

2020-2021

ANNUAL REPORT



Commission scolaire English-Montréal
English Montreal School Board



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is a publication of the
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the English Montreal School Board

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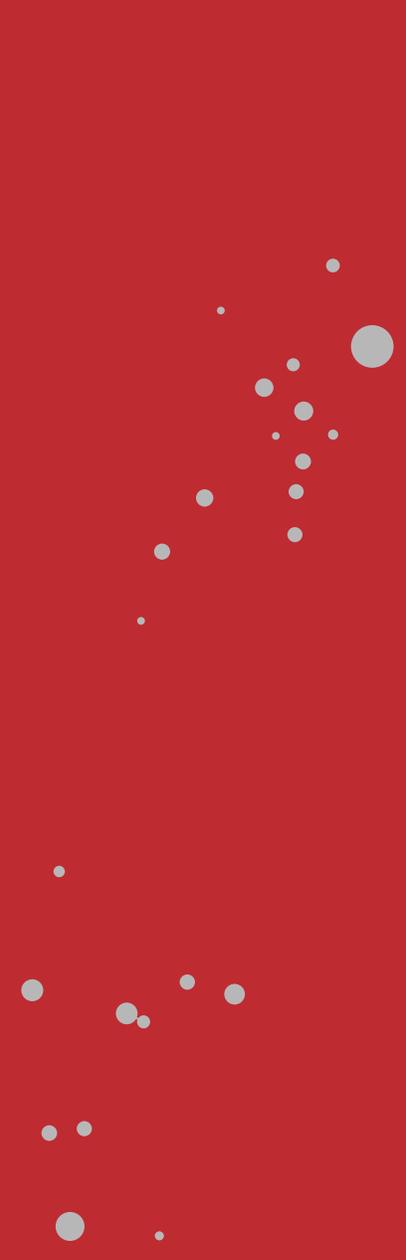


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Cedarcrest Elementary School
Gardenview Elementary School
LaurenHill Academy Junior Campus
LaurenHill Academy Senior Campus
Parkdale Elementary School
St. Laurent Adult Education Centre

John Caboto Academy
Our Lady of Pompei Elementary School
L.I.N.K.S. High School
Lester B. Pearson High School
Galileo Adult Education Centre
Rosemount Technology Centre - Curtis George Campus
St. Pius X Career Centre
Gerald McShane Elementary School

5

7

Ahuntsic – Cartierville

Dorval

Saint-Laurent

Hampstead Elementary School
Merton Elementary School
John Grant High School
Mountainview High School
Wagar Adult Education Centre

Côte Saint-Luc

Mont-Royal

Villeray – Saint-Michel –
Parc-Extension

4

1

6

Hampstead

Outremont

Rosemount
La Petite

Lachine

Montréal-
Ouest

2

Côte-des-
Neiges

Notre-Dame-
de-Grâce

Le Plateau
Mont-Royal

Edinburgh Elementary School
Elizabeth Ballantyne Elementary School
Royal Vale Elementary School
St. Monica Elementary School
Willingdon Elementary School - Senior Campus
Willingdon Elementary School - Junior Campus
FOCUS High School
Outreach High School
Royal Vale High School
Royal West Academy
Mackay Centre
Philip E. Layton School
Shadd Health & Business Centre

Westmount

3

Le Sud-Ouest

Ville-Marie

Carlyle Elementary School
Coronation Elementary School
Dunrae Gardens Elementary School
Sinclair Laird Elementary School
St. Raphael Elementary School
Marymount Academy International
Programme Mile End
Sir Mortimer B. Davis

Roslyn Elementary School
St. Gabriel Elementary School
Westmount Park Elementary School
Elizabeth High School
James Lyng High School
Options High School
Venture High School
Vezeina High School
Westmount High School
James Lyng Adult Education Centre
Montreal Children's Hospital

Dante Elementary School
 Honoré Mercier Elementary School
 Pierre de Coubertin Elementary School
 Laurier Macdonald High School
 Laurier Macdonald Career Centre - Main Campus
 Laurier Macdonald Career Centre - Des Grandes Prairies Campus

East Hill Elementary School
 Leonardo da Vinci Academy
 Michelangelo International Elementary School
 Cité Des Prairies

Montréal-Nord

10

Saint-Léonard

8

Rivière-des-Prairies

Anjou

Pointe-aux-Trembles

Mont -
-Patrie

9

Montréal-
Est

Dalkeith Elementary School
 Edward Murphy Elementary School
 Vincent Massey Collegiate

Mercier -
Hochelaga-
Maisonneuve

Bancroft Elementary School
 F.A.C.E. Elementary School
 Nesbitt Elementary School
 Pierre Elliott Trudeau Elementary School
 F.A.C.E. High School
 John F. Kennedy High School
 M.I.N.D. High School
 Perspectives I High School
 Perspectives II High School
 Rosemount High School
 High School of Montreal Adult Education Centre
 John F. Kennedy Adult Education Centre
 Rosemount Technology Centre - Main Campus

■ Circonscription électorale de la CSEM / EMSB Electoral Ward
 — Limite de circonscription électorale / Electoral Ward Boundary
 Limite municipale et d'arrondissement / Municipal and Borough Limit

EMSB NETWORK

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.

16

high schools

35

elementary schools

10

adult & vocational
schools

EMSB NUMBERS

7

social affairs
schools

92.5%

highest success
rate among all
Anglophone school
boards in Quebec

8

alternative outreach
high schools



MESSAGE FROM THE DIRECTOR GENERAL AND THE CHAIR

We are pleased to present our annual report for the 2020-2021 academic year.

Despite the challenges we faced due to the COVID-19 pandemic, our staff, parents and students all rose to the occasion under what were often very trying circumstances. We adapted to the new normal and carried on with our mission to educate students, from Pre-Kindergarten to adults.

This was a year of change for the EMSB. Elections were held and a newly mandated Council of Commissioners took office. One of the first things the Council did was authorize the purchase of 800 air purifiers in all buildings where mechanical ventilation systems were not in place. Our schools and centres followed all of the necessary COVID-19 protocols established by the Quebec government and we are proud to note that our overall infection rate was extremely low.

Online learning was made available for those students who needed it while the number of pupils enrolled in home schooling increased. Meetings for the Council, management and Governing Boards went virtual and we all made this mode of communication work to our advantage. Open Houses moved in this direction as well. Even when things do return back to normal one day, we believe this format will be preserved.

In this year's annual report we have included some highlights from the year, reports from our Ombudsman, Ethics Commissioners and on Bill 15 (Act Respecting Workforce Management and Control Within Government Departments, Public Sector Bodies Networks and State-Owned Enterprises), financial statements and our very detailed Commitment-to-Success Plan.

Nick Katalifos and Joe Ortona



EMSB COMMISSIONERS

Joe Ortona

Chair

Member of Executive Committee (Chair), Comité de gestion de la taxe scolaire de l'île de Montréal and Quebec English School Boards Association

Agostino Cannavino

Vice-Chair

Member of: Executive Committee and Comité de gestion de la taxe scolaire de l'île de Montréal (Alternate)
Ward 6 St-Michel, Villeray, Plateau-Mont-Royal, Ville-Marie East

Ellie Israel

Member of Executive Committee and Governance & Ethics Committee

Ward 1 Côte-des-Neiges, Snowdon, Outremont, Town of Mont-Royal, Parc-Extension

Joseph Lalla

Member of Human Resources Committee (Chair)

Ward 2 Montreal West, Notre-Dame-de-Grâce

Julien Feldman

Member of Governance & Ethics Committee (Chair) and Human Resources Committee (Vice-Chair)

Ward 3 Westmount, Southwest, Ville-Marie West

Jamie Fabian

Member of Quebec English School Boards Association and Audit Committee

Ward 4 Hampstead, Côte Saint-Luc

James Kromida

Member of Audit Committee (Chair) and Executive Committee

Ward 5 St-Laurent

Sophie De Vito

Member of Governance & Ethics Committee

Ward 7 Ahuntsic, Cartierville, Montreal North

Mario Pietrangelo

Member of Governance & Ethics Committee (Vice-Chair) and Human Resources Committee

Ward 8 St-Léonard

Mario Bentrovato

Member of Executive Committee (Vice-Chair) and Human Resources Committee

Ward 9 Anjou, Mercier, Hochelaga, Maisonneuve, Rosemount-La Petite-Patrie

Pietro Mercuri

Member of Executive Committee and Transportation & Safety Advisory Committee

Ward 10 Rivière-des-Prairies, Pointe-aux-Trembles

Maria Corsi

Parent Commissioner - Elementary Schools

Member of Executive Committee

Tony Speranza

Parent Commissioner - Secondary Schools

Member of Audit Committee (Vice-Chair) and Transportation & Safety Advisory Committee

Mubeenah Mughal

Parent Commissioner - ACSES (Advisory Committee on Special Education Services)

Member of Human Resources Committee

Daniel Tatone

Parent Commissioner –At Large

Member of Governance & Ethics Committee



SENIOR ADMINISTRATORS

Nicholas Katalifos

Director General

Benoît Duhême

Deputy Director General, Administration

Evelyne Alfonsi

Deputy Director General, Education and Innovation

Nathalie Lauzière

Secretary General, Director of Archives and Translation Services

Pela Nickoletopoulos

Sector Director, Elementary

Nathalie Lacroix

Sector Director, High Schools

Anna Sanalitra

Director of Educational Services

Athina Galanogeorgos

Assistant Director of Educational Services

Anna Villalta

Assistant Director of Educational Services

Myrienne Lusignan

Assistant Director Of Educational Services

Bob Thomas

Director of Information Technology Services

Kacem Azzouni

Assistant Director of Information Technology Services

Livia Nassivera

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

Angela Spagnolo

Director of Adult Education and Vocational Services

Richard David

Assistant Director of Adult Education and Vocational Services

Mario Argiropoulos

Assistant Director of Adult Education and Vocational Services

Mario Cardin

Director of Material Resources

Patrick Ouellet

Assistant Director of Material Resources

Diana Nguyen

Assistant Director of Material Resources

Nasreddine Slimi

Assistant Director of Material Resources (Procurement)

Julie René de Cotret

Director of Student Services

Sabrina Petrocco

Assistant Director of Student Services

Sandra Léveillé

Director of School Organization



HIGHLIGHTS



New Director General



The Council of Commissioners announced the appointment of Nicholas Katalifos as its Director General. Mr. Katalifos has worked for the EMSB and the former Protestant School Board of Greater Montreal for 29 years. For the previous three years, he served as the Principal of the Wagar Adult Education Centre in Côte Saint-Luc. Prior to that he was the Principal of three elementary schools – Roslyn in Westmount and Pierre de Coubertin and the former General Vanier in St. Léonard – and he was the Vice Principal of two schools – Gardenview Elementary in St. Laurent and Westmount High. He began his career in the education system as a teacher.

Showing Resiliency During a Challenging Year

To mark this incredibly challenging school year, the EMSB celebrated the resilience of students, staff and families in a fun and unique way. The Directors Showband and their team of professional videographers partnered with the EMSB to write an original song that celebrates wellness, resilience and perseverance. Accompanying the song “Share the Love (We’re Better Together)” was a professionally shot and edited music video starring our students, staff and families.

Virtual Open Houses



When COVID-19 forced educators around the world to re-think how they teach and interact with their students, the EMSB realized that the impact of the ongoing pandemic not only affects those currently enrolled in the system, but prospective students and parents as well. Yet, with registration only months away for both Kindergarten and High School, the EMSB needed a solution. Faced with the difficult task of showcasing each school’s unique environment virtually, administrators and dedicated staff members found creative ways to feature their school their own way. For a few schools, this came in the form of beautiful video testimonials from current students and alumni. Others featured tours of their school, some even with a bird’s eye view from up high in the clouds. Gerald McShane Elementary School in Montreal North went so far as to outfit a sports concentration student with a GoPro camera to truly let prospective students walk a mile in his shoes. Yet, perhaps the most dynamic and interactive open houses came from three gregarious high schools and eight elementary schools. They replicated the warm feeling of their school in real-time into the kitchens and living rooms of homes across Montreal.

Pilot Project for Kindergarten Registration

Elementary School Registration Week for the 2021-2022 academic year took place February 1 to 5, with sibling registration a week earlier. This year, five schools took part in a pilot project offering parents the opportunity to book an appointment online to register their child, starting Monday, January 25 at 7 am. They were Royal Vale in NDG, Merton in Côte Saint-Luc, Edinburgh in Montreal West, Gardenvue in St. Laurent and East Hill in Rivière-des-Prairies. Over the years, these schools have had long lineups, some starting days before registration began. The project was a success.



