and targets contained within its Commitment-to-Success Plan. The Board will also report on the educational services that it provides and the level of quality of those services.

MEES OBJECTIVE 1: Graduation and qualification

To increase the success rate of students by 2030:

- 85% of students under the age of 20 will obtain a first diploma (Secondary School Diploma or Diploma in Vocational Studies)
- 90% of students will obtain a first diploma or qualification

EMSB Objective 1: To increase the success rate of students under the age of 20 who obtain their first diploma or qualification from 88.6% in 2016 to 91.0% by 2022.

- **Objective 1.1: To increase the June global success rate of students in secondary 4 Mathematics (CS&T) from 63.3% in 2017 to 68.0% by 2022.**
- **Objective 1.2: To increase the June global success rate of students in secondary 4 Science & Technology from 87.2% in 2017 to 89.0% by 2022.**
- **Objective 1.3: To increase the June global success rate of students in secondary 4 History & Citizenship (History of Quebec and Canada) from 74.6% in 2017 to 78.0% by 2022.**
- **Objective 1.4: To maintain a global success rate of students in secondary 4 Histoire du Québec et du Canada greater than 90% through 2022.**

Objective 1: To increase the success rate of students under the age of 20 who obtain their first diploma or qualification from 88.6% in 2016 to 91.0% by 2022.

The MEES success rate is determined by examining the rate of graduation and qualification of students seven years after they start secondary 1. The data follows those students who were registered with a school board in that year. Any graduation or qualification of those students in that seven-year period, whether it be in the youth, adult or vocational sectors, or in the same or another school board in Quebec, is included in this calculation.

To assist in reading Figure 1, the following explanation may be useful:

The bulk of a cohort that began secondary 1 in 2009, graduated or qualified in 2014. This represents the five-year graduation and qualification rate. Students from the same cohort who required additional time to obtain their graduation or qualification did so in the 6th year (2015) or the 7th year (2016).

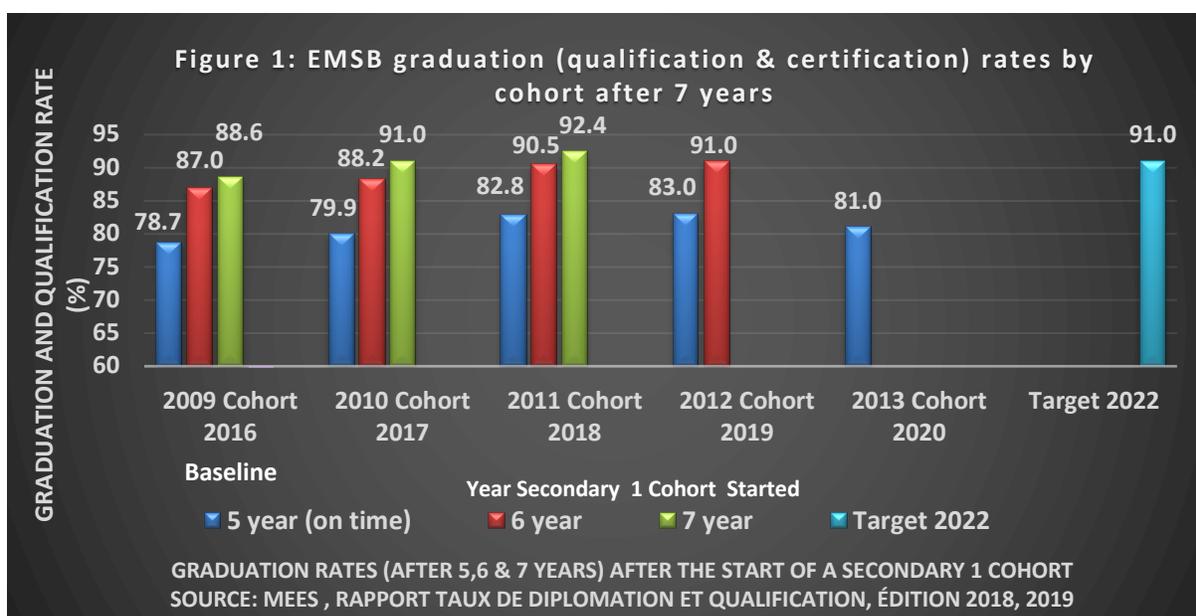


Figure 1 contains the graduation and qualification rates by cohort after 5 years, 6 years and 7 years. The 5-year graduation rate increased steadily from 78.7% in June 2014 to 83.0% in June 2017. However, there was a slight decrease to 81.0% in June 2018. The 6-year graduation rate increased steadily from 87.0% in June 2015 to 91.0% in June 2018. The 7-year graduation rate increased from 88.6% in June 2016 to 92.4% in June 2018. Although we are reporting on the 2018-2019 year data for the 7-year cohort is not available from the MEES at the time of writing this report; generally, it is published at a later time during the following year.

The 5-year graduation rate represents students that graduate on time from the youth sector, while the sixth and seventh year graduation rates are comprised of the contributions from the youth, adult education and vocational training sectors. Most of the students from the 6th and 7th year are students who may have been missing credits in order to obtain their diploma.

The MEES no longer provides detailed information regarding the contributions of each sector in the sixth and seventh year for individual school boards. Data indicates that the province-wide contribution from the

adult education sector to the overall seven-year graduation rate has been in the order of 5-7% (*Rapport taux de diplomation et qualification, édition 2018*). Previous years' data for the contribution of the adult education sector to the EMSB graduation and qualification rate has been in the order of 6-7% (*Portrait statistiques ministérielle, 2016*).

It should also be noted that, over the years, the data has shown that the contribution of the vocational training sector of Adult Education and Vocational Services (AEVS) to the overall 7-year graduation rate of students under the age of 20, who obtain a first diploma or qualification is minimal, at about 0.3%. There are two reasons for this. The first is that the vast majority of students enrolled in a vocational training program are over the age of 20. The second is that those students under the age of 20 enrolled in a vocational training program have generally already obtained a first diploma or qualification prior to their enrolment.

The seven-year graduation rate has increased from 88.6% in 2016 to 92.4% in 2018. The Board has fixed its target for 2022 at 91.0%. The target has been surpassed. Figure 1 also shows that the six-year graduation rate for the 2012 cohort is at 91.0%, indicating that the Board may exceed its 92.4% success rate, reached in 2018.

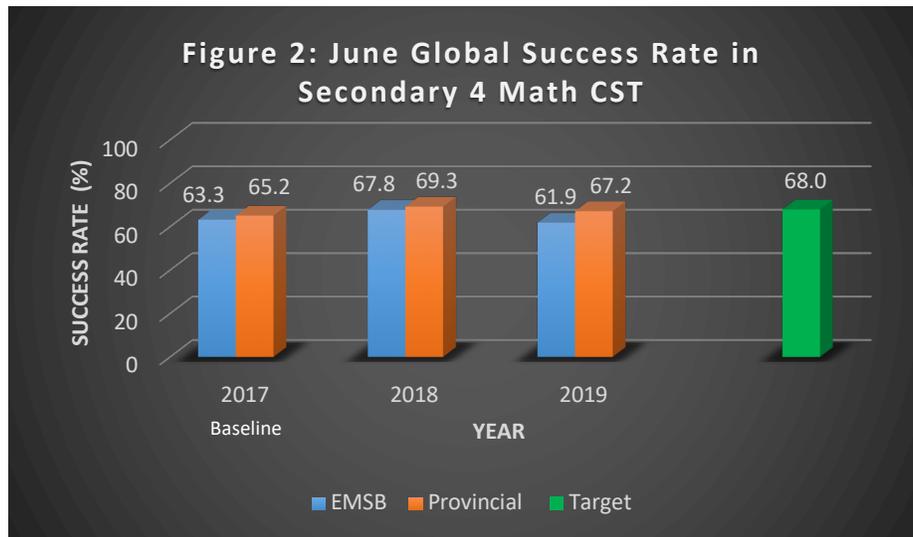
The 92.4% graduation and qualification rate of the English Montreal School Board is impressive in light of the fact that about 32% of eligible students within its territory attend private school.

The support provided by the Council of Commissioners, the Board's administrators, the pedagogical consultants and complementary services professionals, as outlined in the Commitment-to-Success Plan and the strategies implemented by the administrators, teachers, professionals and support staff at the school and/or centre level continue to have a positive effect on the graduation and qualification rates. Lastly, it is crucial to acknowledge the impact on the graduation and qualification rates of parental involvement in their children's education. All stakeholders have contributed to sustainable progress in student learning.

“It takes a village to raise a child.” – African proverb

The EMSB has included additional objectives in the compulsory subjects required for graduation as indicators of student success. These courses are: Secondary 4 Cultural, Social and Technical Mathematics (CST); Secondary 4 Science & Technology; and Secondary 4 History of Quebec and Canada. English Language Arts and French Second Language will be dealt within Objective 4 (Mastery of Languages). These indicators inform the Board to make appropriate early interventions in an effort to increase student achievement.

Objective 1.1: To increase the June global success rate of students in Secondary 4 Mathematics (CS&T) from 63.3% in 2017 to 68.0% by 2022.

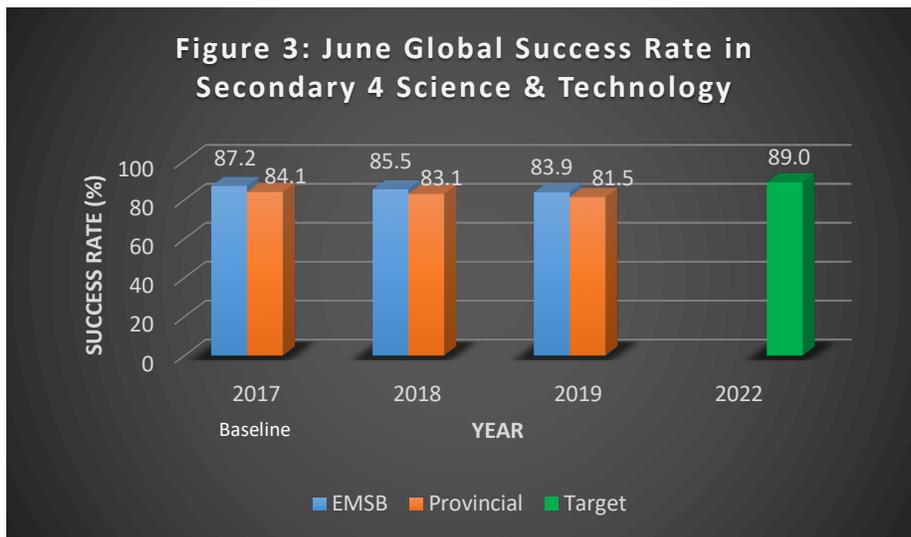


Source: Charlemagne, 2019

Secondary 4 Math is a requirement for graduation. The School Board offers two options to students, these are: Science Option Math (SN), an enriched course, and the Cultural, Social and Technical Math (CST). Approximately half of the students are enrolled in SN Math, and half in the CST Math. Since the success rates in SN have been over 90% for many years, the Board has focused on improving the global success rates in CST.

Figure 2 shows that the success rate increased from 63.3% in 2017 to 67.8% in 2018. In 2019, the success rate decreased to 61.9%, which is 5.3% lower than the provincial result. An analysis of the data of our schools in this subject area indicates that a few schools underperformed. These schools have begun meetings with the subject consultant to analyse the areas of concern and plan for improvement.

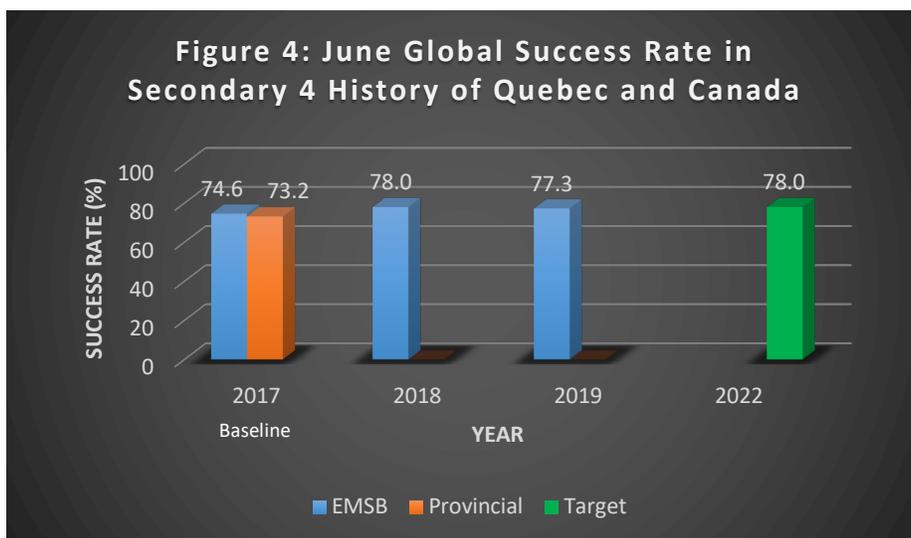
Objective 1.2: To increase the June global success rate of students in secondary 4 Science & Technology from 87.2% in 2017 to 89.0% by 2022.



Source: Charlemagne, 2019

Figure 3 shows that the success rate in Secondary 4 Science and Technology has gradually decreased from 87.2% in 2017 to 83.9% in 2019. The Board results mirror those of the province. A further analysis of the 2019 results indicates that the success rates for both the practical and theory components of the exam slightly increased; however, the overall success rate decreased. We will continue to investigate this phenomenon in the upcoming year.

Objective 1.3: To increase the June global success rate of students in secondary 4 History & Citizenship (History of Quebec and Canada*) from 74.6% in 2017 to 78.0% by 2022.



Source: Charlemagne, 2019

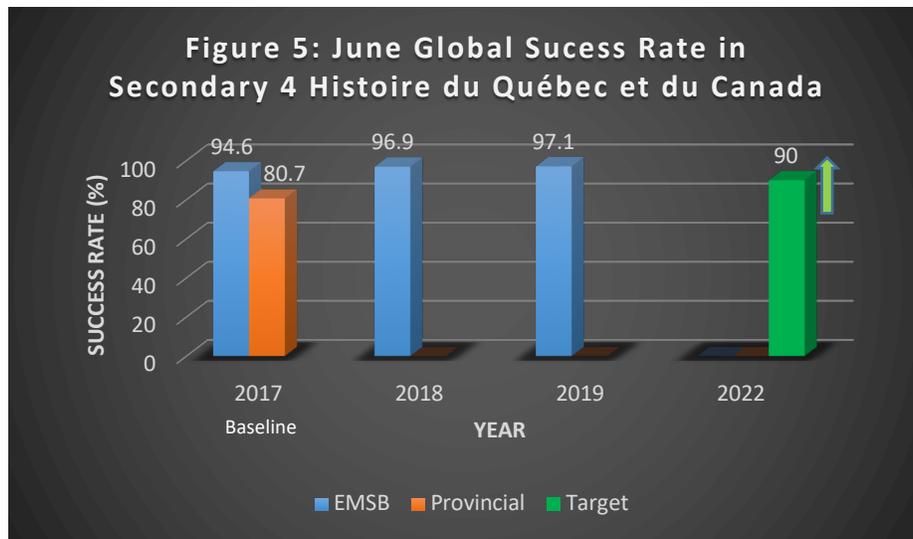
Secondary 4 History of Quebec and Canada is a requirement for graduation. The School Board offers the course in both English and in French. The success rate increased from 74.6% in 2017 to 77.3% in 2019. In 2018, the program changed from History and Citizenship to the History of Quebec and Canada. It

should be noted that the 2017 results are based on a uniform MEES exam that was administered throughout the province, with moderation*. The provincial success rate in 2017 was 73.2%. When there is no MEES uniform exam, there is no comparison of results with the province.

When a new program is introduced, there is a two-year delay in the administration of a uniform MEES exam. The 2018 and 2019 results are based on a prototype/complementary exam and did not include MEES moderation. Previous data indicates that generally, an initial downward trend can be anticipated when a uniform MEES exam, with moderation, is administered.

**Moderation is a process that takes into account the students' performance throughout the year, and their performance on the exam, and then applies a moderating algorithm to produce a final result.*

Objective 1.4: To maintain a global success rate of students in secondary 4 Histoire du Québec et du Canada* greater than 90% through 2022.

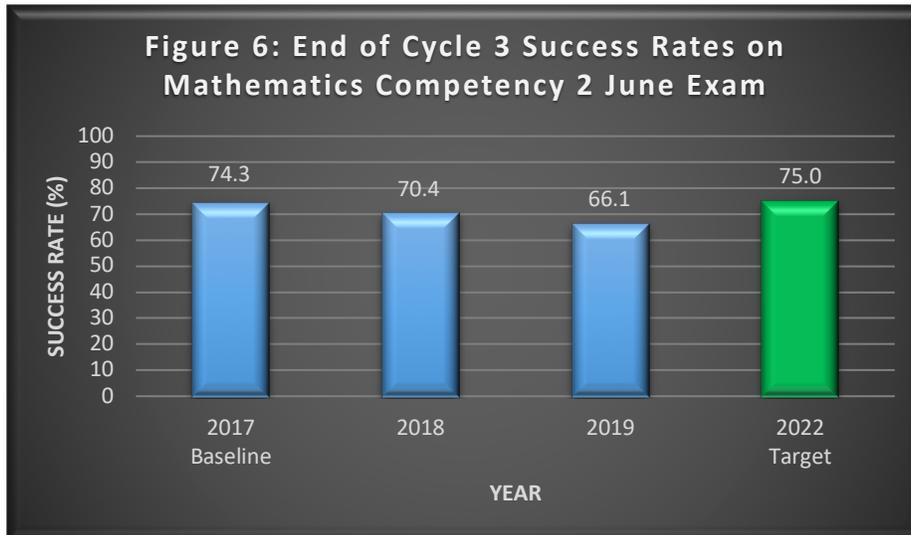


Source: Charlemagne, 2019

About a third of secondary 4 students are enrolled in Histoire du Québec et du Canada, and may be applied towards graduation requirements. The success rate increased from 94.6% in 2017 to 97.1% in 2019. This program also changed in 2018 to Histoire du Québec et du Canada. Similarly, the exams for 2018 and 2019 were prototype/complementary in nature, and did not include MEES moderation.

While it is possible that the introduction of moderation could result in an initial downward trend, the results in this course have not experienced the same initial downward trend as in History of Quebec and Canada. Previous years' results indicate that the success rate has been over 90%.

Objective 1.5: To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from 74.3% in 2017 to 75.0% by 2022.



Source: LUMIX, 2019

Figure 6 shows that the success rate at the end of cycle 3 Mathematics, Competency 2 exam has decreased at about 4% annually for the last two years, from 74.3% in 2017 to 66.1% in 2019. An analysis of the data from the Data Base Management System (DBMS) for the province suggests that a similar downward trend exists provincially. This drop of 4% annually is of concern.

A further analysis of the data suggests that a couple of schools underperformed. One of the areas of the concern for these schools is in the application questions section of Competency 2. These schools have begun meetings with the subject consultant to plan for improvement.

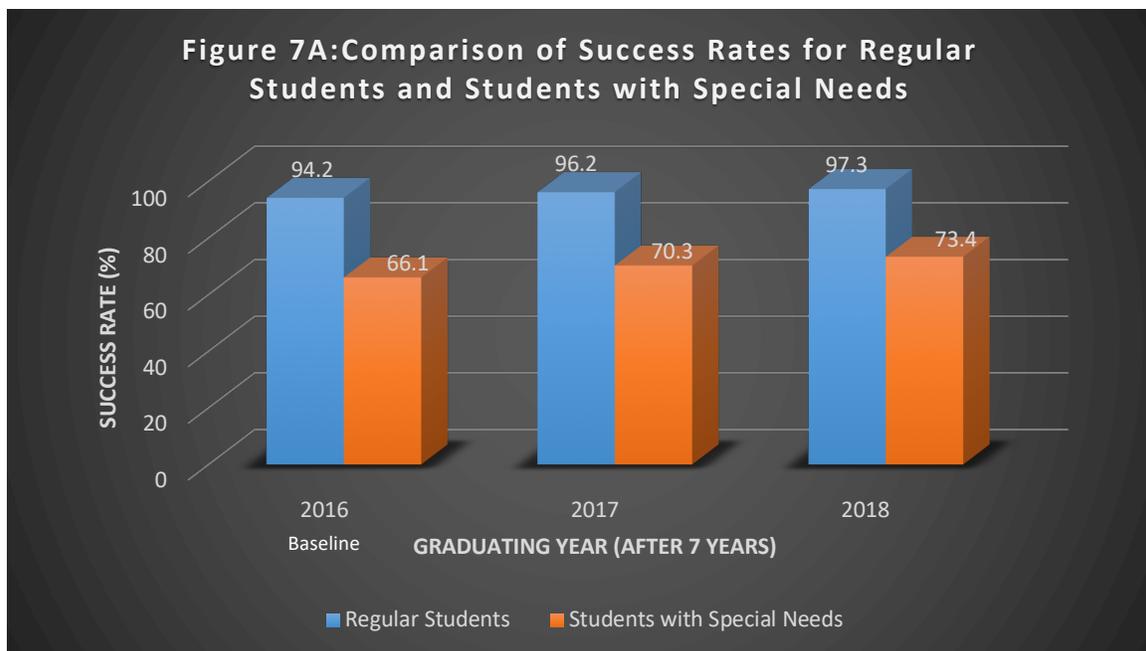
MEES OBJECTIVE 2: Equity

To reduce the gap in success rates between various groups of students by 50% by 2030

Objectives:

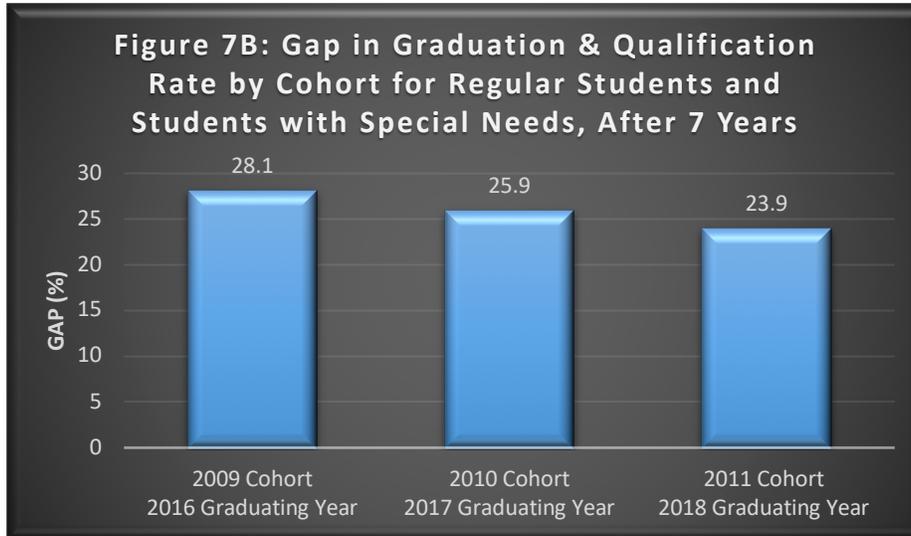
- to reduce the gap in success rates between regular students and students with special needs
- to reduce the gap in the success rates between advantaged/intermediary schools and disadvantaged schools
- to reduce the gap in the success rates between boys and girls
- to reduce the gap in the success rates between first generation immigrant students and non-immigrants

Objective 2.1: To reduce the gap in success rates between regular students and students with special needs from 28.1% in 2016 to 23.1% by 2022.