Thanking Frontline Heroes

As the COVID-19 pandemic continues to define all of our lives, three St. Léonard elementary schools – Honoré Mercier, Pierre de Coubertin and Dante – came together to honour the courage, selflessness and dedication of their local frontline workers. On May 4, local healthcare workers joined firefighters from Firehouse 21 and SPVM officers from Station 42 to participate in a special assembly at Honoré Mercier. In addition to receiving awards, these frontline workers also shared poignant stories from the past 15 months with the students. The event was held in the school gymnasium and livestreamed to classrooms. There was a wonderful performance by the Honoré Mercier Bucket Drumming Club. Former EMSB Director General Antonio Lacroce shared the emotional story of losing both of his parents due to COVID-19 a year earlier at a local CHSLD. Representing Station 42 were police officers Mai Dang and Julie Mazerolle. From the healthcare network, there were parents Dr. Tania Decobellis, nurses Stella Racaniello, Rosie Calabretta and Woodeline Dorlean, and Enzo Caprio, who oversees the COVID-19 laboratory test centre at the MUHC.



Graduating Orderlies

On the road to becoming orderlies, 160 Shadd students met the incredible challenge of completing a condensed 375-hour course in patient support at Shadd Health and Business Centre. The students were enrolled in a training program for the Health Care Facility Patient Service Support Skills Training Certificate (STC in English, AEP in French), a precursor to training towards becoming an orderly in the Quebec medical system. (The Quebec government launched the Skills Training Certificate in the early summer of 2020 to pump up the numbers of orderly positions in its medical workforce.) Shadd students were divided into eight groups, made up of 20 students each. The first six groups did three weeks of in-school training at the Centre starting in mid-June. The second started in early July. Each set then continued on to complete their hands-on training for six weeks at their affiliated CIUSSS, where they would stay on for a minimum of one year, allowing them to work in the CHSLDs under a bursary from the Quebec government.

Parents Conference



The EMSB Parents Committee held a Virtual Conference for Parents on April 18. Dr. Earl Rubin, Director of The Division of Pediatric Infectious Diseases at the Montreal Children’s Hospital, kicked off the event as the keynote speaker under the theme “Resilience through the COVID Pandemic.” He spoke about the science, challenges and impact regarding COVID-19, vaccines for children and more. This was followed by a panel and Q&A composed of Dr. Rubin, Dr. Debbie Schwarcz and Montreal Gazette health reporter Aaron Derfel. All three are EMSB parents. The conference also focused on subjects such as setting boundaries on screens with your children; building up children to help them bounce back from life’s challenges; early literacy and kindergarten readiness; assistive technology tools for student writing support; discrimination, inclusion and equity; field trips of the future; prevention of weight/size discrimination; vaping – what you need to know; journaling as a self-care tool; critical media literacy; play and movement for elementary school aged students; staying active for high school aged students; The Virtual Library; Netiquette; Recognition of acquired competencies (Adult Education and Vocational sector); STEAM integration; and many others.

Volunteer Recognition



The annual EMSB Parent Volunteer Appreciation Evening took place virtually during National Volunteer Week, which ran from April 18 to 24, under the theme of “Working Together: Meeting the Challenge.” Jamie Orchard was this year’s Ambassador of the Year. She recently concluded a distinguished 23-year career with Global TV, where she served as senior anchor and news editor for the evening news. She previously covered the news in Montreal for CTV and CBC. The Volunteer of Distinction was Mary Nitti from Pierre Elliott Trudeau Elementary School in Rosemount, who for the past 21 years continues to volunteer her time, energy and creative talents to enhance the school. Over the years, Mary has helped students, parents, and staff members. For the 12th consecutive year, La Capitale Financial Services was the title sponsor for this event. It is a member of La Capitale Financial Group, offers a wide range of products and services.

Air Purifiers

Immediately upon assuming office in November, the Council of Commissioners heard the call from parents about purchasing air purifiers for schools without mechanical ventilation systems. Despite information released by the Quebec Public Health Department that the installation of portable air ventilators in classrooms was not recommended, the EMSB stood behind its decision to proceed and by the end of January – a month ahead of schedule – work on 30 buildings was completed.

Bill 21 Case

In April 2021, the EMSB was elated with the Quebec Superior Court's decision to strike down key provisions of Bill 21, An Act Respecting the Laicity of the State. This decision was specific to all English language school boards, such as preventing teachers from wearing symbols such as the kippah, turban, or hijab while at work based on Section 23 of the Canadian Charter of Rights and Freedoms. Regrettably the Quebec government appealed the ruling and therefore the law remains in place. The EMSB position has always been that Bill 21 conflicted with our values and our mission and with those of all Quebecers as expressed in the Quebec Charter of Human Rights and Freedoms.

Bill 40 Case

In the fall of 2020, the Court of Appeal of Quebec suspended Bill 40 until the Superior Court of Quebec heard the case in April. Bill 40 would have transformed English-language school boards into school service centres. A court case followed and a decision by the judge was forthcoming.

Student Vaccinations

The EMSB worked with local CIUSSS offices to coordinate COVID-19 vaccination appointments for students aged 12 to 17. Some school buildings were identified as vaccination centres for students, and also staff who had yet to receive their first dose. Some EMSB facilities also opened to the public after regular school hours for any students aged 12 and 13, even from nearby elementary schools, who were accompanied by a parent.

Top Success Rate

The EMSB surpassed its record, set the previous year, for the highest Success Rate in graduation and qualification among public school boards in the entire province of Quebec. Based on a seven-year cohort, it has a 92.5 percent success rate. These figures were released by the Ministère de l'Éducation du Québec. While the majority of students graduated after five years, the Ministry allows each cohort to be followed for an additional two years to ensure that students have every opportunity to graduate or obtain a first qualification. In addition to having the highest Success Rate in the province, the EMSB is also number one in the public network and among English boards. The province-wide Success Rate, which includes both public and private school results, remained stable for 2019 at 81.8 percent.



Teacher Awards



On the occasion of EMSB Teacher Recognition Day, three teachers were presented with special awards from La Cage Brasserie Sportive, as well as certificates and gift cards to Chapters/Indigo. The winners were profiled on television by promotion co-sponsor CityNews Montreal. A ceremony was held in the yard of Sinclair Laird Elementary School. The EMSB launched this ceremony seven years ago to coincide with National Teachers Appreciation Week in the United States and recognize this profession towards the end of the academic year. The EMSB received many nominations from parents for the awards, which fall into three categories. Groupe Sportscene, which owns La Cage, awarded \$100 gift cards to teachers Vicki Theophilopoulos from Sinclair Laird Elementary School in Park Extension (youth sector); Joseph Romano from John Caboto Academy in Ahuntsic (physical education) and Lea Zuravlyov, Mauro Corneli, Itzhak Raz, Patrick Bramm, Silvia Bilotto and Galina Gatsko (adult sector), representing the mathematics staff at John F. Kennedy Adult Education Centre in St. Michel.

AEVS Resolution

The Council of Commissioners adopted a resolution that oversight of all aspects of the AEVS Department be returned to the Director and that all staff dispersed to other departments, by resolution passed by then Trustee Marlene Jennings, be returned. The Council mandated the Director General to strike a committee, including the Directors of Educational Services, Student Services, School Organization, Human Resources and Financial Services, to meet monthly with him or his delegate, to ensure proper oversight such that the AEVS Department improves and progresses as required. The Director General will evaluate the progress made by the department and provide an update to Council no later than June 2022.

Invitation to US Vice-President Harris



EMSB Chair Joe Ortona wrote to Federal Liberal MP for NDG-Westmount and Minister of Foreign Affairs Marc Garneau to raise the possibility of United States Vice-President Kamala Harris visiting Westmount High School as part of the itinerary on any future visit to Canada. Vice-President Harris graduated from the school in 1981. “Vice-President Harris’ story has inspired, and continues to inspire, young people around the world and the students of Westmount High are no exception,” said the EMSB Chair. A story was carried by Canadian Press and published in newspapers across the country.

The Grocery Project

A new pilot project at Wagar Adult Education Centre, resulting from a partnership with Giant Steps, the Transforming Autism Care Consortium (TACC), Weston and the federal government, was a big success. The program had its official launch in the fall. Nine Wagar students, ranging in age from 21 to 62, were enrolled in an intensive nine-month bilingual work training program. Students met daily with a Wagar teacher and two job coaches who integrated them in the retail and supermarket distribution centre setting and prepared them for future employment opportunities.



Changes at F.A.C.E.

The EMSB adopted a resolution at the beginning of the academic year to approve the establishment of a new Governing Board, as well as create a new position of School Principal. F.A.C.E. (Fine Arts Core Education) School is located in downtown Montreal. Marilyn Ramlakhan, formerly VP at James Lyng High School, was appointed Principal of F.A.C.E. This school has been managed jointly by the Centre de services scolaire de Montréal (CSSDM) and the EMSB since 1998. Following the resolution adopted by the EMSB, the two organizations worked jointly to revise the protocol established by the EMSB and the CSSDM with the aim of ensuring the continuity of F.A.C.E.'s unique educational project.



ENROLMENT NUMBERS



ENROLMENT NUMBERS

ELEMENTARY SCHOOLS	PRINCIPAL	ENROLMENT	TEACHER ALLOCATION
Bancroft	Ms. Dorothy Ostrowicz	337	22.79
Carlyle	Ms. Dina Vourdousis	278	21.17
Cedarcrest	Ms. Elena Zervas	289	20.57
Coronation	Mr. Mike Talevi	267	22.29
Dalkeith	Mr. John Wright	164	17.08
Dante	Mr. Joseph Schembri	336	19.02
Dunrae Gardens	Ms. Despina Michakis	340	21.37
East Hill	Ms. Liboria Amato	420	28.42
Edinburgh	Ms. Chantal Juhasz	338	20.47
Edward Murphy	Ms. Rania Delis	283	22.49
Elizabeth Ballantyne	Mr. Saverio Servello	215	19.02
F.A.C.E.	Ms. Marilyn Ramlakhan	163	10.28
Gardenview	Mr. Gaetano Sifoni	750	43.49
Gerald McShane	Mr. Steven Rebelo	266	20.77
Hampstead	Ms. Lucy Buscemi	207	18.29
Honoré Mercier	Ms. Sonia Marotta	392	23.42
John Caboto Academy	Mr. David Servello	188	19.90
Leonardo Da Vinci Academy	Ms. Nadia Sammarco	445	29.34
Merton	Ms. Rosana Caplan	301	19.14
Michelangelo International	Ms. Marisa Mineiro	494	32.68
Nesbitt	Mr. Nicholas Romano	296	25.96
Our Lady of Pompei	Mr. Lisa Ancona	228	15.78
Parkdale	Mr. George Koutsoulis	306	32.48
Pierre de Coubertin	Ms. Ida Pisano	465	31.56
Pierre Elliott Trudeau	Ms. Tanya Alvares	326	27.89
Roslyn	Ms. Joanna Genovezos	577	37.17
Royal Vale	Mr. Mauro Zampini	443	26.18
Sinclair Laird	Mr. Derrek Cauchi	128	9.33
St. Gabriel	Mr. Jim Daskalakis	216	20.67
St. Monica	Ms. Silvana Crigna	268	20.57
St. Raphael	Ms. Gail Callender	27	7.20
Westmount Park	Mr. Marco Gagliardi	457	31.56
Willingdon	Ms. Carmen Nicolas	585	35.85
TOTAL		10,795	774.20

ENROLMENT NUMBERS

HIGH SCHOOLS	PRINCIPAL	ENROLMENT	TEACHER ALLOCATION
F.A.C.E. High School	Ms. Marilyn Ramlakhan	126	10.3
James Lyng	Mr. Lino Buttino	97	15.5
John F. Kennedy	Mr. Otis Delaney	321	26
John Grant	Ms. Jennifer LeHuquet	79	13.0
LaurenHill Academy	Ms. Donna Manos	1098	68.3
Laurier Macdonald	Ms. Cristina Celzi	742	37.8
Lester B. Pearson	Mr. Tony Pita	1025	63.5
Marymount Academy	Mr. James Fequet	398	25.5
M.I.N.D.	Ms. Dorothy Ostrowicz	43	5
L.I.N.K.S.	Ms. Maria Calderella	71	11
Rosemount	Mr. Luigi Santamaria	400	27.2
Royal Vale	Mr. Mauro Zampini	491	22.6
Royal West Academy	Ms. Angela Vaudry	902	47.7
Vincent Massey Collegiate	Ms. Franca Cristiano	806	42.0
Westmount	Ms. Demetra Droutsas	777	50.8
TOTAL		7376	466.2

SOCIAL AFFAIRS SCHOOLS	PRINCIPAL	ENROLMENT	TEACHER ALLOCATION
Cité des Prairies	Mr. Craig Olenik	3	2.0
Elizabeth High School	Mr. Craig Olenik	3	2.3
Mackay Centre	Ms. Irimi Margetis	141	34.0
Montreal Children's Hospital	Ms. Gail Callender		3.0
Mountainview Sch. Proj. Ctr.	Mr. Craig Olenik	23	8.0
Philip E. Layton School	Ms. Irimi Margetis	42	20.3
Sir Mortimer B. Davis	Ms. Gail Callender	40	8.0
TOTAL		252	77.6