Source : *Objective 2 et 6 politique reussite, 2019*

The cohort of 2009 represents the baseline for this objective, that is, the 2016 graduating year (7 year). Figure 7A shows the success rate of regular students increased from 94.2% in 2016 to 97.3% in 2018. The success rate of students with special needs increased from 66.1% in 2016 to 73.4% in 2018.



Source : *Objective 2 et 6 politique reussite, 2019*

Figure 7B shows the gap between regular students and students with special needs decreased from 28.1% in 2016 to 23.9% in 2018. The gap decreased by 4.2%. The EMSB on track to achieve our target for 2022.

A further analysis of the data not shown here shows that the success rate for regular male students increased from 94.0% in 2017 to 96.1% in 2018, while females were relatively stable at slightly over 98%.

This data also shows that the success rates for males with special needs increased 64.4% in 2017 to 71.7% in 2018. The success rate for females decreased from 80.8% in 2017 to 76.0% in 2018. While males increased by 7.3%, females decreased by 4.8%. This situation of the a decrease in the success rate of female students with special needs will be monitored to determine if this is an emerging pattern or a unique occurrence.

Objective 2.2: To reduce the gap between the success rate of students in schools with an IMSE decile ranking 1-7 and in schools with IMSE decile ranking 8-10 from 13.8% in 2016 to 10.0% by 2022.

Table 1: Success Rates of Schools in different IMSE Decile Groups (%)

	2009 cohort (followed until 2015-2016)	2010 cohort (followed until 2016-2017)	2011 cohort (followed until 2017-2018)
Public			
Advantaged Schools** (decile 1-7)	82.6 (decile 1-3)	80.2	81.4
	77.4 (decile 4-7)		
Disadvantaged schools (decile 8-10)	70.3	71.8	73.2
Gap in Success Rates between Students in Advantaged and Disadvantaged Schools	*	8.4	8.2
EMSB			
Advantaged Schools (decile 1-7)	93.5	94.5	96.5
Disadvantaged Schools (decile 8-10)	79.7	84.0	83.5
Gap in Success Rates between Students in Advantaged and Disadvantaged Schools	13.8	10.5	13.0

Source: Lumix, 2018 and Rapport de diplomation et qualification par commission scolaire au secondaire, édition 2018, Objective 2 et 6 politique reussite, 2019

**The results for the Province's gap in success rates for the year 2015-2016 is not shown in the table because the information was provided in a different format.*

*** The term "Advantaged schools" in the document refers to Advantaged schools as listed in the IMSE that are decile 1-3 and Intermediary schools that are listed as decile 4-7.*

Table 1 shows that the success rate for Advantaged schools (decile 1-7) increased from 93.5% in 2016 to 96.5% in 2018. The Disadvantaged schools (decile 8-10) increased from 79.7% in 2016 to 84.0% in 2017, with a slight decrease to 83.5% in 2018. Overall, the Advantaged schools increased by 3% while the Disadvantaged schools increased by 3.8%.

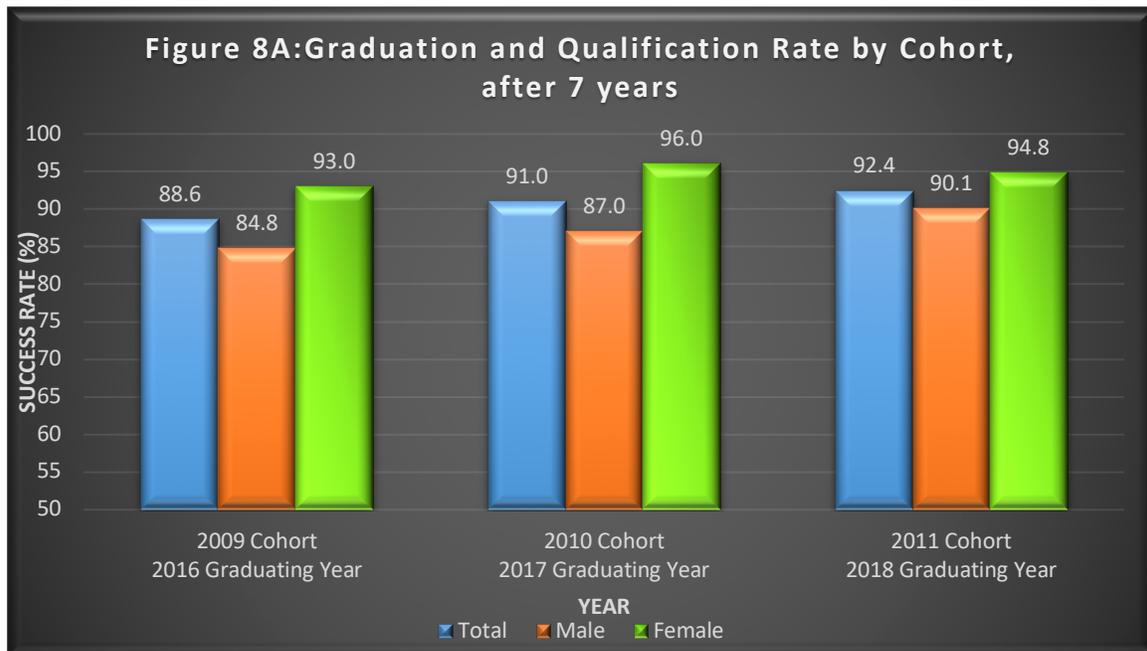
A further analysis of the data (not shown here) indicates that in the Advantaged schools, the success rate for males increased from 91.7% in 2017 to 94.9% in 2018, an increase of 3.2%. The success rate for females remained relatively stable at about 98%.

In the Disadvantaged schools, the success rate for males increased from 77.3% in 2017 to 80.2% in 2018, an increase of 2.9%. The success rate for females decreased from 91.7% in 2017 to 87.1% in 2018, a decrease of 4.6%. This decrease in the success rate of females in Disadvantaged schools will be monitored to determine if this is an emerging pattern or a unique occurrence.

The coincidence of a decrease in the success rate of less than 5% for females with special needs and females in Disadvantaged schools suggests that there may be a correlation between these populations in obtaining graduation/qualification requirements. This occurrence will be monitored to determine if this is an emerging pattern or a unique occurrence.

While research tends to focus on the success of boys, it is worth considering what strategies for retention and intervention may be used to support females who have special needs and are in disadvantaged schools.

Objective 2.3: To reduce the gap in success rates between the males and females from 8.2% in 2016 to 6.2% by 2022.



Source :Objective 2 et 6 politique reussite, 2019

Figure 8A shows the total graduation and qualification rate as well as the graduation and qualification rate for males and females of a cohort after seven years. The total graduation and qualification rate increased steadily from 88.6% in the 2016 graduating year to 92.4% in the 2018 graduating year. Similarly, the graduation and qualification rate of males increased steadily from 84.8% in the 2016 graduating year to 90.1% in the 2018 graduating year. For females, the rate increased from 93.0% in the 2016 graduating year to 96.0% in the 2017 graduating year, with a slight decrease to 94.8% in the 2018 graduating year. Both males and females have increased in their graduation and qualification rates over the baseline year.

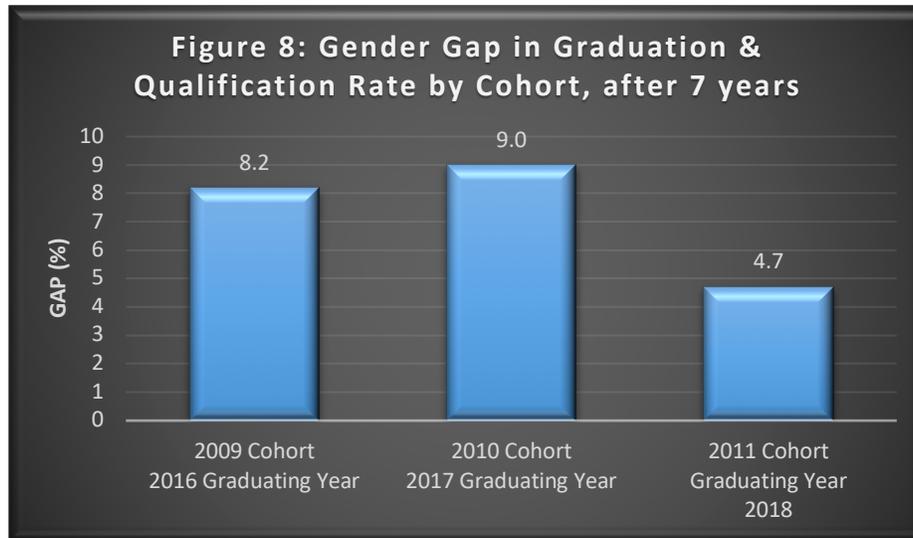


Figure 8B shows the gap between males and females in the graduation and qualification rate after seven years. In the 2016 graduating year (the baseline year), the gap in graduation and qualification rates between males and females was 8.2%. There was a slight increase in the graduating year 2017 to 9.0%; however, there was a significant reduction in the gap to 4.7% due to a 3% increase in the rate of males, and a slight 1.2% decrease in the rate of females.

In the public sector (data not shown here), the graduation and qualification rate of males increased from 72.8 % in the 2017 graduating year to 74.0% in the 2018 graduating year, while the females in the public sector increased from 83.0% in 2017 to 83.5% in 2018. The overall gap decreased from 10.2% in 2017 to 9.5% in 2018.

A further analysis of the initial data indicates that the graduation and qualification rate for the 2012 cohort after six years for males is 88.9%, and for females 93.4%, indicating that the gap after six years is 4.5%. The equivalent reduction in the gender gap, achieved first with the 2011 cohort, will likely be repeated in 2019. We are unable to report on the 2019 gender gap because the information has not been published by the MEES at the time of the production of this report. In upcoming years, it will be important to focus on increasing the rate of males graduating while maintaining the high success rate of females.

Although the objectives set for equity place emphasis on reducing the gap for various groups, the focus should be placed on ensuring that the success rates of the various groups improve. The gap is a dynamic indicator, which may not necessarily provide the relevant information in order to address the core of the challenge.

MEES OBJECTIVE 3: Early Intervention

To increase to 80% the proportion of children starting school who do not present a vulnerability factor related to their development by 2025.

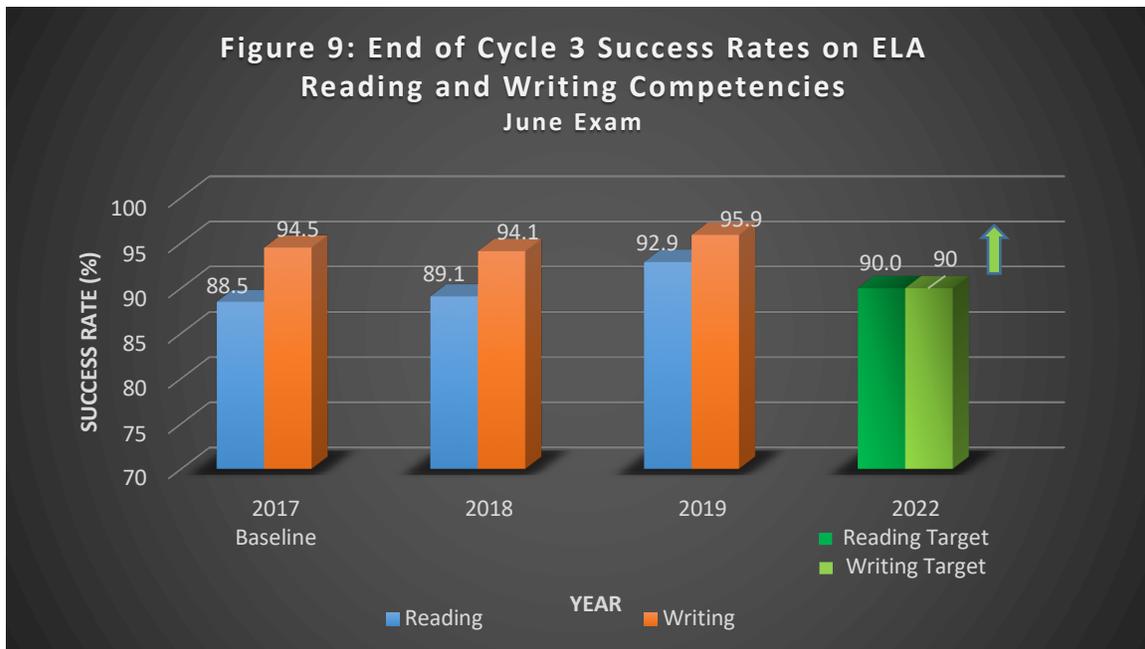
Please note: The EMSB does not have an Objective 3 because this concerns children who have not yet entered grade one, and is ultimately the responsibility of the Ministère de la Famille.

MEES OBJECTIVE 4: Language Proficiency

Objective: To increase to 90% the success rate on the composition component of the elementary 4 (Cycle Two, Year Two) language of instruction MEES examination.

EMSB Objective 4.1: To increase the success rate of elementary students on the End-of-cycle 3 English reading component of the June MEES examinations from 88.5% in 2017 to 90.0% by 2022.

Objective 4.2: To maintain the success rate of elementary students on the End-of-cycle 3 English writing component of the June MEES examinations above the 90% range through 2022.



Source: LUMIX, 2019

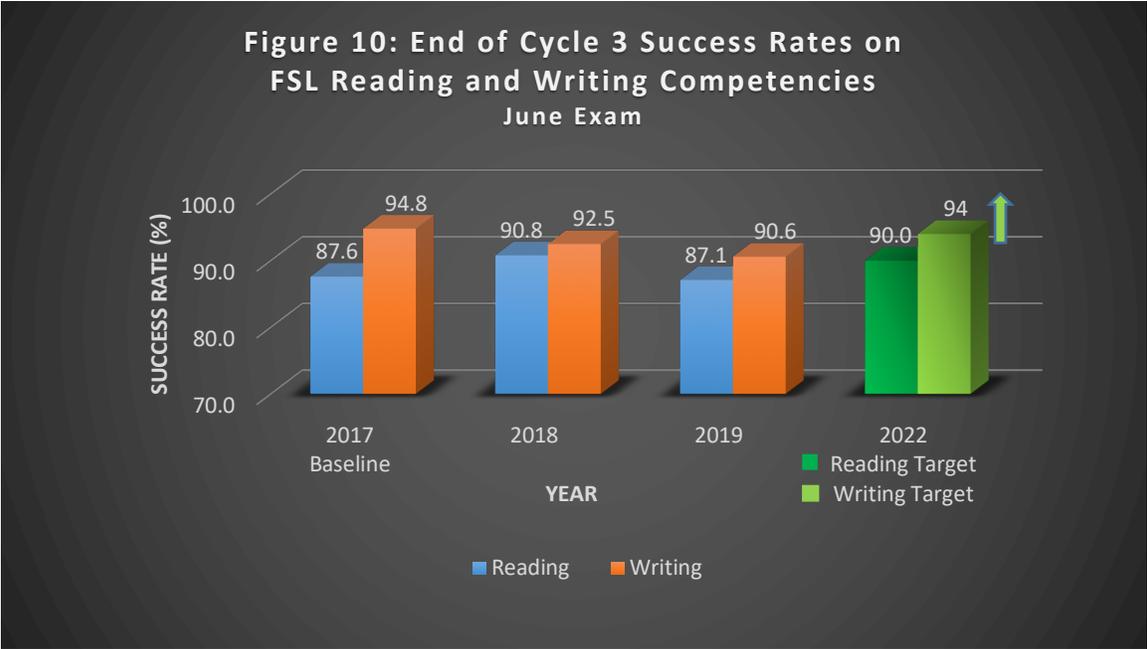
Figure 9 shows that the success rate in the ELA Reading competency of the End of Cycle June exam steadily increased from 88.5% in 2017 to 92.9% in 2019. The target has been surpassed; our energies will be devoted to maintaining this high success rate.

Figure 9 also shows that the success rate in ELA Writing competency of the End of Cycle June Exam increased from 94.5% in 2017 to 95.9% in 2019 with a slight decrease in 2018.

While the Board has set an objective to increase the proficiency rate of secondary 5 students, it should be noted that the Elementary schools in their Educational Projects are focusing on increasing the proficiency of students in either the reading or writing component (or both), depending on their success rates in the selected component.

Objective 4.3: To increase the success rate of elementary students on the End-of-Cycle 3 French reading component of the MEES examination from 87.6% in 2017 to 90.0% by 2022.

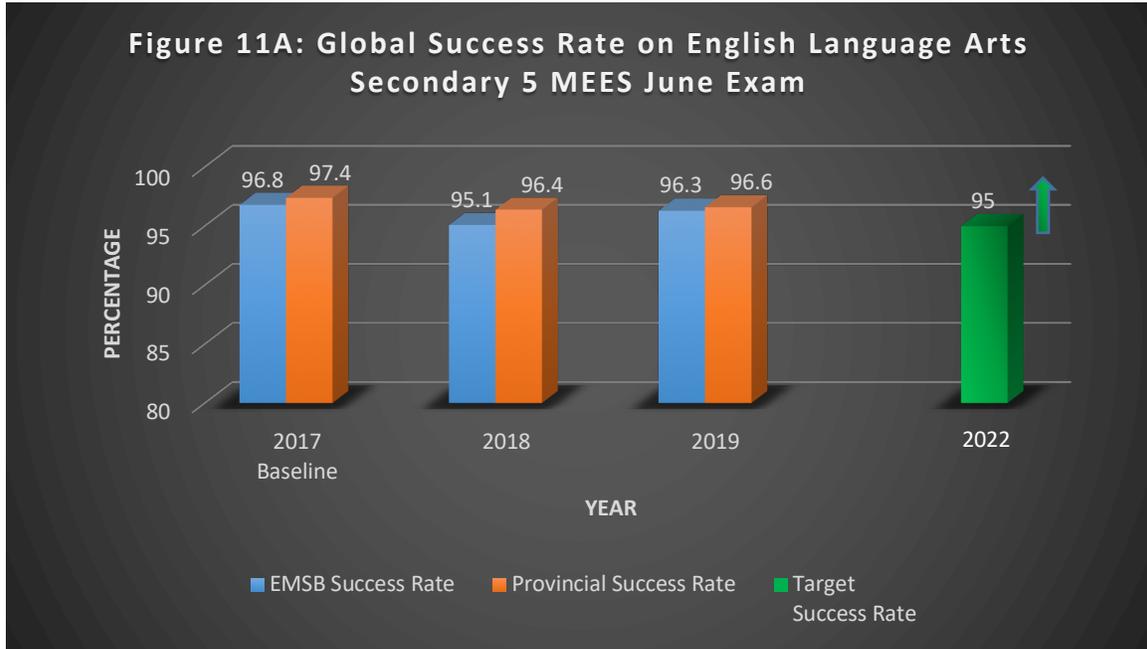
Objective 4.4: To maintain the success rate of elementary students on the End-of-Cycle 3 French writing component of the MEES examination greater than 94% through 2022.



Source: LUMIX, 2019

Figure 10 shows that the success rate in the Reading component in French Second Language over the last three years has remained relatively stable at about 87%, with a slight increase in 2018. In the Writing component, the data shows that there is a downward trend from 94.8% in 2017 to 90.6% in 2019. This slight downward trend may be explained that in recent years, the exams have become incrementally more comprehensive and rigorous, in order to better prepare students for the next phase of their educational journey.

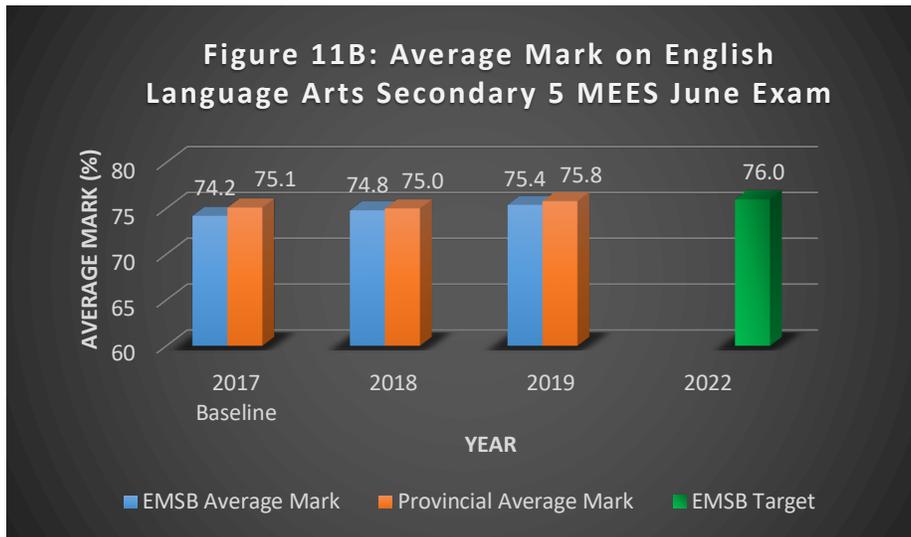
Objective 4.5: To maintain a global success rate of at least 95.0% in secondary 5 English Language Arts June MEES examination through 2022.