OUTREACH SCHOOLS	PRINCIPAL	ENROLMENT	TEACHER ALLOCATION
Focus	Mr. Craig Olenik	22	5.0
Options	Mr. Craig Olenik	19	5.0
Outreach	Mr. Craig Olenik	10	3.0
Perspectives I	Mr. Craig Olenik	20	5.0
Perspectives II	Mr. Craig Olenik	31	6.0
Programme Mile End	Mr. Craig Olenik	29	4.0
Venture	Mr. Craig Olenik	12	3.0
Vezina	Mr. Craig Olenik	24	4.0
TOTAL		167	35

ADULT & VOCATIONAL EDUCATION CENTRES	PRINCIPAL	ENROLMENT
Galileo Adult Education Centre	Ms. Martina Schiavone	1,035
High School of Montreal Adult Education Centre	Mr. Harry Michalopoulos	3,014
James Lyng Adult Education Centre	Ms. Civita Tudino	643
John F. Kennedy Adult Education Centre	Ms. Elizabeth Lagodich	693
Laurier Macdonald Career Centre	Ms. Anna Maria Borsellino	822
Wagar Adult Education Centre	Mr. Nick Katalifos	942
Rosemount Technology Centre	Mr. John Pevec	859
Shadd Health & Business Centre	Mr. Joe Cacchione	1,198
St. Laurent Adult Education Centre	Mr. Jimmy Giannacopoulos	745
St. Pius X Career Centre	Ms. Alice Sideropoulos	4,981
AEVS Testing Centre		270
TOTAL AVES		15,202

VIRTUAL LEARNING	PRINCIPAL	ENROLMENT
Virtual Learning Elementary	Ms. Christy Tannous	306
Virtual Learning High Schools	Ms. Christy Tannous	254
TOTAL		560

HOME SCHOOLING	PRINCIPAL	ENROLMENT
Hasidic Community Home Schooling Program	Ms. Anna Sanalidro	1,180
EMSB Home Schooling Program	Ms. Anna Sanalidro	407
TOTAL		1,587

STUDENT OMBUDSMAN

AUGUST 19TH, 2021

It is my pleasure to submit the Student Ombudsman annual report, as required by article 220.2 of the *Education Act of Quebec* and section 9.1.4 of the By-Law no. 8. I have been nominated by the Council of commissioners in late December 2018 and this is my third annual report.

The Student Ombudsman is an independent, neutral, and impartial individual, nominated by the Council of commissioners and mandated to inform students or parents about the complaint examination procedure and direct their inquiries to the appropriate person in accordance with the By-Law. She does not provide legal opinions to parents, students, or the School Board personnel. Also, the Student Ombudsman has jurisdiction over a complaint, when complainant exhausted all internal recourses, filed by a parent or student which concerns the services the school board provides under this Act and involves dissatisfaction with the handling of the complaint or with the outcome. She does not have jurisdiction over matters which involves the intervention of the department of human resources regarding the school personnel's misconduct. Exceptionally, she can intervene even if all recourses have not been exhausted only to prevent a serious prejudice to a student. The Student Ombudsman investigates and gives her opinion on the merits of a complaint to the Council of commissioners and, if needed, recommends corrective measures. The Student Ombudsman may also refuse or cease to examine a complaint if the Student Ombudsman has reasonable cause to believe that intervening would clearly serve no purpose, or the length of time having elapsed between the events that gave rise to the dissatisfaction of the complainant and the filing of the complaint makes it impossible to examine the complaint. She can also decide, upon summary examination, to dismiss the complaint if, in the Student Ombudsman's opinion, it is frivolous, vexatious, or made in bad faith.

The previous Student Ombudsman reports indicate that she provided assistance to 70 parents or students in 2019-2020, compared to 55 in 2018-2019, 48 in 2017-2018, 50 during the 2016-2017, 38 during the 2015-2016, 40 during the 2014-2015 and 20 during the 2013-2014 year.

During the year 2020-2021, the Student Ombudsman provided assistance to 137 parents or students. It should be noted that of the 137 complainants, 6 were not under the EMSB Student Ombudsman's jurisdiction. Also, 59 complaints were directly related to the application of the government decree regarding the COVID-19 public health measures. The Student Ombudsman informed the parents that the School Board had an obligation to apply strictly the public health measures and that it had no discretion over the matter. The Student Ombudsman has received and made follow-up calls up to 174 calls and 871 emails.

In the great majority of cases, the Student Ombudsman is contacted by phone versus email. Most of the requests are to obtain information regarding the complaint examination procedure of the School Board or to explain their issues and concerns regarding a particular situation. The Student Ombudsman listens to parents and students concerns and refers them to the appropriate person at the School Board in accordance with the Regulation regarding the complaint examination procedure. In the vast majority of cases, the Student Ombudsman does not hear from complainant again after the referral or she's informed that the issue is resolved.

During the 2020-2021 year, the Student Ombudsman did not need to intervene in any of the complaints. The great majority of the complaints are settled by the school principal.

The time spent in managing complaints and providing information to parents or students was 234.8 hours. The table on the next page represents the data regarding the requests for assistance during the year 2020-2021, ending June 30th 2021.

Category	Elementary	Secondary	Adult	Total
Administrative decisions (placement/suspension/relocation/transfer)	1	10		11
COVID-19 public health measures	55	4		59
Virtual school	3	3		6
Services for students with special needs	4	1	1	6
IEP	3	3		6
Transportation	1			1
Confidentiality	2			2
Teacher/principal/school personnel behavior	4	6		10
Request for information	9	5		14
Management of violence/bullying	1	3		4
Administrative decision/fairness			2	2
Delay in response to information request or complaint	1	1		2
Administrative decision/rule application	1	2	1	4
Quality of service	1	2		3
Total	86 (66.15%)	40 (30.77%)	4 (3.08%)	130

Not under the Student Ombudsman's jurisdiction: 6

Also, one (1) consultation was done under the cover of total anonymity.

Section 220.2 of the *Education Act* requires that the Student Ombudsman's report contain a specific section for complaints pertaining on bullying and violence. The Student Ombudsman received 4 complaints which pertained on allegations of that nature. They were all on parents' dissatisfaction with the way the school's administrations handled situations involving intimidation or violence between students, except from one (1) request for assistance which came from a student. All of the requests were referred to the appropriate authority and settled to the satisfaction of all parties.

On a personal note, I would like to express my gratitude to the English Montreal School Board

personnel who responded to my requests for assistance in a promptly manner and put their efforts on ensuring a "just, fair and equitable resolution" to the complainants' concerns. I wish to express a special thank you to Me Lauzière, the Secretary General, and the sector directors for keeping me informed of the complaints' status. I would also like to thank Ms. René de Cotret, director of Student Services, for her availability and precious help on understanding the different services offered to students. And finally, I want to express my gratitude to the parents and students who put their trust in me, as Student Ombudsman, by confiding in me about their concerns and issues. I especially want the young students to know that my door is always open, and it has been a privilege serving them. It has been a very busy school year for all staff members at the school board and a very trying one for the students considering the present pandemic situation. I wish everyone a great school year.

Respectfully submitted,

Isabelle Turgeon

Isabelle Turgeon

BY-LAW NO. 3 (2020)

CODE OF ETHICS AND PROFESSIONAL CONDUCT FOR THE MEMBERS OF THE COUNCIL OF COMMISSIONERS

NOTE: The masculine gender, when used in this document, refers to both women and men. No discrimination is intended, it is used solely to simplify the text.

1. OBJECTIVE OF THE BY-LAW

The Code of Ethics and Professional Conduct for the Members of the Council of Commissioners of the English Montreal School Board (hereafter called “Code of Ethics”) provides guidance and sets common ethical standards to promote consistency in behavior across the members of the Council of Commissioners.

The Code of Ethics governs the actions and relationships of the members of the Council of Commissioners between them as well as their dealings with other stakeholders, including the **Administration of the EMSB**, partners of the English Montreal School Board (EMSB) and the public in general.

Unless indicated otherwise, this By-Law applies to all members of the Council of Commissioners, including Parent Commissioners and **Co-opted Commissioners**, during their respective terms of office and with regard to all of their activities at or in the name of the EMSB.

2. LEGAL FRAMEWORK

Provincial Legislation:

- *Education Act* (R.S.Q., c. I-13.3)
- *Act respecting elections and referendums in municipalities* (R.S.Q., c. E-2.2)
- *Act respecting Access to documents held by public bodies and the Protection of personal information* (R.S.Q., c. A-2.1)
- *Act respecting school elections* (R.S.Q., c. E-2.3)
- *Civil Code of Québec* (R.S.Q., c. C-64)
- *Code of Civil Procedure* (R.S.Q., c. C-25.01)
- *Act to facilitate the disclosure of wrongdoings relating to public bodies* (R.S.Q., c. D-11.1)

EMSB Internal By-Laws:

- By-Law No. 10 - *Delegation of Powers*
- By-Law No. 11 - *Internal Governance*
- By-Law No. 12 - *Internal Rules of Management of the Council of Commissioners and the Executive Committee*

EMSB Internal Policies:

- DG-26.1: *To facilitate the disclosure of wrongdoings*
- HR-17: *Fair Practices in Hiring and Promoting*

3. DEFINITIONS

In this By-Law, the use of the bold interface identifies the terms defined in this section as follows:

- 3.1 Administration of the EMSB:** For the purposes of the present By-Law, refers to the Director General, the Assistant Directors General, the Secretary General, the Sector Directors and all of the Services/Departments Directors.
- 3.2 Channel of Communication:** The Council of Commissioners is represented by the Chair in its dealings with the **Administration of the EMSB**, Administrators in schools and centres, and any other employee or representatives of the EMSB. The Director General represents the **Administration of the EMSB**, Administrators in schools and centres, and any employee of the EMSB. As such, the formal **Channel of Communication** between the Council of Commissioners and the **Administration of the EMSB**, Administrators in schools and centres, and any other employee, shall be between the chair and the Director General.
- 3.3 Commissioners:** Globally refers to all the members of the Council of Commissioners, including those publicly elected in accordance with the *Act respecting school elections* as well as those elected by the English Montreal School Board Parents' Committee (EMSBPC) (Parent Commissioners). For the purpose of this By-Law, the term **Commissioners** refers to both categories, unless clearly specified.

Regardless of the stakeholders they are representing, all **Commissioners** are jointly and severally liable to the entire EMSB community for the decisions taken by the Council of Commissioners. (*See also Co-opted Commissioners*).

- 3.4 Confidential Information:** Refers to the information and documentation remitted to **Commissioners** in the exercise of their functions, which allows them to perform their duties in an informed manner and with full knowledge of the facts, in particular with regard to their participation in deliberations and voting. This information cannot be distributed or made public or used by a **Commissioner** for his personal purposes. The obligations of **Commissioners** in matters of confidentiality remain indefinitely.

3.4.1 Without limiting the generality of the above, the following shall be considered as **Confidential Information**:

- a) Any personal information collected or kept by the EMSB regarding its employees, including administrative and disciplinary measures;
- b) Any personal information collected or kept by the EMSB regarding its students;
- c) Information regarding the investigation and/or the hearing of a complaint under this Code of Ethics;
- d) Discussions on negotiations in progress, including namely legal cases and collective bargaining;
- e) Negotiations and information relative to suppliers during the tendering process;
- f) Documents stamped or identified as “*CONFIDENTIAL*”;
- g) Information disclosed during **Preparatory meetings** of the Council of Commissioners, the Executive Committee;
- h) Any information or documentation identified as confidential by the person who shares it.

3.5 Conflict of Interest (or appearance thereof): Refers to a situation in which a **Commissioner** may have to choose between his private and/or personal interests and the interests of the EMSB. The term interest implies a direct or indirect interest, financial or not, real, apparent or potential. This interest is distinct from public interest in general and can be perceived as such by a reasonably informed person.

3.5.1 Without limiting the generality of the above, a **Commissioner** is in a **Conflict of Interest** when:

- a) He accepts or fails to disclose to the Chair any offer of services or goods made to him by a person in order to obtain a contract or any other benefit from the EMSB;
- b) He directly or indirectly offers, solicits or accepts a favor or an undue advantage for himself or another person;
- c) He uses or attempts to use his influence to obtain, for another person, enterprise or for himself, a benefit, employment or service offered by the EMSB to which he, or that other person or enterprise is not normally entitled.

3.6 Co-opted Commissioners: Individuals appointed by the Council of Commissioners after consultation with the groups most representative of the social, cultural, business and labour sectors in the EMSB’s region, which competence and qualifications are complementary to those of the Council of Commissioners or useful for the **Administration of the EMSB**.