Source: Charlemagne, 2019

Figure 11A shows that the success rate in English Language Arts is relatively stable at about 96%. Given that the success rate has been, over the years, in the high 90s range, the next challenge is to improve the overall proficiency level in the subject. The subject includes the three competencies of Reading, Writing/Production and Talk.

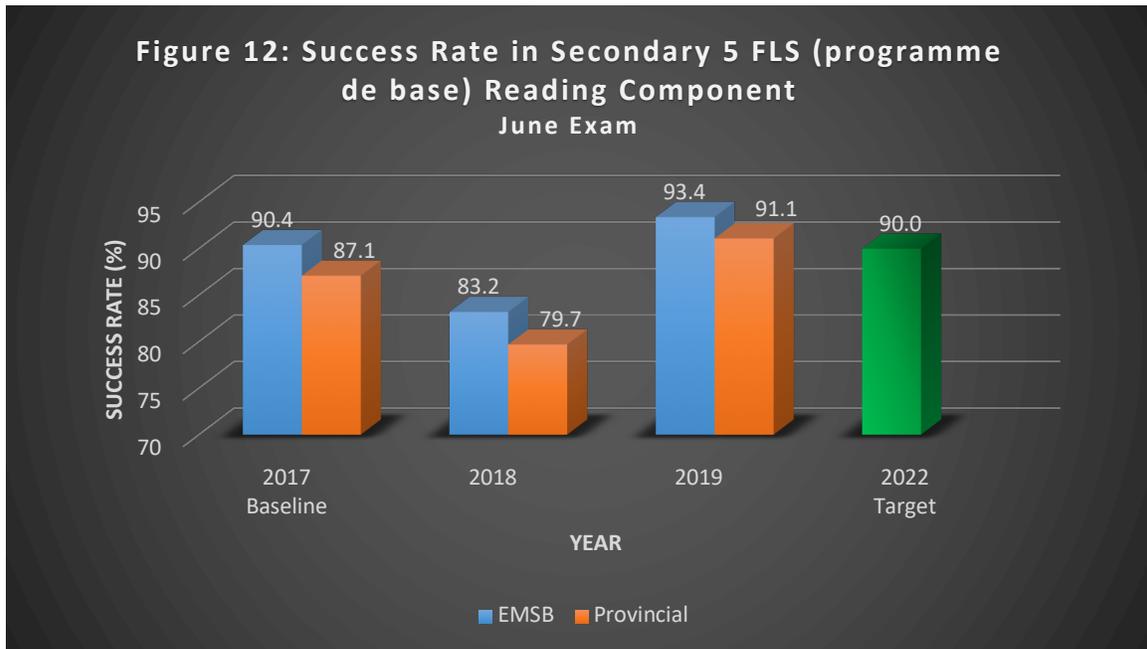
Objective 4.6: To increase the average mark of secondary 5 students in English Language Arts June MEES examination from 74.2% in 2017 to 76.0% by 2022.



Source: Charlemagne, 2019

Figure 11B shows that there has been a gradual increase in the average marks in English Language Arts from 74.2% in 2017 to 75.4% in 2019. This is slightly below the provincial average of 75.8%. The Board is on track to reach and possibly surpass the 2022 target of 76.0%.

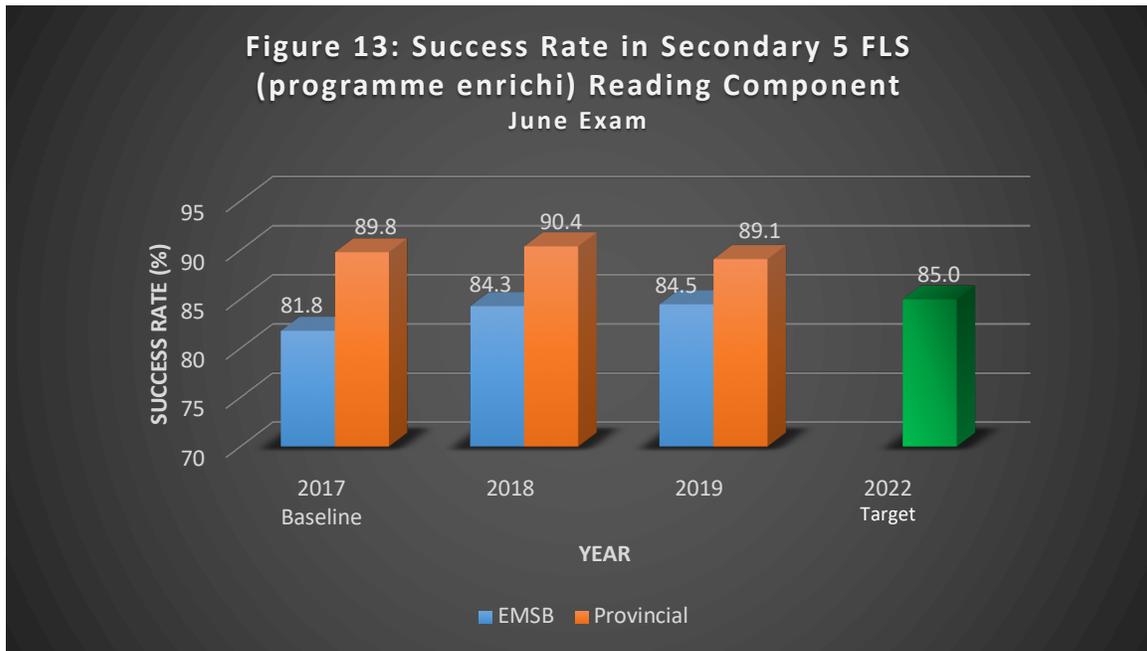
Objective 4.7: To maintain a success rate of 90% in the secondary 5 FLS June MEES Examination (programme de base) reading component through 2022.



Source: Charlemagne, 2019

Figure 12 shows the success rate of the Board and the province in the secondary 5 FLS (programme de base) Reading component June exam. The Board mirrored the trend of the province, although the results were slightly higher. In preparation for changes to type the exam questions in 2017, consultants were proactive in providing the necessary training required to deal with the changes. The 2018 exam was a particularly difficult exam; as a result, both the school Board and the province's success rates decreased by about 7%. The significant increase of about 10% in 2019 at both the Board level and province-wide may be attributed to a somewhat easier exam and the fact that one of the questions on the exam was eliminated which resulted in a redistribution of the marks.

Objective 4.8: To increase the success rate of students in the secondary 5 FLS June MEES Examination (programme enrichi) reading component from 81.8% in 2017 to 85.0% by 2022.



Source: Charlemagne, 2019

Figure 13 shows the success rate of the Board and the province in the secondary 5 FLS (programme enrichi) Reading component June exam. There has been a steady increase from 81.8% in 2017 to 84.5% in 2019. We are on track to achieving or possibly surpassing our target of 85%. While the Board’s results are slightly lower than those of the province, we are gradually reducing the gap.

MEES OBJECTIVE 5: Language Proficiency (for Adults)

Objective: To increase by 5 percentage points the proportion of the adult population who demonstrate high-level literacy skills according to the 2022 Programme for the International Assessment of Adult Competencies (PIACC).

Please note: The EMSB does not have an Objective 5 the lack of available statistics for particular regions and communities makes the setting of objectives, indicators and target, which can have an impact on the next PIACC results, difficult for the EMSB to address.

MEES OBJECTIVE 6: Educational Path

Objective: To reduce to 10% the proportion of students starting public secondary school at age 13 or older by 2030.

EMSB Objective 6.0: To maintain the proportion of students starting secondary school at age 13 or older at no more than 4.5% through 2022.

Table 2: Proportion of EMSB Students Entering Secondary School at Age 13 or Later (%)

Proportion of Students Entering Secondary 1 Late	2016-2017	2017-2018
Public Sector (total)	12.5	13.2
Female	10.8	*
Male	14.2	*
EMSB (total)	4.8 (4.6)	3.7
Female	3.3 (3.6)	*
Male	6.2 (5.6)	*

Source: Rapport de diplomation et qualification par commission scolaire au secondaire, édition 2019, Objective 2 et 6 politique reussite, 2019

**Please note that the data is not available according to gender.*

The 2016-2017 results for the proportion of students starting secondary school at age 13 or later, as presented in the Commitment-to-Success Plan, were at the time provisional. Since then, the results have been confirmed and are shown in parentheses. In the report, *Rapport de diplomation et qualification par commission scolaire au secondaire, édition 2019*, the MEES does not report on the Public Sector, rather it reports on the entire province of Quebec, including the Public and Private Sector. The document entitled *Objective 2 et 6, politique reussite 2019*, provides data on the Public Sector and the EMSB. Given that this document presents the most recent data, the EMSB will report on the Public Sector's data. It should be noted that the data for gender is not available.

MEES OBJECTIVE 7 : Living Environment

Objective: By 2030, ensure that all school buildings are in good condition.

EMSB Objective 7.1: To reduce the Facility Condition Index (FCI) of EMSB buildings from 35.0% in 2016 to 20.0% by 2022.

Table 1: Facility Condition Index of EMSB Buildings

Year	FCI (%)
2013	39.42
2014	38.89
2015	37.72
2016	35.00
2017	34.23

EMSB Material Resources Department Data, 2017

The Facility Condition Index (FCI) is a ratio of the 5-year maintenance costs for buildings compared to replacement costs. The Board’s capacity to improve its buildings is highly dependent on capital grants from the MEES. The FCI reading in Simacs for 2017-18 is 34.23%.

The projects carried out consisted of building maintenance projects for the replacement or improvement of various components of buildings such as roofing, masonry, windows, sanitary blocks, interior finishes, boilers, ventilation systems, et cetera.

In the next few years, the project implementation rate will increase significantly with the restructuring of the material resources project management team and methodology. Over the last year, the implementation of the new structure has quadrupled the number of project managers and put in place a recognized project management methodology that focuses on achieving six main objectives. These are: ensuring the health and safety of the occupants, maintaining high quality standards, management of impact on operations, respecting budgets, respecting schedules, and customer satisfaction.

ADDITIONAL OBJECTIVES

MEES ORIENTATION 5.1:

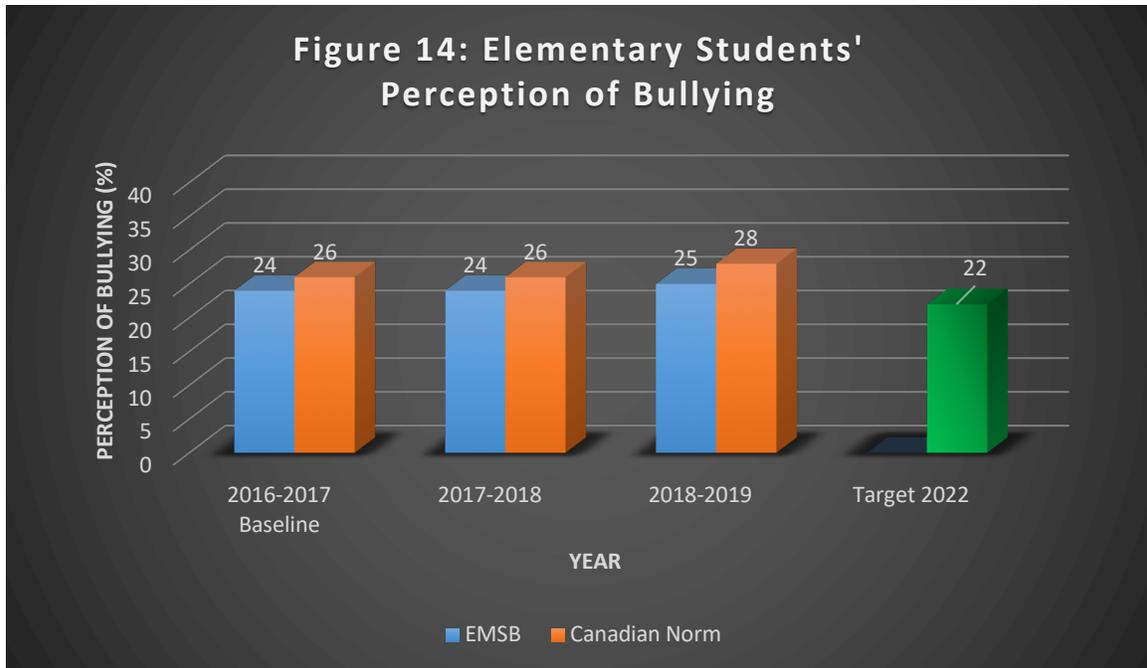
An educational living environment must be one that has a sense of safety and physical and psychological well-being for all. In this respect, a healthy and safe environment means that the educational setting must be free of bullying, discrimination, radicalization, intolerance and any other form of physical, sexual, emotional or psychological violence.

A safe educational living environment is critical for students' learning. The EMSB has continued to monitor students' perceptions of bullying, perception of school safety and their sense of anxiety. Over the last ten years, the Board has been using the OURSchool survey, to allow students to convey their perceptions of the social atmosphere of their school. This tool allow students from grades 4 to 6, and all grades of secondary school to provide feedback about their school experience by completing this survey once a year.

The survey covers a variety of subjects including bullying, school safety, students' sense of belonging, student anxiety, and student-teacher relationships. The results are anonymous. This survey is one of many tools that schools use to implement the MEE's policy on bullying, and intimidation (Safe School Action Plan). It should be noted that students are asked what they have perceived in the 30 days preceding the survey.

EMSB Objective 8.1: To decrease the rate of elementary students who report victimization resulting from bullying on the OURSCHOOL survey from 24% in 2017 to 22% by 2022.

EMSB Objective 8.2: To decrease the rate of secondary students who report victimization resulting from bullying on the OURSCHOOL survey from 16% in 2017 to 14% by 2022.

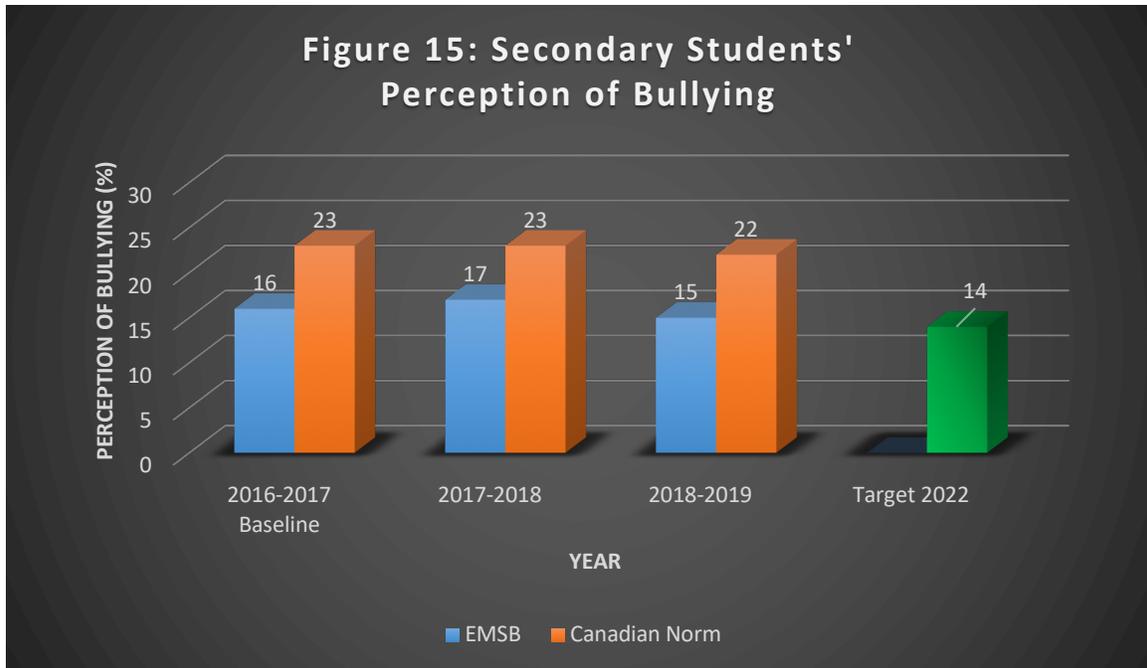


Source: OURSchool Survey, 2019

The OurSCHOOL 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”.

Figure 14 shows that there has been a slight increase in the perception of bullying from 24% in 2017 to 25% in 2019. A further analysis of the data shows that 60% of the perceived bullying incidents occur outside of school, or on the bus. Students report that the predominant type of bullying they perceive is social and/or verbal in nature. The majority of students also report that adults are quick to intervene. Students feel that they can turn to staff when they need to talk.

While the Board’s results mirror the trend of the national Canadian norm, it is of concern to us that the perceived bullying at this level is not moving in the right direction and we may not be on track to reach our target. There is a need for thoughtful reflection on the effectiveness of the strategies that are being used and what research says about new preventative strategies.



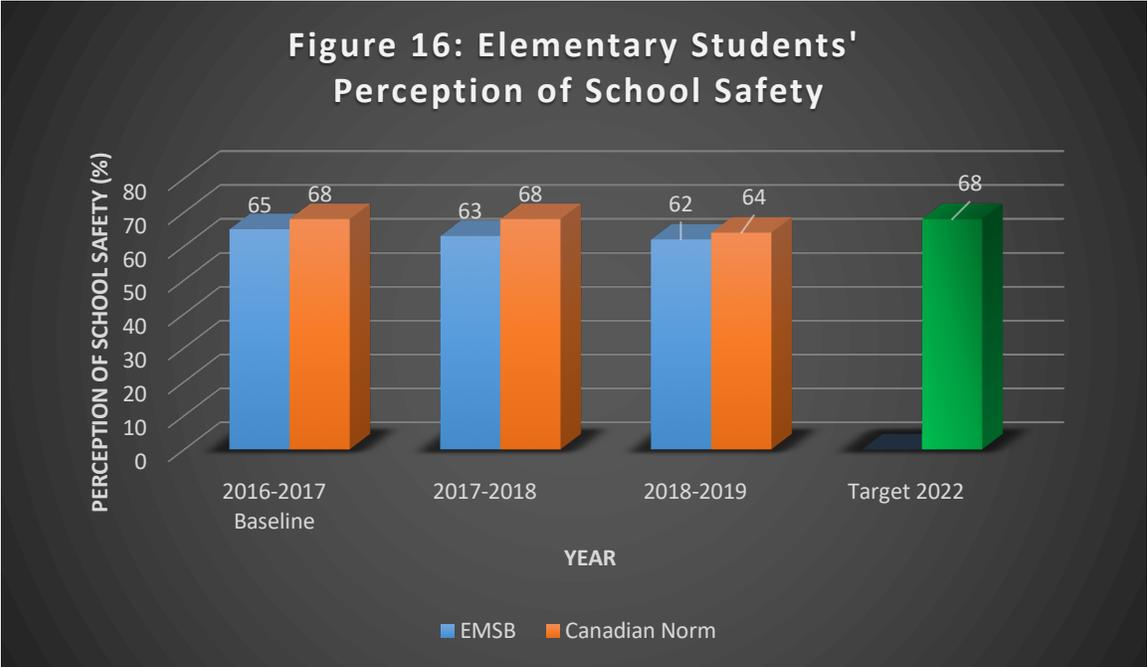
Source: OURSchool Survey, 2019

Figure 15 shows that there has been a slight decrease in the perception of bullying (moderate to high levels) from 16% in 2017 to 15% in 2019. While there was a slight increase in 2018, we are moving in the right direction. A further analysis of the data shows that about 60% of the perceived bullying incidents occur outside on school property, or in hallways. Students also report that about 70% of incidents occur after school or during unsupervised times. While students often confide in a friend when a bullying incident occurs, it is of concern that only about 25% tell an adult at school, and only 37% tell a parent.

While the national Canadian norm remained relatively stable, as of 2017-2018, both the Board and the national trend are moving in the right direction.

EMS B Objective 8.3: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL survey from 65% in 2017 to 68% by 2022.

EMS B Objective 8.4: To increase the rate of secondary students who report feeling safe attending school on the OURSCHOOL survey from 59% in 2017 to 62% by 2022.



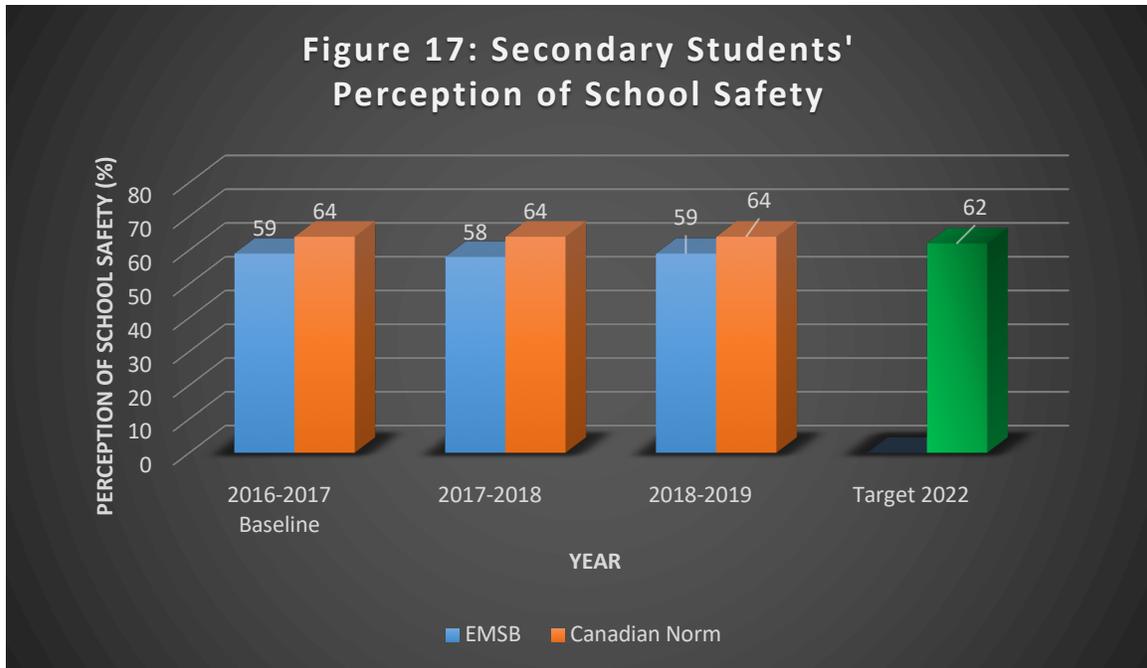
Source: OURSchool Survey, 2019

The OurSCHOOL survey defines the context of school safety as students' perceptions of feeling safe at school, going to school and coming home from school.