Co-opted Commissioners shall have the same rights, powers and obligations as those prescribed for the other **Commissioners**. However, the **Co-opted Commissioners** are not entitled to vote at meetings of the Council of Commissioners or of the Executive Committee, or to be appointed Vice-Chair of the Council of Commissioners.

3.7 Ethics Commissioner: One or more than one individual appointed and mandated by the Council of Commissioners to examine or inquire into alleged or actual conduct that may be contrary to standards of ethics or professional conduct set forth in this By-Law and to impose appropriate sanctions when the By-Law has been contravened.

- 3.8 Observer:** Refers to an individual whom is permitted to attend and participate in meetings of the Council of Commissioners, one of its committees or any EMSB committees and to receive all information provided to **Commissioners** or the members of the Committee, but who is not allowed to vote. During the meeting, an **observer** cannot participate in the discussion, unless specifically authorized by the Chair presiding the meeting.
- 3.9 Preparatory Meeting:** Closed meeting of the **Commissioners** convened by the Chair in order to conduct a thorough and in-depth review of the dossiers on the agenda of the next meeting of the Council of Commissioners. The Chair presides over these meetings during which no decisions can be taken. The term **Preparatory Meeting** also includes in camera meeting and caucus meeting.

4. DUTIES AND OBLIGATIONS OF COMMISSIONERS

This section shall be read in conjunction with section 7.2 of the By-Law No. 11 (*Internal Governance*). It identifies the individual responsibilities of the **Commissioners** within the scope of the roles and responsibilities of the Council of Commissioners as an entity.

4.1 All Commissioners

4.1.1 Commissioners have the following duties and obligations:

- a) The Commissioner shall abide by the duties and obligations prescribed by the *Education Act* and any other legislation referred to in section 2 of the present By-Law, including the EMSB Internal By-Laws and Policies.
- b) As such, the **Commissioner** shall act within the scope of the functions and powers conferred by the *Education Act* with due regard for everyone's roles and responsibilities.
- c) The **Commissioner** shall maintain a good attendance record in carrying out the duties of office. He may not be absent from sittings of the Council of Commissioners, including its committees, without a valid reason.

In the event of an absence, the **Commissioner** shall inform the Secretary General and the Chair of the Council of Commissioners of the reason for the absence and its expected duration.

- d) The **Commissioner** fulfills his office with independence, integrity and good faith in the best interests of the EMSB and its population.
- e) The **Commissioner** acts with prudence, diligence, honesty, loyalty and assiduity as would a reasonable and responsible person in similar circumstances.
- f) The **Commissioner** shall avoid tarnishing the reputation of others and treat the other **Commissioners** as well as the Director General, the employees of the EMSB, parents' representatives and the public with the highest level of professionalism and respect.

- g) At all times, the **Commissioner** shall adopt a style of behavior and communication that is dignified and compatible with his office in order to protect and promote the image and credibility of the EMSB.
- h) The **Commissioner** shall disclose any illegal or irregular situation against the EMSB that he is aware of. In cases regarding a violation of the present Code of Ethics, a **Commissioner** may alternatively decide to submit a complaint to the **Ethics Commissioner** as per the present By-Law.

4.1.2 Obligation to Attend Mandatory Professional Development

4.1.2.1 As per section 7.2.2 of By-Law No. 11 on *Internal Governance*, **Commissioners** shall accumulate at least eight (8) hours of relevant professional development per school year. As examples, professional development regarding fundamentals of governance, liability of administrators of public bodies, leadership and public administration are deemed relevant to the duties of **Commissioners**.

4.1.2.2 When a **Commissioner** is in breach of his obligations with regard to training, the Governance and Ethics Committee may recommend appropriate sanctions to be imposed on the **Commissioner**, which could notably include restrictions to vote or to sit on the Council of Commissioners or its committees until the **Commissioner** fulfills his obligations.

4.1.2.3 As specified in By-Law No. 11, the Council of Commissioners may decide not to award the sanction recommended by the Governance and Ethics Committee.

4.1.2.4 An ethics complaint may also be filed against the **Commissioner** in default by the Chair of the Governance and Ethics Committee.

4.1.3 Decisional Authority

4.1.3.1 The **Commissioner** does not have powers or authority in his own right regarding the EMSB's activities. His powers and authority are exercised through duly convened structures of the EMSB and with due regard for everyone's role and responsibilities.

4.1.3.2 The **Commissioner** shall act democratically, in a spirit of cooperation, and shall not present himself as having sole authority over the actions of the EMSB.

4.1.3.3 The **Commissioner** shall act in a manner that reflects and respects the decisions of the Council of Commissioners. To that effect, once a decision has been taken by the **Administration of the EMSB** or by the Council of Commissioners, every **Commissioner** shall act in a manner that reflects and respects said decision.

4.1.3.4 The **Commissioner** shall base his decisions on the available information and his independent judgment. He shall not allow his decisions to be dictated by any other individual or special interest group.

- a) The **Commissioner** shall have independence of mind, which is the state of mind that permits a **Commissioner** to perform an honest service without being affected by influences that compromise judgment, thereby allowing a **Commissioner** to act with integrity, exercise objectivity, to think, speak and act independently with confidence and courage.
- b) Upon his entry into office, within ten (10) days of being sworn in, the **Commissioner** shall submit a signed Declaration of Independence, on the form provided by the office of the Secretary General.

4.1.4 Use of Confidential Information

- 4.1.4.1** The **Commissioner** shall act with absolute discretion, both during and after his term of office, and shall respect the confidential nature of personal, commercial or scientific information obtained in the performance of his duties, particularly the information disclosed during “In camera” sessions of meetings and in particular during **Preparatory Meetings**.
- 4.1.4.2** Without limiting the generality of the above, the **Commissioner** shall not divulge nor use, to his profit or to the profit of another person, **Confidential Information** obtained in the performance of his duties.
- 4.1.4.3** The **Commissioner** shall take all necessary measures to ensure the protection of such **Confidential Information** against any unauthorized access.
- 4.1.4.4** As soon as the **Commissioner** becomes aware of a situation where **Confidential Information** was divulged, he shall inform the Chair of the Council of Commissioners, who in turn will inform the Director General.
- 4.1.4.5** Upon his entry into office, within ten (10) days of being sworn in, the **Commissioner** shall submit a signed Solemn Affirmation to Respect Confidentiality on the form provided by the office of the Secretary General.

4.1.5 Conflict of Interest

- 4.1.5.1** The **Commissioner** shall avoid any situation of **Conflict of Interest**, or any appearance thereof, as provided by the *Education Act*, the Internal EMSB By-Laws and Policies.
- 4.1.5.2** In addition to what is specifically provided for by section 175.4 of the *Education Act* regarding the interests he might have in an enterprise, the **Commissioner** shall disclose any situation that places or could place, directly or indirectly, his private and/or personal interests in conflict with those of the EMSB.
- 4.1.5.3** Upon his entry into office, within ten (10) days of being sworn in, the **Commissioner** shall disclose any situation or relationship which might create a **Conflict of Interest** or an appearance of **Conflict of Interest** on the form provided by the office of the Secretary General.

Thereafter, this form shall be completed every year on July 1st, and at any moment when a change occurs that could create such a **Conflict of Interest** or an appearance of **Conflict of Interest** under the *Education Act*, the EMSB Internal By-Laws and Policies.

4.1.5.4 The **Commissioner** shall, among other things, disclose:

- a) Any personal or monetary interest which, in the eyes of a reasonably informed **observer**, would likely influence or impact the person's function and affect the impartiality of his opinions or decisions;
- b) Any situation that places or could place, directly or indirectly, his personal interests or those of another person in conflict with those of the EMSB;
- c) Any interest he has in an enterprise doing business or having done business with the EMSB and disclose, if such is the case, any real, potential or apparent situation of **Conflict of Interest** that might concern him.

4.1.5.5 The **Commissioner** who is in a situation of **Conflict of Interest** or appearance of **Conflict of Interest** with regard to a subject treated by the Council of Commissioners shall disclose it and withdraw from the meeting of the Council of Commissioners in order to allow the deliberations and the vote on this subject to take place without him.

4.1.6 Undue Advantage

4.1.6.1 The **Commissioner** shall not directly or indirectly award, solicit or accept a favor or an undue advantage for himself or another person, in exchange for speaking or taking a certain position on any issue, including one that may be brought forward to the Council of Commissioners or any of its Committee.

4.1.6.2 Without limiting the generality of the above, the **Commissioner** shall not accept any gift, proof of hospitality or advantage from any person or entity that has dealings with the EMSB other than those that are common within the functions and shall be only of modest value.

4.1.6.3 In any event, no **Commissioner** shall accept a gift if a reasonable person might conclude that the gift could influence the member when performing his duties to the EMSB.

4.1.6.4 The **Commissioner** shall refuse and disclose to the Chair, who will in turn inform the Director General, any offer of service or goods made to him by a person in order to obtain a contract or any other benefit from the EMSB.

4.1.6.5 The **Commissioner** shall not use and/or attempt to use his title or his position in order to obtain for another person, enterprise or for himself services offered by the EMSB to which he or that other person or enterprise are not normally entitled.

4.2 Chair and Vice-Chair of the EMSB

- 4.2.1 In virtue of the *Education Act* (sections 155 & 158), the Chair and the Vice-Chair, when acting as the Chair, have been entrusted with additional responsibilities in comparison with other **Commissioners**.

As such, it is legitimate that the Chair and the Vice-Chair when acting as the Chair, have greater duties and obligations than the other **Commissioners**, the whole with regards to ethics and professional conduct.

- 4.2.2 Namely, and without limiting the generality of the above, the Chair and the Vice Chair when acting as the Chair have the additional following duties and obligations:
- a) As soon as the Chair and the Vice-Chair become aware of a situation described in sections 3.5, 3.5.1 and 4.1.5 (**Conflict of Interest**) of the present By-Law, the Chair shall inform the Director General.
 - b) The Chair and the Vice-Chair shall undertake in writing to abstain, for as long as the situation is not regularized, from discussing with employees of the EMSB or other **Commissioners**, even privately, any dossier even remotely connected to the interest concerned, not to exert or attempt to exert, directly or indirectly, any influence in relation to such a dossier and to withdraw from any meeting while such a dossier is being discussed.
 - c) The Chair and the Vice-Chair shall also expressly direct the Director General or any other employee of the EMSB never to bring to his attention any information concerning a situation where he could be in a **Conflict of Interest** or appearance thereof, but rather to refer such information to the Council of Commissioners.
 - d) The Chair and the Vice-Chair shall use the formal **Channel of Communication** and not contact directly the **Administration of the EMSB** or any other employee of the EMSB and shall ensure that all **Commissioners** respect the formal **Channel of Communication**.

5. BREACH TO THE CODE OF ETHICS

- 5.1 The **Commissioner** shall be considered to be in breach of the Code of Ethics if he, namely but not limited to the following:
- a) Acts in bad faith in the context of an ethics complaint or a complaint involving an employee of the EMSB, namely by filing a complaint that is abusive or based on frivolous grounds.
 - b) Refuses or fails to respond within a reasonable delay to a written request of the **Ethics Commissioner**.
 - c) Refuses or fails to provide within a reasonable delay information or a document the **Ethics Commissioner** has required.
 - d) Misleads or attempts to mislead the **Ethics Commissioner** in the exercise of his functions.
 - e) In any way hinders the **Ethics Commissioner** in the exercise of his functions.
 - f) When informed of the filing of an ethics complaint regarding him or an investigation related to such ethics complaint, by a person other than a **Commissioner**, communicates,

directly or indirectly, with the person who is the source of the investigation or who filed the complaint, unless he has the prior written permission of the **Ethics Commissioner**. The **Ethics Commissioner** determines in what cases and on what conditions communication is permitted.

- g) Intimidates a person, retaliates or threatens to retaliate against a person because the person participated or cooperated or intends to participate or cooperate in such an investigation or complaint, reported or intends to report a conduct contrary to the Code of Ethics.
- h) When found guilty of having breached the Code of Ethics by the **Ethics Commissioner**, refuses and/or neglects to abide by any and all aspects of the sanctions mentioned in section 8.8.3 of the Code of Ethics.

6. REMUNERATION

- 6.1 The **Commissioner**, as per section 175 of the *Education Act*, receives the remuneration determined by the Council of Commissioners in accordance with the maximum annual amount determined by the applicable law and regulation. The **Commissioner** is not entitled to any other remuneration.
- 6.2 Upon recommendation of the Governance and Ethics Committee, the Council of Commissioners may decide to reduce a **Commissioner's** remuneration due to his unjustified absences at the Council of Commissioners' meetings or at the meetings of its committees.
- 6.3 Such proposal shall be presented to the Council of Commissioners by the Chair of the Governance and Ethics Committee and requires a vote of at least 2/3 of the members sitting on the Council of Commissioners.
- 6.4 The **Commissioner** concerned by the proposed reduction shall not be part of the deliberations regarding the vote but shall address the Council of Commissioners before the vote is held.

7. PROTECTION AGAINST CERTAIN FINANCIAL LOSSES

This section replaces the *Guidelines with regard to assumption of reasonable defence* adopted via resolution of the Council of Commissioners #14-06-18-17.1.2.

- 7.1 In accordance with section 177.2 of the *Education Act*, the EMSB shall assume the defense of any **Commissioner** who is the object of a complaint under this Code of Ethics and/or civil actions, penal or criminal proceedings by any third party for an act done in the exercise of his functions.
- 7.2 The **Commissioner** who wishes to exercise this right shall inform the Council of Commissioners in writing. The Secretary General is responsible for the application of the present section of the By-Law.
- 7.3 The EMSB will provide the appropriate services to ensure the **Commissioner's** defense in all cases where the request is deemed compliant with section 177.2 of the *Education Act*.

- 7.4 In the event where a **Commissioner** chooses to hire a legal counsel independently, the EMSB will only reimburse the costs equal to what the EMSB would have reasonably incurred for his defense in providing the services according to paragraph 7.3;
- 7.5 The **Commissioner** who chooses to hire a legal counsel independently and requests the reimbursement of the legal fees incurred to the EMSB shall observe the principle of proportionality and ensure that his actions, his pleadings, and the means of proof he uses are proportionate, in terms of the cost and time involved, to the nature and complexity of the ethics complaint that concerns him.
- 7.6 Before submitting his indemnification claims for legal fees to the Secretary General, the **Commissioner** shall ensure that:
- a) The legal fees invoiced are reasonable given the circumstances;
 - b) The hourly rate of his legal counsel is within the prescribed hourly rate set by resolution of the Council of Commissioners, upon recommendation by the Governance and Ethics Committee;
 - c) The invoices submitted are detailed and include the date and description of the services rendered, the number of hours and the name of the individuals who rendered the services as well as their individual hourly rate and their year of admission to the *Barreau du Québec*;
 - d) The invoices are produced no later than forty-five (45) days after the services have been rendered;
 - e) The claim for reimbursement is submitted within thirty (30) days from the date he received said invoices.
- 7.7 In the event that the **Ethics Commissioner** concludes that the **Commissioner** is found guilty to have acted in bad faith in the context of an Ethics complaint, the Council of Commissioners may decide to request repayment of the legal fees incurred by the concerned **Commissioner** in the context of the ethics complaint.

8. ENFORCEMENT MECHANISM

8.1 Ethics Commissioner

- 8.1.1 In order to implement this By-Law, the Council of Commissioners shall, upon recommendation by the Governance and Ethics Committee, appoint by resolution one or more **Ethics Commissioner(s)**, who will be responsible for dealing with complaints made against a **Commissioner** for a potential breach of the Code of Ethics.
- 8.1.2 The **Ethics Commissioners** shall be jurists, with a minimum of ten (10) years of relevant experience and duly qualified in ethics and deontology.

8.1.3 The **Ethics Commissioners** shall not be members of the Council of Commissioners or employees of the EMSB, in conformity with section 175.1 of the *Education Act*.

8.1.4 The Governance and Ethics Committee, in collaboration with the Secretary General, manages all aspects of the appointment of the **Ethics Commissioners**, their remuneration, the negotiation of their contracts, the evaluation of their professional services, the renewal of their appointments.

8.2 Term of Mandate of the Ethics Commissioners

8.2.1 The term of the mandate of the **Ethics Commissioners** is determined by the Council of Commissioners, upon recommendation of the Governance and Ethics Committee. The term of the mandate is renewable.

8.2.2 At the end of the term of their mandate, the **Ethics Commissioners** remain in office until new **Ethics Commissioners** are appointed by the Council of Commissioners. After this date, the **Ethics Commissioners** designated by the Council of Commissioners remain seized of an ethics complaint already assigned to them until a final decision is rendered.

8.3 Coordination by the Secretary General

8.3.1 The Secretary General acts as coordinator and assists the **Ethics Commissioners** in their functions under the present Code of Ethics.

8.3.2 As such, the Secretary General receives the ethics complaint, transmits it to the designated **Ethics Commissioner** in the manner provided in section 8.4 of the present By-Law, and offers him the necessary and required support in the handling of such complaints.

8.3.3 The Secretary General will protect the confidentiality of the investigation and of the hearing of the ethics complaint.

8.3.4 Without restricting the generality of the above, the Secretary General is responsible of informing the Governance and Ethics Committee of the status of the ethics complaints, of any decision rendered by the **Ethics Commissioners** and of any other situations that requires the attention of the Governance and Ethics Committee.

8.3.5 In particular, the Secretary General is responsible for ensuring that the delays mentioned in section 8.7 of the present By-Law are strictly abided to by the **Ethics Commissioners**.

8.3.6 In the event that an **Ethics Commissioner** would fail to respect the delays mentioned in section 8.7 of the Code of Ethics, the Secretary General will report the situation to the Governance and Ethics Committee for appropriate action, according to the terms and conditions of the agreement for professional services entered into with the **Ethics Commissioners**.

8.4 Assignment of an Ethics Complaint

8.4.1 The **Ethics Commissioners** are responsible for applying the present Code.

- 8.4.2 The Secretary General will ensure that the assignment of an ethics complaint is done on a rotation basis between the **Ethics Commissioners** appointed by the Council of Commissioners.
- 8.4.3 Upon receipt of a complaint, the **Ethics Commissioner** will inform the Secretary General if he will take on the case and be able to provide his final decision within ninety (90) days of receiving the complaint.
- 8.4.4 If the **Ethics Commissioner** deems that he is unable to render his final decision within ninety (90) days of receiving the complaint, he shall refuse to take on the case.
- 8.4.5 Should an **Ethics Commissioner** be unable and/or refuse to take on a case, the Secretary General will assign the complaint to the following **Ethics Commissioner** on the list.

8.5 Filing of an Ethics Complaint

- 8.5.1 An ethics complaint shall be related to a breach of one or more of the provisions of the Code of Ethics and shall present specific facts in support of the alleged breaches.
- 8.5.2 The ethics complaint shall be submitted in writing, duly signed and may be filed by any person aware of a breach of the Code of Ethics.
- 8.5.3 The ethics complaint shall be addressed to the Secretary General who will forward it to one of the **Ethics Commissioner**, as per the terms of the Code of Ethics.
- 8.5.4 The ethics complaint shall identify the other persons involved in the alleged breach of the Code of Ethics and/or any witnesses.
- 8.5.5 The ethics complaint shall be accompanied at the time of its filing by any and all documentation or evidence regarding the alleged breach of the Code of Ethics.

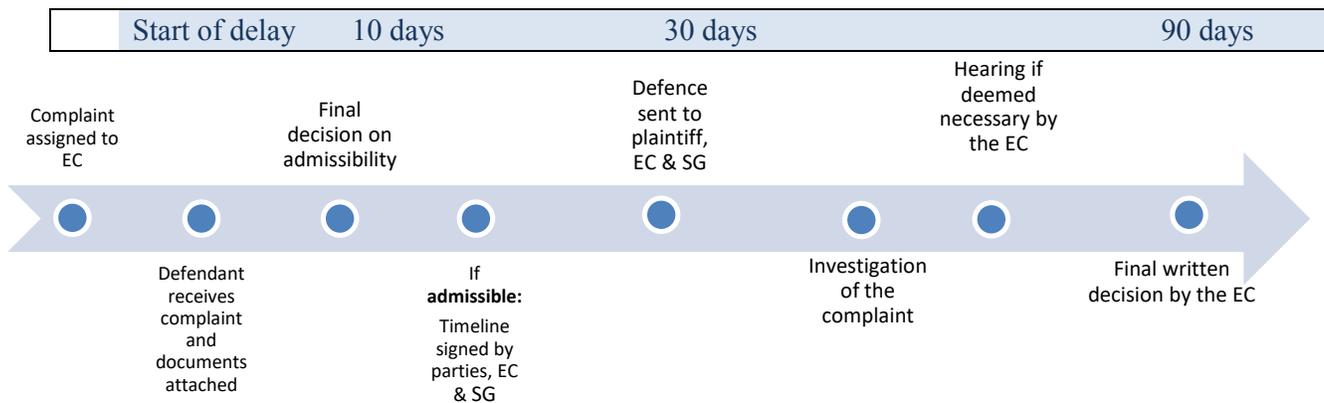
8.6 General Powers and Functions of the Ethics Commissioner

- 8.6.1 If the **Ethics Commissioner** determines that the complaint is abusive or frivolous or that an investigation is not necessary, he shall state it in his decision.
- 8.6.2 If the **Ethics Commissioner** decides that probable cause exists, he shall inform the Secretary General and proceed with an investigation, the whole according to the timeline stated in section 8.7.
- 8.6.3 In the event that the complainant or his legal counsel demonstrates a lack of cooperation in making himself available for the investigation and/or the hearing of a complaint, then the **Ethics Commissioner** shall dismiss the complaint. He shall then notify in writing the complainant, the **Commissioner** identified as the defendant (hereinafter the defendant) and/or their respective legal counsels and the Secretary General of his decision. This decision is final.

- 8.6.4 In the event that the defendant or his legal counsel demonstrates a lack of cooperation in making himself available for the investigation and/or the hearing, then the **Ethics Commissioner** shall proceed to render a decision by default. He shall then notify in writing, the complainant, the defendant and/or their respective legal counsels and the Secretary General of his decision. This decision is final.
- 8.6.5 The complainant shall have the burden of proof to establish factually that the defendant has violated any of the provisions of the Code of Ethics.
- 8.6.6 The investigation and/or the hearing process of an ethics complaint shall remain confidential, until a final decision is rendered.
- 8.6.7 No judicial proceedings may be brought against an **Ethics Commissioner** for any act done in good faith in the exercise of the functions of office.
- 8.6.8 Except on a question of jurisdiction, no application for judicial review under the *Code of Civil Procedure* may be brought nor any injunction granted against an **Ethics Commissioner** in the exercise of the functions of office.

8.7 Process of an Ethics Complaint

- 8.7.1 The **Ethics Commissioner** ensures that the delays are respected by all parties and that his final decision is rendered within ninety (90) days of the date the complaint was assigned to him.
- 8.7.2 The process of an ethics complaint shall follow the timeline below:



8.7.3 Request for Extensions

- 8.7.3.1 Following the establishment of the timeline, if either party, for exceptional circumstances, needs to request an extension of any delay, said request shall be done in writing to the **Ethics Commissioner** with a copy to the other party and to the Secretary General.

8.7.3.2 Following the receipt of a request for an extension of delay, the **Ethics Commissioner** shall hold a conference call between both parties, the Secretary General and himself after which he shall render his decision on the request for extension of the delay. This decision is final.

8.7.4 Deliberation of the Ethics Commissioner

8.7.4.1 Following the conclusion of the investigation, the **Ethics Commissioner** will take the affair under deliberation and will render his decision no later than ninety (90) days following the day the file was assigned to him, unless expressly authorized to render his decision at a later date by the Governance and Ethics Committee.

8.7.4.2 The **Ethics Commissioner** shall present to the Governance and Ethics Committee a written request containing the reasons for the extension of the delay for rendering his decision to the Governance and Ethics Committee.

8.7.4.3 If the Governance and Ethics Committee does not grant the request for extension it shall inform the Council of Commissioners, who can take any measures it deems appropriate given the circumstances and according to the terms and conditions of the agreement for professional services entered into with the **Ethics Commissioners**.

8.8 Decision and Sanctions

8.8.1 Following his investigation, the **Ethics Commissioner** shall decide whether or not the Code of Ethics was breached. He may take into consideration any judgment regarding an ethics complaint involving the **Commissioner**.

8.8.2 If the **Ethics Commissioner** considers that the **Commissioner** did not breach the Code of Ethics, he will so inform the complainant and the defendant. His decision will be sent to the Secretary General indicating that the file is closed.

8.8.3 If the **Ethics Commissioner** considers that the **Commissioner** did breach the Code of Ethics, he may consider any of the following sanctions or decide to impose more than one sanction concurrently:

- a) a call to order to be read by the Chair of the Governance and Ethics Committee during the public session of the meeting of the Council of Commissioners;
- b) a public apology to be read by the defendant during a public session of a meeting of the Council of Commissioners;
- c) a written reprimand to be read by the Chair of the Governance and Ethics Committee during a public session of a meeting of the Council of Commissioners;
- d) the reimbursement by the defendant of any unlawful profit;
- e) a withdrawal, for a maximum of six (6) months, of the EMSB's services and privileges normally given to **Commissioners**.