Figure 16 shows that elementary students' perception of school safety decreased from 65% in 2017 to 62% in 2019. The value of 62% for 2019 is arrived at by combining all of the elements defined above.

A further analysis of the data shows that overall, about 10% of elementary students at EMSB expressed that they do not feel safe at school, while an additional 18% indicated a neutral position, neither agreeing nor disagreeing that they felt safe at school. In fact, the data shows that 72% of students feel safe on school grounds.

The data shows that the Board is experiencing the same downward trend as the Canadian Norm.



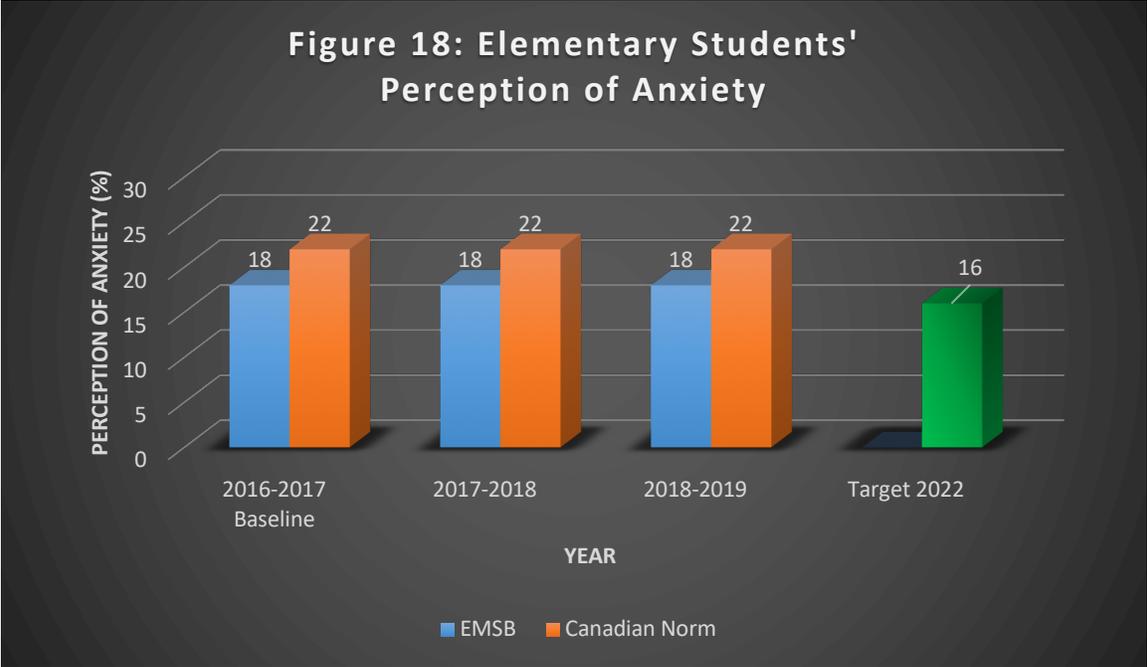
Source: OURSchool Survey, 2019

Figure 17 shows that secondary students' perception of school safety has remained relatively stable at about 59% from 2017 to 2019. The value of 59% for 2019 is arrived at by combining perceptions of feeling safe at school, going to school and coming home from school.

A further analysis of the data shows that overall, about 11% of secondary students at EMSB expressed that they do not feel safe at school, while an additional 18% indicated a neutral position, neither agreeing nor disagreeing that they felt safe at school. In fact, the data shows that 71% of students feel safe on school grounds. The data shows that the Board is experiencing the same stagnant trend as the Canadian Norm concerning school safety.

EMS Objective 8.5: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL survey from 18% in 2017 to 16% by 2022.

EMS Objective 8.6: To decrease the rate of moderate to high level anxiety as reported by secondary school students on the OURSCHOOL survey from 22% in 2017 to 20% by 2022.

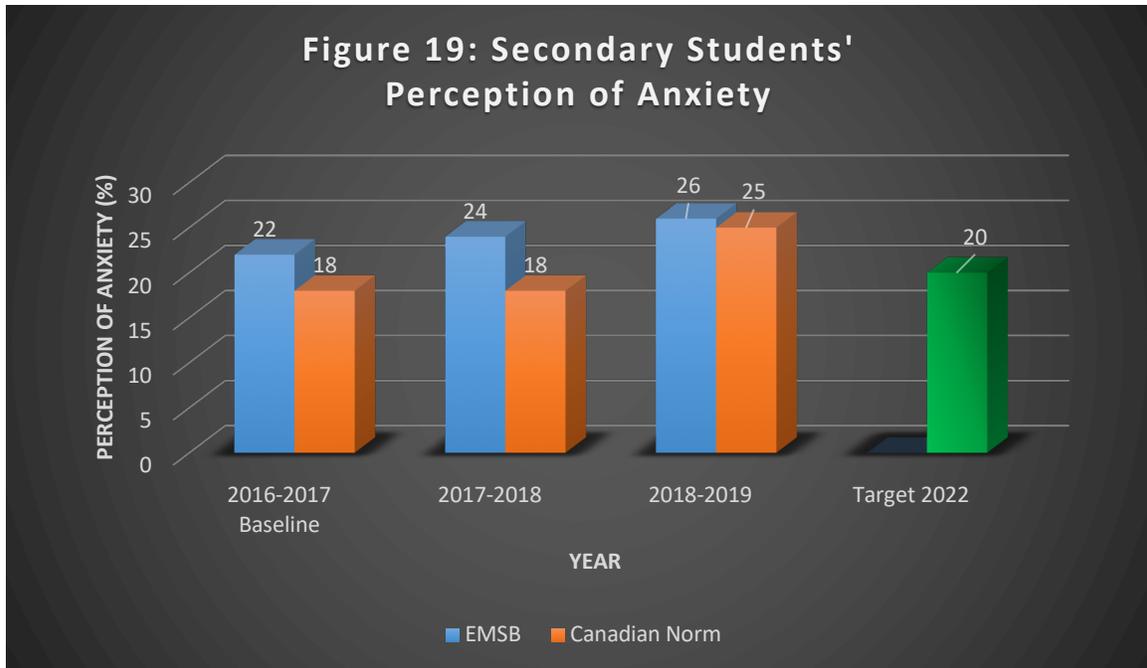


Source: OURSchool Survey, 2019

The OurSCHOOL Survey’s measure of anxiety involves students reporting their feelings of fear, intense anxiety, and worry about particular events or social situations. Anxiety is considered normal and adaptive when it serves to improve people’s functioning or well being. A certain amount of anxiety in elementary students is normal. However, the perceptions that are represented in the data indicate moderate to high levels as reported by students.

The data shows that the perception of anxiety has remained stable at about 18% from 2017 to 2019. A further analysis of the data shows that 21% of girls and 15% of boys in elementary school reported moderate to high levels of anxiety. It is worth noting that at the grade six level, the gap in anxiety between boys and girls is as much as 10%.

The Board results mirror those of the Canadian norm, although slightly lower.



Source: OURSchool Survey, 2019

Anxiety is considered normal and adaptive when it serves to improve people’s functioning or well being. A certain amount of anxiety in secondary students is normal. However, the perceptions that are represented in the data indicate moderate to high levels as reported by students. The data shows that the perception of anxiety has increased 2% per year since 2017 to 26% in 2019. A further analysis of the data shows that 34% of female students and 17% of male students in secondary school reported moderate to high levels of anxiety. Of particular concern is the high level of anxiety among female students in secondary 4, however, this level decreases by secondary 5.

The anxiety level of students at the Board is higher than that of the Canadian norm. The spike in the Canadian norm from 18% in 2017-2018 to 25% in 2018-2019 can be explained by the fact that the Canadian norm data is updated only every two to three years.

MEES ORIENTATION 5.1:

An educational living environment must be one that has a sense of safety and physical and psychological well-being for all.

In the first part of the MEES Orientation 5.1, the Board addresses the well-being of its students. In this second part, the Board addresses the well-being of its employees.

The wellness and good mental health of teaching, professional, managerial and support staff has a significant impact on the success of students. The Board has committed to addressing this issue. The 2018-2019 academic year is the second year of a five-year plan.

EMSB Objective 8.7: To establish an action plan dealing with staff mental health and well-being during 2019-2020 academic year.

In 2017, during the consultative phase of the Commitment-to-Success Plan, staff mental health and well-being emerged as a concern from various groups of stakeholders. Recognizing the importance of this issue, the Board collaborated with other English boards in the province to procure an appropriate tool to measure employee wellness.

In the 2018-2019 year, a Steering committee was established. Members of this committee, administrators, directors and management personnel completed the Queen's University Workplace Mental Health Leadership certificate program. Following the certification program, the steering committee prepared to launch the tool, the Total Health Index Survey (THI) created by Moreau-Sheppell. Employees were made aware of the complete confidentiality of their responses.

Prior to the launch, posters were distributed to schools, centres, and departments in the administration building. Mass emails were sent with information and a video explaining to all regular employees what the THI survey is and how the data would be used. The survey was subsequently launched on May 1st 2019.

Progress participation results were monitored, which prompted the committee to send more reminders and encourage participation before closure. The final results were received June 7, 2019. The analysis of the Psychological Health and Safety (PHS) 13 points indicates that for the EMSB and other English school boards, improvement is needed on some of the points when compared to the benchmark standard. The board will be focusing on the identified areas of improvement during the 2019-2020 school year (year 3 of the project).

MEES ORIENTATION 5.2

Physical Activity

Objective: To increase the number of elementary schools who have implemented 60 minutes per day of physical activity for their students

In 2018-19, 14 additional schools have begun the 60-minute initiative. The focus has always been to provide students with greater opportunities to increase physical activity during the day.

To support the Daily Physical Activity Initiative, two days of professional development were offered for teachers aimed at integrating physical activity breaks into the curriculum. One was for math teachers on how to use physical activity to teach math concepts. The other was for the new schools starting the initiative on the brain/body connection and the science of using movement to support learning.

Materials were purchased and assembled into “Fit Bins”, designed to encourage classrooms to have quick “brain boosts” physical activity breaks. Schools designed “active hallways”, that is, patterns and decals were placed on the floor to encourage students to be active by hopping, skipping and jumping as they move to different places in the building. The introduction of desk cycles and stationary bikes provided an option for students to move during class time. Some schools have added a school-wide physical activity period to start the school day, while others have re-organized their schoolyards to facilitate physical activity.

We anticipate adding 7 schools to this initiative in the 2019-2020 year.

EMSB Service Statement

EMSB Service statement setting out its objectives with regard to the level and quality of the services provided.

The primary responsibility of the schools and centres is to offer quality educational services in a caring, safe and inclusive learning environment. Through their education, students will acquire the social skills to become contributing members of society and will attain the qualifications necessary to pursue their educational or occupational endeavours. The EMSB's responsibility is to support its schools and centres in their efforts. The Board is committed to recruiting qualified individuals and providing appropriate training for them. The Board provides the resources and services based on the needs of its schools and centres with due diligence; it adheres to the principles of equity. There are administrative rules and procedures that govern the allocation of resources to schools and centres.