- f) a suspension, for a maximum of six (6) months, of part or all of the attributions and functions of a **Commissioner** including sitting on advisory committees, except the right to participate and vote in the public meetings of the Council of Commissioners;
- g) a suspension of the defendant remuneration as a **Commissioner**. This is applied for the period in which the member was no longer rendering the services for which he received remuneration;
- h) a penalty of a specific amount up to a maximum of \$1,000.00;
- i) a recommendation to the Council of Commissioners to request the reimbursement by the defendant of the legal fees assumed by the EMSB for its defense in the said ethics complaint, but only if the **Ethics Commissioner** concludes that the **Commissioner** has acted in bad faith;
- j) a recommendation to the Council of Commissioners that an action to declare the defendant disqualified as a **Commissioner** be taken in accordance with section 329 of the *Civil Code of Québec*.

8.8.4 If the defendant failed to comply with any and all aspects of the sanctions mentioned in section 8.8.3, the Secretary General informs the **Ethics Commissioner** of the situation. The **Ethics Commissioner** shall impose one or more subsequent and more severe sanction(s) to the **Commissioner** who neglected and/or refused to comply with the decision.

8.8.5 If the **Ethics Commissioner** concludes that a request for an inquiry instituted by a **Commissioner** was made in bad faith, for personal reasons or with an intent to harm, the **Ethics Commissioner** may recommend in the report on the matter that one or more of the sanctions provided for in section 8.8.3 be imposed to that **Commissioner**.

8.8.6 All decisions of the **Ethics Commissioner** shall specify whether or not the defendant performed in good faith in the discharge of his functions with regard to the complaint received.

8.8.7 All decisions rendered by the **Ethics Commissioner** are public. The **Ethics Commissioner** shall forward his decision and the sanction(s) to the Council of Commissioners. The decision and the sanction(s) shall be recorded in the minutes of the Council of Commissioners.

8.8.8 The decisions of the **Ethics Commissioner** shall state the grounds on which they are based and be rendered in writing.

8.8.9 The **Ethics Commissioner** shall present a report to the Council of Commissioners no later than September 15th for the purpose of section 10 of the present By-Law.

9. PROTECTION AND CONSERVATION OF DOCUMENTS

- 9.1 Any document received, created or collected by the **Ethics Commissioner** in the context of an ethics complaint shall be deposited and kept with the Secretary General Office.
- 9.2 Once a decision is reached with regard to an ethics complaint, the **Ethics Commissioner** shall remit to the Secretary General, under sealed envelope, all documentation relating to the ethics complaint, including namely the complaint, the defence, the transcription of the testimonials as well as his personal notes.
- 9.3 Except for the public decisions, the Secretary General shall protect the confidentiality and refuse access to all documents relating to the ethics complaint and investigation in accordance with the *Act respecting Access to documents held by public bodies and the Protection of personal information*, (RSQ, c. A-2.1).
- 9.4 The Secretary General keeps a Registry of all Ethics Complaints and Decisions. Any other documents related to an ethics complaint are destroyed according to the Retention Schedule applicable at the EMSB, unless legal proceedings are in progress.

10. ANNUAL REPORT

The EMSB shall publish the Code of Ethics in its annual report. The annual report shall provide the number of cases dealt by the **Ethics Commissioners**, the decisions rendered and the sanctions imposed by the **Ethics Commissioners** or any competent authorities as well as the names of any **Commissioner** sanctioned during the school year.

11. ACKNOWLEDGEMENT OF RECEIPT OF CODE OF ETHICS

Upon his entry into office, within ten (10) days of being sworn in, all **Commissioners** shall receive a copy of the Code of Ethics and submit an Acknowledgement of receipt and confirmation of reading of said Code of Ethics, under the form provided by the office of the Secretary General. Such acknowledgement shall be signed upon each revision of the Code of Ethics.

12. COMING INTO FORCE

The present By-Law replaces all previous versions, including By-Law No. 3 (2019) adopted on June 12, 2019 by Resolution #19-06-12-11.2.

The present By-Law comes into force on the day of the publication of a public notice that it has been adopted by the Council of Commissioners or on any later date indicated in the notice and will be reviewed if required.

The Code of Ethics is applicable to an ongoing ethics complaint as it retroactively changes the Code of Ethics that existed on the day of its alleged breach. Ongoing ethics complaints may therefore be governed by this By-Law.

ETHICS COMMISSIONERS' REPORT

ANNUAL REPORT 2020-2021

During the 2020-2021 school year (July 1, 2020 to June 30, 2021)

Number of complaints received: None

Follow up: One decision has been rendered (file number 1086-5)

Breaches determined during the year: None

Penalties imposed: None

Names of any commissioners divested of office by a court during the year: None

The annual report is in conformity with section 175.1 of the Education Act, RLRQ c. I-13.3.

A handwritten signature in blue ink that reads "Anthony Battah". The signature is fluid and cursive, with the first name and last name clearly distinguishable.

Me Anthony Battah, Ethics Commissioner

REPORT OF THE DESIGNATED OFFICER FOR THE PERIOD OF JULY 1, 2020 TO JUNE 30, 2021

During the period of July 1, 2020 to June 30, 2021. Me Michèle St-Onge, the Designator Officer received ZERO (0) compliant filed under Policy DG-26.1 TO FACILITATE THE DISCLOSURE OF WRONGDOINGS. The information stated below is provided in accordance with Section 11 of the Policy DG-26.1.

1- The number of disclosures received: 0

2- The number of disclosures she has decided to put an end to, as per section 8.2 of the Policy: 0

3- The number of well-founded disclosures: 0

4- The number of disclosures broken down according to the categories of Wrongdoings enumerated in the present Policy (see the Definition of Wrongdoings): 0

5- The number of disclosures she transferred to the Public Protector: 0

6- The number of times she forwarded the information disclosed to her to the Anti Corruption Commissioner: 0



Me Michèle St-Onge
Designator Officer for the English Montreal School Board
JULY 16, 2021



THE COMMITMENT-TO-SUCCESS PLAN

THE COMMITMENT-TO-SUCCESS PLAN REPORT 2020-2021

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 de l’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 Ministry’s 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 the cohort that began secondary 1 in 2010, graduated or qualified in 2015. 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 (2016) or the 7th year (2017).



Figure 1 contains the graduation and qualification rates by cohort after five years, six years and seven years. The five-year graduation rate increased steadily from 79.9% in June 2015 to 85.2% in June 2020, with a slight decrease to 81.0% in June 2017. The six-year graduation rate increased steadily from 88.2% in June 2016 to 91.0% in June 2018. Although it decreased slightly to 88.8% in 2019, the rate increased to 89.6% in June 2020. The seven-year graduation rate increased from 91.0% in June 2017 to 92.5% in June 2019, with a slight decrease to 90.3% in June 2020.

The five-year graduation rate represents students that graduate on time from the youth sector, while the six and seven-year graduation rates are comprised of the contributions from the youth, adult education and vocational training sectors. Most of the students from the sixth and seventh year are students who were missing credits in order to obtain their diploma.

The Ministère de l'Éducation du Québec (MEQ) 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 des statistiques ministérielles, 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 seven-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 decreased from 92.5% in 2019 to 90.3% in 2020. This is slightly below the Board target for 2022, at 91.0%. Figure 1 also shows that the six-year graduation rate for the 2014 cohort is at 89.6%. This indicates that next year's results will likely surpass the target.

This year's results are remarkable, considering that students followed a variety of models of instruction during the pandemic. In March 2020, instruction was pivoted online, directly affecting the student represented in this year's results. While unprecedented, the development of various models to deliver instruction both virtually and in-person inspired the true spirit of collaboration between students, teachers and parents.

Educators have never had to contend with the kind of challenges that the pandemic presented. The Board's governance, its administrators, the pedagogical consultants and the complementary services professionals provided the support needed to keep moving forward. Schools met the challenge of constantly changing guidelines while the province waited for case numbers to decrease. The Board acknowledges its administrators, teachers, professionals and support staff at the school and/or centre level for their hard work and perseverance towards maintaining academic progress and a positive school climate.

Coming together is a beginning; keeping together is progress; working together is success.
– Edward Everett Hale

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). At the elementary level, End of Cycle 3 Math is monitored to provide insight into student achievement before they begin secondary school. These indicators inform the Board to make appropriate early interventions in an effort to increase student achievement.

The EMSB is unable to report on the subject specific results concerning Objective 1.1 to 1.4 due to the global pandemic of Covid-19, when all uniform examinations were suspended for the year. The examination schedule is expected to resume in June 2022.

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
-

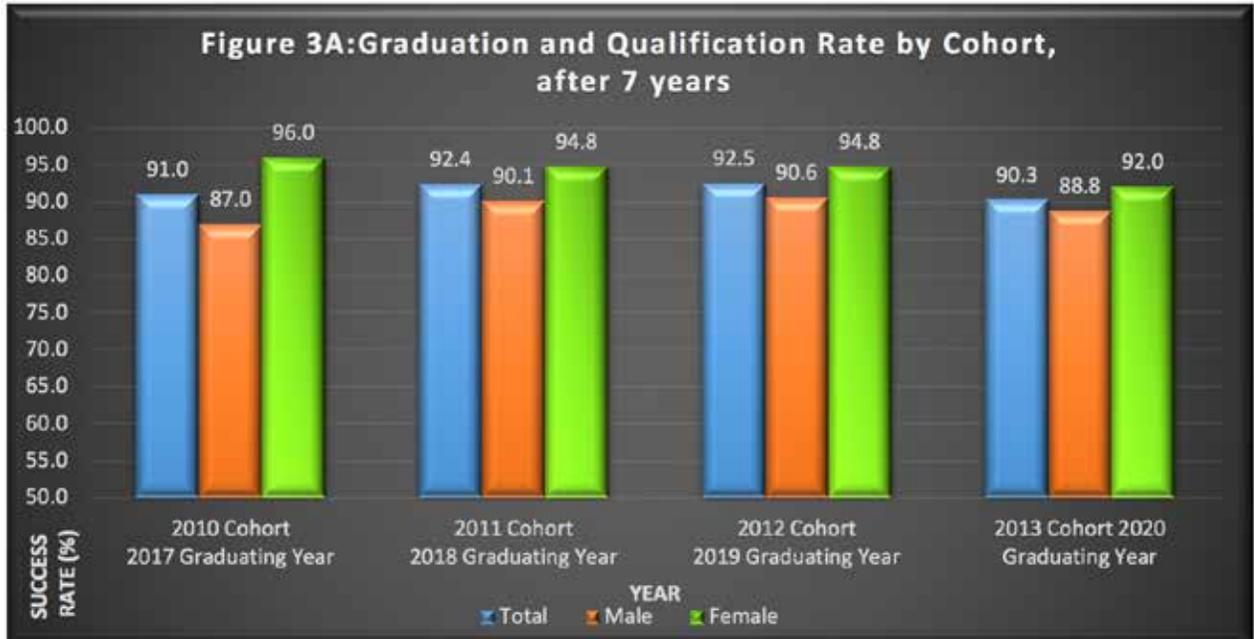
Objective 2.1: To reduce the gap in success rates between regular students and students with special needs from 28.1% in 2016 to 23.1% by 2022.

The data that details the EMSB's contribution to this objective is not available at the time of writing. This report will be updated when the data is received.

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.

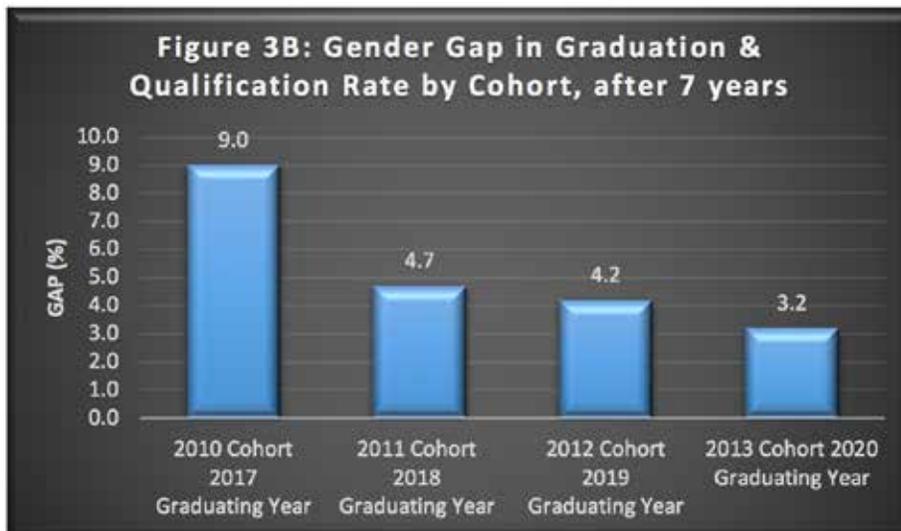
The data that details the EMSB's contribution to this objective is not available at the time of writing. This report will be updated when the data is received.