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

As for the level of quality and services to the public, the Board's schools are universally accessible to all who legally qualify. The Board's success rate has been among the highest in the province for several years. The Board had the highest 7-year graduation rate in the province for both the 2010 and 2011 graduating cohorts at 91.0%, and 92.4% respectively. The data suggests that it is poised to have the highest graduation rate for the 2012 graduating cohort at over 92%.

The Board regularly monitors how services and resources are being used and the impact they have on educational success. The Board is actively engaged in finding new ways to deliver and add services depending on the evolving needs of its student population.

The implementation of the Two-Table Model is an initiative that began several years ago as a pilot project, but has now become anchored in many elementary schools. This model involves resource teachers and classroom teachers working together on a regular, scheduled basis to run two conference tables simultaneously. The teacher-led conference tables provide differentiated, focused instruction and feedback to small groups of students with similar learning needs. While originally intended to support English and French literacy learning, this model has expanded to include other subject areas: students are benefiting in math, science, and social studies at the conference tables.

Three recent initiatives include Response to Intervention (RTI), STEAM (Science, Technology, Engineering, Arts and Mathematics) and a partnership with the Research Institute of the McGill University Health Centre (MUHC). RTI is a framework for implementing proactive data-driven decision-making. It provides teachers with more timely information about students in order to improve student learning and performance. STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration and work through creative process. The EMSB also partnered with the Research Institute of the McGill University Health Centre. This unique educational partnership provides students with access to local, renowned research institutions to help high school students prepare for the future. It introduces our students to scientific thinking that will serve them throughout their careers.

The Adult Education and Vocational Services Department continues to meet the evolving needs of students beyond the youth sector. In the 2018-2019 academic year, the department added more re-education counsellors within the network to support students with varied learning styles and individual learning challenges. The addition of resources to the andragogical support team has allowed for more professional development and support to teachers in both content and core subject areas as well as best practice in andragogy. In particular, one of the additional professionals supports teachers with their andragogical practices and designing curriculum adaptations to meet the needs of Social Integration Services (SIS) students and Socio-Vocational Integration Services (SVIS) students. A technology lead teacher supports teachers in the integration and use of technology in the adult classroom. The department has also added resources to our Distance Education Adult Learning (D.E.A.L) program, which enables adults to learn by correspondence, online and with structured support.

The Vocational Education Sector continues to offer workshops and professional development to teachers through the Centre of Expertise Network (CEN). These sessions provide opportunities for teachers to learn the latest trends and technology aligned with industry, thus keeping the programs current and innovative. Students learn the latest skills, and use state-of-the-art equipment, making them marketable for today's industry demands.

The Board aims to increase the scope of its complementary services, such as psychology, guidance and academic counselling, speech and language therapy, occupational therapy and spiritual and community animation. The Student Services department promotes a multi-disciplinary team approach to benefit each individual case with the multiple perspectives of experts. In the 2018-2019 academic year, in order to support the increasing number of students with special needs, three more Speech Language Pathologists, a Behaviour Management Specialist and two additional Special Education consultants were added to the team. In addition, the Board continues to implement the use of assistive technologies for students with special needs. The addition of resources to the Spiritual and Community Animation team allows for greater connection with students and more opportunities to interact with the community, so as to facilitate the development of the whole child. The Board actively seeks opportunities for students to connect to their community, through volunteering and participation. The goal is to develop students' consciousness of the world around them and the responsibilities that they have as citizens.

A new model of intervention has been introduced, where teachers and special education professionals work together to make the classroom more inclusive to all needs. This provides teachers with ongoing professional development to acquire new skills and strategies in teaching students with special needs.

The 2018-2019 year marked the second year of assistive technology implementation at EMSB, a shared initiative of Student Services and Educational and Technology Services. Our literacy support technologies focus on universal supports for all students in three areas: text to speech, word prediction and speech recognition using WordQ as well as Read and Write for Google Chrome. The model at EMSB is unique in that the technology is available for all students (should they require the support) within the curriculum. The assistive technology consultants develop sustainability for use of these assistive technologies through training for teachers, support staff, and non-teaching professionals, as well as one-to-one work with individual students. The objective for working with individual students is on developing and customizing the assistive technology to meet the student's individual learning profile.

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

The Board provides all schools with libraries that are inclusive and meet the needs of diverse learners. Our libraries promote information and digital literacies. They encourage active learning, exploration, and collaboration, and foster a love of reading. The EMSB strives to ensure that our libraries are relevant to the needs of all of our students and staff, offering new materials and an online presence that is available 24-hours a day. This year the most notable addition to the Virtual Library is “*Rat de bibliothèque*”, an online service for French eBooks that greatly assists in the development of French second language skills.

The Board provides daycare services as a support to working parents. In addition to providing a safe and nurturing environment, the daycares contribute to the development of the whole child in the early years. They encourage the development of the children’s social skills and coordinate activities and recreational projects. They reinforce academic support through homework help after school. Their efforts contribute to the school’s achievement of the Educational Project’s objectives.

As part of the educational system, parents are involved in determining the orientations of the school and board through their participation on governing boards, parent participation organizations, EMSB Parents’ Committee, and the advisory committee on students with special needs. As well, secondary level students participate in governing boards at their schools, school-based student council and Board-wide student council.

Section 4

Bill 15





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

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 initially identified these figures as our baseline to be respected. On October 15, 2018, the MEES sent the Board a letter, indicating that it had revised our baseline to reflect the period covering from April 1, 2017 to March 31, 2018.

The revised baseline for EMSB, which represents the total number of hours paid to all employees, for the period of April 1, 2017 to March 31, 2018 was established at 5,261,307.71 hours.

The Ministry has continued to monitor and track the EMSB data (number of employees and total number of hours paid to employees) for the period from April 1, 2018 to March 31, 2019.

The figures, as listed in the chart below, reflect the data for the EMSB, as collected by the MEES using the 2017 revised baseline set for our School Board as well as the actual comparative results with the 2018-2019 period.

The 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 the 2017 revised baseline and the 2018-2019 actual data
- Reasons and comments to support the difference
- Measures to rectify situation (or to justify the increase)

It is important to mention that, when the MEES provided the Board with its revised baseline for 2017, it did so in giving only a total number of hours paid for all categories of employees, not detailing – as it had in previous years – the number of hours paid per employee group (i.e. teachers) and also the number of paid employees per group. The MEES has validated that, as a result of this global baseline value, the EMSB will only be able to provide general comments as to the reasons to support the global negative difference.

Therefore, when comparing the revised 2017-2018 baseline with the actual 2018-2019 data, we report that the EMSB has not met the Ministry's expectations in reducing the total number of working hours. For the period of April 1, 2018 to March 31, 2019, the baseline according to the Ministry is 5,261,307.71 paid hours whereas our actual figures for the same period reflect a total of 5, 775, 228, 29 paid hours, resulting in a negative difference of 513,920.58 paid hours.

ANALYSIS

Since the initial 2014 report on staffing to the Ministry, the School Board has engaged in a process to review its staffing needs in order to assess the required number of employees required to efficiently deliver services for schools and centres, while also being mindful of the Ministry's accountability expectations and collection of data.

However, without the MEES providing the Board with specific 2017 data to compare with the actual data, it is difficult to pinpoint exactly to which categories of employee groups we can attribute the negative difference in paid working hours.

Notwithstanding the above, the Board can report that, in comparing the revised baseline to the actual data for the reference period of April 1st, 2018 to March 31st, 2019, the School Board experienced an increase in the total number of hours paid to employees that can be attributed to various factors, namely:

- the increased number of the Ministry's Measure allocations providing additional monies pertaining to hiring of new personnel, primarily in teaching, technical and professional services
- the increase in the number of students with special needs, resulting in an increase of teaching, professional and technical support personnel to provide services to these students
- the need to replace personnel on sick leave
- the increase of students enrolled in our daycare services resulting in an increase of support personnel to respect ratios
- the increase in the number of students enrolled in the AEVS (Adult Education and Vocational Sector) requiring additional teaching needs
- the increase of students enrolled in the homeschooling dossier, with the approval of such services by the MEES, resulting in the need for hiring additional personnel
- the increase in management personnel due to a special project and additional services required in order to maintain efficient delivery of services to the schools.

CONCLUSIONS

The English Montreal School Board is committed to continuing to exercise sound and rigorous management regarding its staffing needs, and in order to respect the Ministry's expectations as set in the Act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises.

Furthermore, we will always do so judiciously to ensure the efficient and prompt delivery of services for the benefit of learning and teaching, while also respecting the applicable regulations, policies and collective agreements.

Finally, we are committed to supporting all of our students and to ensure their safety, well-being, education and overall success while, at the same time providing that our employees work in a safe and professional work environment.

Current Data Collection (April 1st, 2018 to March 31st, 2019)
(ACTUAL DATA)

887000 English-Montreal

	AVRIL 2018 À MARS 2019			
	Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1 Personnel d'encadrement	298 559,81	0,00	298 559,81	178
2 Personnel professionnel	331 414,43	497,50	331 911,93	233
3 Personnel infirmier	0,00	0,00	0,00	0
4 Personnel enseignant	2 970 863,72	671,07	2 971 534,79	3 071
5 Personnel de bureau, technicien et assimilé	1 682 046,65	4 065,58	1 686 112,23	1 799
6 Agents de la paix	0,00	0,00	0,00	0
7 Ouvriers, personnel d'entretien et de service	492 343,68	18 746,17	511 089,85	332
8 Étudiants et stagiaires	0,00	0,00	0,00	0
Total	5 775 228,29	23 980,32	5 799 208,61	5 613

April 1st, 2017 to March 31st, 2018 (REVISED BASELINE FROM MEES):

TOTAL OF NUMBER OF PAID WORKING HOURS: 5,261,307.71

* The MEES has provided the Board only with a global number

2017-2018 (April 1st, 2017 to March 31st, 2018)
(ACTUAL DATA)

887000 English-Montreal

	AVRIL 2017 À MARS 2018			
	Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1 Personnel d'encadrement	285 415,87	0,00	285 415,87	170
2 Personnel professionnel	301 241,18	224,00	301 465,18	199
3 Personnel infirmier	0,00	0,00	0,00	0
4 Personnel enseignant	2 872 970,54	435,04	2 873 405,58	2 936
5 Personnel de bureau, technicien et assimilé	1 567 872,83	4 398,28	1 572 271,11	1 700
6 Agents de la paix	0,00	0,00	0,00	0
7 Ouvriers, personnel d'entretien et de service	487 165,54	16 212,32	503 377,86	316
8 Étudiants et stagiaires	0,00	0,00	0,00	0
Total	5 514 665,96	21 269,64	5 535 935,60	5 321

Respectfully submitted by

*Ann Watson
 Director – Human Resources Department*

AW/aw (Dec. 6, 2019)



Commission scolaire
English-Montréal
English Montreal
School Board

Annual Accountability for Service Contracts

Service Contracts of \$25,000 or More
Awarded Between July 1, 2018 and June 30, 2019

	Natural Persons (Individuals) + Corporations (Companies) > \$25,000
Number of Contracts Awarded	21
Value of Contracts Awarded	\$2,645,502.95

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