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 : *Diplomation et qualification par commission scolaire au secondaire, édition 2021*

Figure 3A 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 rate increased from 91.0% in the 2017 graduating year to 92.5% in 2019, then decreased to 90.3% in 2020. Similarly, the graduation and qualification rate of males increased from 87.0% in the 2017 graduating year to 90.6% in 2019, then decreased slightly to 88.8% in 2020. For females, the rate decreased from 96.0% in the 2017 graduating year to 92.0% in 2020. Both males and females have decreased slightly in their graduation and qualification rates.



Source: *Diplomation et qualification par commission scolaire au secondaire, édition 2021*

Figure 3B shows the gap between males and females in the graduation and qualification rate after seven years. In 2017, the gap in graduation and qualification rates between males and females was 9.0%. This gap was significantly reduced in 2018 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 2019, the gap reduced further to 4.2% due to a slight increase in the graduation rate of males. Although the gap has reduced again in 2020 to 3.2%, it is worth noting that the decrease can be attributed to the lower rate of female students. 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 both males and females improve.

In the public sector (data not shown here), the graduation and qualification rate of males increased slightly from 73.4% in 2019 to 73.9% in 2020. The graduation and qualification rate of females in the public sector also increased slightly from 83.6% in 2019 to 83.7% in 2020. The overall gap in graduation and qualification rate in the public sector between males and females decreased from 10.2% in 2019 to 9.8% in 2020.

A further analysis of the initial data indicates that the graduation and qualification rate for the 2014 cohort after six years for males is 88.2%, and for females 91.0%, indicating that the gap after six years is 2.8%. It is likely that the gender gap in graduation rates will not exceed the current result.

The 2020-2021 academic year was challenging due to the ongoing changes to instruction and daily operations in schools and centres. The slight decrease in graduation and qualification rate speaks to the resilience of all students who continued to meet the requirements of certification. This is especially encouraging in light of various interruptions during the year, as we continue to monitor changes in achievement due to the pandemic.

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.

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.

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.

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.

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.

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.

Due to the global pandemic of Covid-19 and the subsequent cancellation of all uniform examinations, the Board is unable to report on these subjective specific objectives at this time.

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.

The data that details the EMSB's contribution to this objective is not available at the time of writing. This report will be updated when the data is received.

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
2018	26.37
2019	27.15
2020	27.15

Source: *Donnés du service des ressources matérielles de la CSEM, 2020*

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 MEQ. The FCI reading in Simacs for 2020-2021 has exceptionally remained unchanged, given the migration of data from Simacs asset management software to Maximo. The goal of this transition is to allow the MEQ and the Board to comply with the school infrastructure management framework, as well as standardizing inspections and asset management across the province.

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.

As anticipated last year, the EMSB proceeded to consolidate the project management team by adding three project manager positions, a project controller, a planning coordinator, a project management coordinator and an assistant director of infrastructure and project management. This will allow the Board to maintain strong 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 Ministry'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.

EMSB 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.

EMSB 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.

EMSB 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.

EMSB 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.

Due to the global pandemic Covid-19, the Board was unable to collect uniform data from each school concerning these factors related to school climate. The models of instruction pivoted to meet the requirements of public health, but resulted in classes closing at times, leading to disruption in the survey implementation. Instead, schools conducted a shorter survey aimed at checking with students regarding their well-being.

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. The survey results were collected and reviewed to determine areas of improvement.

During the 2020-2021 school year, the board continued its focus on the identified areas of improvement by providing resources to employees to improve their mental health and overall wellness. In addition to regularly promoting to employees the services provided by the Board's Employee Family Assistance Program, the mental health tips provided by the program through either various apps or their website, new and important webinars and training programs were selected and provided to all employees. The topics covered were specific to mental health and wellness, such as eating well to improve overall well-being, weekly evening on-line classes focusing on improving mental health through physical well-being - such as Yoga, and using humor as a way to reduce stress. Workplace stress was also a recurring area of focus this year which was addressed through webinars dealing with managing the unmanageable. New tools and material will be made available during the 2021-2022 school year, to provide assistance to employees and their families. This information will continue to be available in virtual format only, in view of the COVID-19 Pandemic.

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 2020-2021, 7 additional elementary schools began participation in the Daily Physical Activity initiative, bringing the board-wide total to 28 elementary schools participating (since the first year of the initiative 2017-2018). The objective of the initiative remained consistent: increasing opportunities for students to be physically active throughout the school day and promoting the use of physical activity to support learning and overall student success.

By the end of 2022, all EMSB elementary schools will have this program in place.

Each participating school put initiatives in place to promote physical activity in relation to their specific environment and needs. Some examples of the actions taken by schools include: purchase of materials to promote movement breaks in the classroom, purchase of materials used to support academic instruction in more physically active ways, purchase of professional development materials for staff members related to kinesthetic learning, installation of floor patterns in the hallways to promote movement skills as students travel to different locations in the school, introduction of desk cycles and stationary bikes to allow for movement breaks throughout the school day, and the organization of school yards to maximize opportunities for physical activity.

FINANCIAL STATEMENTS



FINANCIAL STATEMENTS

JUNE 30, 2021

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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, 2021, and the statement of earnings, the statement of accumulated 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, 2021, and the results of its operations, 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.

When 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 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 12, 2021

¹ CPA auditor, CA public accountancy permit no. A117472

English Montreal School Board

Statement of Financial Position

June 30, 2021

	2021	Restated 2020
	\$	\$
FINANCIAL ASSETS		
Cash and cash equivalents	3,045,421	849,236
Operating grants receivable (Note 6)	13,809,153	28,469,417
Investment grants receivable (Note 7)	321,116,913	290,074,874
Financing grants receivable	2,012,528	2,051,948
Accounts receivable (Note 8)	73,320,010	66,638,862
Inventories held for resale	206,366	241,213
Investments in fixed income, 0.20% to 1.52% (1.75% to 2.5% as at June 30, 2020), maturing in 2022	245,007	422,156
Other assets	595,658	
	414,351,056	388,747,706
LIABILITIES		
Accounts payable and accrued liabilities (Note 9)	61,766,361	51,643,496
Deferred investment grant (Note 10)	269,308,601	232,135,783
Deferred revenues	7,767,803	11,752,724
Allowance for employee benefits (Note 12)	16,678,473	16,629,784
School Board's share of the long-term debt subject to a pledge of grant held by the CGTSIM (Note 13)	298,392,822	283,219,051
Liability for contaminated sites	2,012,528	2,051,948
Other liabilities (Note 14)	19,762,586	4,330,724
	675,689,174	601,763,510
NET DEBT	(261,338,118)	(213,015,804)
NON-FINANCIAL ASSETS		
Property and equipment (Note 15)	317,917,174	282,358,202
Inventories – Supplies	902,609	885,144
Prepaid expenses	304,771	479,590
	319,124,554	283,722,936
ACCUMULATED OPERATING SURPLUS	57,786,436	70,707,132

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

English Montreal School Board

Statement of Earnings

Year ended June 30, 2021

	<u>2021</u>	Restated <u>2020</u>
	\$	\$
Revenues		
Ministère de l'Éducation (MEQ) operating grants	255,699,766	238,702,799
Investment grants	441,604	407,327
Other grants and contributions	1,351,982	1,496,467
School taxes	71,794,165	69,719,438
Tuition and course-related fees	8,556,027	10,267,934
Sales of goods and services	10,379,890	12,942,715
Other revenues	4,411,083	4,158,782
Amortization of deferred investment grant	12,791,723	11,357,418
	<u>365,426,240</u>	<u>349,052,880</u>
Expenses		
Teaching activities	171,219,853	171,008,199
Educational support activities	87,376,774	89,274,081
Extracurricular activities	23,580,700	23,292,381
Administrative activities	15,268,452	18,902,526
Property and equipment activities	40,648,772	38,968,807
Salary retroactivity and pay equity (Note 11)	21,187,788	
Other	19,015,908	18,664,613
Expenses related to the variation of the allowance for employee benefits (Note 12)	48,689	(1,257,897)
	<u>378,346,936</u>	<u>358,852,710</u>
Deficiency of revenues over expenses	<u>(12,920,696)</u>	<u>(9,799,830)</u>

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

English Montreal School Board Statement of Accumulated Surplus

Year ended June 30, 2021

	<u>2021</u>	Restated <u>2020</u>
	\$	\$
Balance, beginning of year		
Balance, as previously reported	73,141,457	82,941,287
Accounting change (Note 3)	(2,434,325)	(2,434,325)
Balance, restated	70,707,132	80,506,962
Deficiency of revenues over expenses	(12,920,696)	(9,799,830)
Balance, end of year	<u>57,786,436</u>	<u>70,707,132</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, 2021

	<u>2021</u>	Restated <u>2020</u>
	\$	\$
Balance, beginning of year		
Balance, as previously reported	(210,581,479)	(187,638,075)
Accounting change (Note 3)	(2,434,325)	(2,434,325)
Balance, restated	<u>(213,015,804)</u>	<u>(190,072,400)</u>
Deficiency of revenues over expenses	<u>(12,920,696)</u>	<u>(9,799,830)</u>
Variations due to property and equipment		
Acquisition of property and equipment (Note 15)	(50,100,571)	(34,351,044)
Amortization of property and equipment	14,541,599	13,802,587
Disposition of property and equipment		6,954,752
	<u>(35,558,972)</u>	<u>(13,593,705)</u>
Variation due to prepaid expenses and inventories	157,354	450,131
Increase in net debt	<u>(48,322,314)</u>	<u>(22,943,404)</u>
Balance, end of year	<u><u>(261,338,118)</u></u>	<u><u>(213,015,804)</u></u>

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

English Montreal School Board

Statement of Cash Flows

Year ended June 30, 2021

	2021	Restated 2020
	\$	\$
OPERATING ACTIVITIES		
Deficiency of revenues over expenses	(12,920,696)	(9,799,830)
Non-cash items		
Allowance for employee future benefits	48,689	(1,257,897)
Prepaid expenses and inventories – Supplies	157,354	450,131
Amortization of deferred investment grant	(12,791,723)	(11,357,418)
Amortization of property and equipment	14,541,599	13,802,587
Variations due to operating assets and liabilities	60,498,000	30,454,697
Cash flows from operating activities	<u>49,533,223</u>	<u>22,292,270</u>
INVESTING ACTIVITIES		
Acquisition of property and equipment	(47,337,038)	(31,279,348)
Disposition of property and equipment		6,954,752
Cash flows from investing activities	<u>(47,337,038)</u>	<u>(24,324,596)</u>
Net increase (decrease) in cash and cash equivalents	2,196,185	(2,032,326)
Cash and cash equivalents, beginning of year	<u>849,236</u>	<u>2,881,562</u>
Cash and cash equivalents, end of year	<u><u>3,045,421</u></u>	<u><u>849,236</u></u>

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

English Montreal School Board

Notes to Financial Statements

June 30, 2021

1 - GOVERNING STATUTES AND NATURE OF OPERATIONS

The School Board was incorporated under decree 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 School Board's mission 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. The School Board's mission 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 the Handbook. The information provided in the financial statements is based on management's best judgments and estimates.

Accounting estimates

The preparation of financial statements requires the School Board's management to make estimates and assumptions that affect the amounts recorded in the financial statements and notes to financial statements. These estimates are based on management's knowledge of current events and actions that the School Board may undertake in the future. Actual results may differ from these 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, 2021

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

Liabilities

Deferred investment grant allocated for property and equipment acquisitions

The investment subsidy received for acquisitions of property and equipment is deferred and amortized in operations on the same basis and over the same period as related property and equipment, in accordance with the stipulations of these 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 multiemployer plans are defined benefit plans with guaranteed retirement and death benefits. The School Board's contributions to these government retirement plans for the year 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, 2021

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Allowance for employee benefits

Long-term obligations under other employee benefit plans, such as sick leave, vacation, accumulated overtime, wage insurance coverage and other benefits (maternity and paternity leave) are recognized at cost in liabilities. The changes in the provision for the year 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 uses 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 land 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, 2021. 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 services.

English Montreal School Board

Notes to Financial Statements

June 30, 2021

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	15 to 50 years
Material and equipment	3 to 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.

Inventories of supplies

Inventories, which consist of supplies to be consumed in the normal course of operations during the coming fiscal years, are 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, 2021

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Revenue recognition

Subsidy revenues from the MEQ and other ministries and organizations are recognized in the year during which the events giving rise to the transfers occur, provided that they have been authorized, the eligibility criteria are met and a reasonable estimate of the amounts is possible, except when the terms of the agreement create an obligation that meets the definition of a liability. In such a case, the transfer is recognized as a liability under prepaid income.

Revenues from the school taxes and subsidies in lieu of taxes are managed by the CGTSIM and are 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 occurring with entities controlled by the Government of Quebec or subject to its shared control.

Assets received for no consideration from an entity included in the Government of Quebec 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, the amount of the consideration given for the item transferred or service provided as established and agreed to.

3 - ACCOUNTING CHANGE

Government transfers

On March 9, 2021, the Government of Quebec announced its decision to modify the application of the accounting standard on government transfers. This change results in the subsidies receivable being recognized more quickly in the School Board's financial statements since it will be done over the period during which the eligible work of the School Board is carried out. This change was applied retroactively and prior periods have been restated.

English Montreal School Board

Notes to Financial Statements

June 30, 2021

3 - ACCOUNTING CHANGE (Continued)

Thus, the changes made on July 1, 2019 and June 30, 2020 consist mainly of recording an investment subsidy receivable and a deferred investment grant. In return, the subsidy related to the financing of property and equipment was withdrawn.

This change in the accounting method had the effect to increase or decrease the following items in the financial statements:

	Restated 2020
	<u> </u> \$
Financial assets	
Investment grant receivable	290,061,155
Financing grant – Property and equipment prior to July 1, 2008	(32,626,637)
Financing grant – Property and equipment after July 1, 2008	(30,417,542)
Liabilities	
Deferred investment grant	232,135,783
Deferred contributions related to the acquisition of property and equipment	(2,684,482)
Accumulated surplus and net debt, beginning of year	(2,434,325)
Revenues	
Ministère de l'Éducation (MEQ) operating grants	(11,428,152)
Investment grant	407,327
Amortization of debt fees (in other expenses)	(167,478)
Amortization of deferred contributions related to the acquisition of property and equipment (in other revenues)	(169,115)
Amortization of deferred investment grant	11,357,418
Excess (deficit) for the year	-

4 - 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.

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

English Montreal School Board

Notes to Financial Statements

June 30, 2021

4 - BUDGET FORECAST PRESENTATION (Continued)

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

	Budget 2020-2021	Actual 2020-2021
	\$	\$
Revenues		
MEQ operating grants	251,852,876	255,699,766
Investment grants	770,480	441,604
Other grants and contributions	940,000	1,351,982
School taxes	71,970,239	71,794,165
Tuition and course-related fees	11,484,480	8,556,027
Sales of goods and services	17,310,170	10,379,890
Other revenues	1,205,193	4,411,083
Amortization of deferred investment grant	12,656,793	12,791,723
Total revenues	<u>368,190,231</u>	<u>365,426,240</u>
Expenses		
Teaching activities	172,658,436	171,219,853
Educational support activities	101,648,516	87,376,774
Extracurricular activities	25,417,045	23,580,700
Administrative activities	18,097,785	15,268,452
Property and equipment activities	40,781,864	40,648,772
Salary retroactivity and pay equity		21,187,788
Other	17,545,441	19,015,908
Expenses related to the variation of the allowance for employee benefits	(201,579)	48,689
	<u>375,947,508</u>	<u>378,346,936</u>
Deficiency of revenues over expenses	<u>(7,757,277)</u>	<u>(12,920,696)</u>

5 - CASH FLOWS

	2021	Restated 2020
	\$	\$
Interest paid during the year	23,156	53,121
Interest received during the year	134,267	160,951

English Montreal School Board

Notes to Financial Statements

June 30, 2021

6 - OPERATING GRANTS RECEIVABLE

	<u>2021</u>	<u>Restated 2020</u>
	\$	\$
MEQ		
Youth, adult and vocational education	13,401,180	14,744,591
Debt service	(28,893)	88,140
Transportation	99,345	(269,461)
Contaminated sites	157,921	469,129
Other grants	179,600	245,518
Financing of employee future benefits		13,191,500
	<u>13,809,153</u>	<u>28,469,417</u>

7 - INVESTMENT GRANTS RECEIVABLE

	<u>2021</u>	<u>Restated 2020</u>
	\$	\$
Investment grant receivable (budgetary parameters)	321,105,171	290,061,154
Investment grant receivable (other)	11,742	13,720
	<u>321,116,913</u>	<u>290,074,874</u>

8 - ACCOUNTS RECEIVABLE

	<u>2021</u>	<u>Restated 2020</u>
	\$	\$
Accounts receivable – CGTSIM	67,763,418	62,185,011
Accounts receivable – Other	3,986,105	3,788,278
Sabbatical leave receivable	306,561	299,895
Commodity taxes receivable	1,907,498	762,250
	<u>73,963,582</u>	<u>67,035,434</u>
Allowance for doubtful accounts	(643,572)	(396,572)
	<u>73,320,010</u>	<u>66,638,862</u>

9 - ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	<u>2021</u>	<u>Restated 2020</u>
	\$	\$
Trade accounts payable and accrued liabilities	9,226,839	11,616,778
Salaries and benefits payable	31,504,924	26,649,382
Accrual for pay equity (Note 11)	5,190,415	
Sabbatical leave payable	2,518,411	2,815,097
Holdbacks on contracts and accounts payable – Property and equipment	13,325,772	10,562,239
	<u>61,766,361</u>	<u>51,643,496</u>

English Montreal School Board

Notes to Financial Statements

June 30, 2021

10 - DEFERRED INVESTMENT GRANT

	<u>2021</u>	<u>Restated 2020</u>
	\$	\$
Balance, beginning of year	232,135,783	216,731,703
Amounts recognized as deferred contributions	49,964,541	26,761,498
Contributions recognized as revenues for the year	<u>(12,791,723)</u>	<u>(11,357,418)</u>
Balance, end of year	<u>269,308,601</u>	<u>232,135,783</u>

11 - ACCRUAL FOR SALARY RETROACTIVITY AND PAY EQUITY

An amount of \$15,997,373 (Note 14) has been reserved for salary increases and lump-sum amounts retroactively to April 1, 2019. An additional amount of \$5,190,415 (Note 9) has been reserved for pay equity retroactively to December 31, 2010.

At June 30, 2021, funding for these provisions has not been received nor confirmed.

12 - 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 30th if they are not used at that date.

	<u>2021</u>	<u>Restated 2020</u>
	\$	\$
Vacation	7,749,035	7,087,451
Other sick leave	822,927	797,906
Salary insurance	382,712	1,072,658
Other social benefits	230,952	109,830
Sick leave convertible into cash – Teachers	4,949,240	5,090,014
Employer contributions payable	<u>2,543,607</u>	<u>2,471,925</u>
	<u>16,678,473</u>	<u>16,629,784</u>

13 - SCHOOL BOARD'S SHARE OF THE LONG-TERM DEBT SUBJECT TO A PLEDGE OF GRANT HELD BY THE CGTSIM

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 subject to a pledge of grant is confirmed by the CGTSIM.

English Montreal School Board

Notes to Financial Statements

June 30, 2021

14 - OTHER LIABILITIES

	2021	Restated 2020
	\$	\$
CNESST's retrospective program provision		1,170,857
Class action	75,535	75,535
Other	3,689,678	3,084,332
Accrual for salary retroactivity and lump-sum amounts (Note 11)	15,997,373	
	19,762,586	4,330,724

15 - PROPERTY AND EQUIPMENT

	2021		
	Cost	Accumulated amortization	Net carrying amount
	\$	\$	\$
Land and land development			
Land	17,358,823		17,358,823
Land development	21,039,741	4,437,545	16,602,196
Buildings			
Buildings	258,827,287	199,618,215	59,209,072
Major building improvements	238,324,056	34,899,259	203,424,797
Material and equipment	29,584,547	16,270,532	13,314,015
Specialized pedagogical teaching equipment	13,953,681	6,664,835	7,288,846
Computer development	1,573,933	854,508	719,425
	580,662,068	262,744,894	317,917,174
			Restated 2020
	Cost	Accumulated amortization	Net carrying amount
	\$	\$	\$
Land and land development			
Land	17,358,823		17,358,823
Land development	19,119,641	3,688,379	15,431,262
Buildings			
Buildings	258,601,181	197,382,496	61,218,685
Major building improvements	199,060,144	29,305,435	169,754,709
Material and equipment	25,640,721	14,687,136	10,953,585
Specialized pedagogical teaching equipment	13,959,870	6,994,944	6,964,926
Computer development	1,543,934	867,722	676,212
	535,284,314	252,926,112	282,358,202

The total amount of property and equipment includes \$59,243,790 of property and equipment in progress or development (\$34,368,742 as at June 30, 2020), \$4,212,635 for land development (\$5,058,818 as at June 30, 2020) and \$55,031,155 for major improvements and transformation (\$29,309,924 as at June 30, 2020). No amortization is taken on these property and equipment.

English Montreal School Board

Notes to Financial Statements

June 30, 2021

15 - PROPERTY AND EQUIPMENT (Continued)

As at June 30, 2021, accounts payable and accrued liabilities include \$13,325,772 that relate to the acquisition of property and equipment (\$10,562,239 as at June 30, 2020).

16 - 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, 2021.

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 accounts receivable, excluding commodity taxes receivable, and reserves an allowance for doubtful accounts, as necessary, based on their 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 a cash flow risk.

Liquidity risk

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

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

Liquidity risk management serves to maintain a sufficient amount of cash and 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, 2021

17 - 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 \$30,745,991 for construction, renovation and land improvement agreements to be completed during 2021-2022;
- An amount of \$32,392,421 for long-term lease agreements for the rental of photocopiers and other contracts maturing at different dates between 2021 and 2032. Minimum lease payments for the next five years are \$10,509,963 in 2022, \$5,135,385 in 2023, \$2,278,069 in 2024, \$1,934,443 in 2025 and \$1,657,859 in 2026;
- An amount of \$2,374,224 for professional development to be completed during 2021-2022;
- An amount of \$547,104 for apprenticeship programs to be completed during 2021-2022;
- An amount of \$8,237,280 for school transportation contracts, which mature on June 30, 2022.

Contractual rights

The School Board has concluded leases of premises, which mature in 2022 and provide for rents amounting to \$1,458,623.

18 - CONTINGENCIES

As at June 30, 2021, outstanding claims against the School Board amount to \$16,230,865 (\$15,651,200 as at June 30, 2020) and consist of various claims on construction contracts and other. In order to cope with potential losses from such claims, a provision of \$350,493 was recorded in liabilities in the financial statements. Any variation resulting from the outcome of these contingencies will be recognized in the statement of earnings in the current fiscal year.

19 - RELATED PARTY TRANSACTIONS

In addition to the related party transactions, which are already reported in the financial statements and recognized at the exchange amount, the School Board is related to all the departments, special funds, organizations and enterprises controlled directly or indirectly by the Government of Quebec or under the common control or subject to the significant influence of the Government of Quebec. It is also related to its main directors, immediate family members and entities where one or more of these individuals have the power to direct the School Board's financial and administrative decisions.

During the year, the School Board received audiovisual equipment from the MEQ for a value of \$1,018,137. As a result, the School Board recorded a deferred investment grant for the same amount which will be amortized in revenues at the same rate as the audiovisual equipment is expensed.

English Montreal School Board

Notes to Financial Statements

June 30, 2021

19 - RELATED PARTY TRANSACTIONS (Continued)

The School Board has 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.

20 - COMPARATIVE FIGURES

Certain comparative figures have been reclassified to conform with the presentation adopted in the current year following the accounting change disclosed in Note 3.

English Montreal School Board

Supplementary Information

Year ended June 30, 2021

(Unaudited)

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

	2021	Restated 2020
	\$	\$
EXPENSES BY NATURE		
Teaching activities		
Salaries and fringe benefits	161,558,204	160,384,044
Other expenses	9,661,649	10,624,155
	171,219,853	171,008,199
Educational support activities		
Salaries and fringe benefits	76,519,035	76,273,580
Other expenses	10,857,739	13,000,501
	87,376,774	89,274,081
Extracurricular activities		
Salaries and fringe benefits	10,535,749	11,555,902
Other expenses	13,044,951	11,736,479
	23,580,700	23,292,381
Administrative activities		
Salaries and fringe benefits	10,956,818	14,817,695
Other expenses	4,311,634	4,084,831
	15,268,452	18,902,526
Property and equipment activities		
Salaries and fringe benefits	10,661,829	11,093,500
Amortization of property and equipment	14,541,599	13,802,587
Other expenses	15,445,344	14,072,720
	40,648,772	38,968,807
Other activities		
Salaries and fringe benefits	22,335,139	1,933,917
Debt service	1,383,154	613,208
Environmental liability	(19,601)	9,611
Allowance for doubtful accounts	278,990	553,178
Other expenses	16,226,014	15,554,699
	40,203,696	18,664,613
Allowance for employee benefits	48,689	(1,257,897)
	378,346,936	358,852,710

English Montreal School Board Supplementary Information

Year ended June 30, 2021

(Unaudited)

	2021	Restated 2020
	\$	\$
ACCUMULATED SURPLUS		
Balance, beginning of year and as previously reported	73,141,457	82,941,287
Prior year's restatements	<u>(2,434,325)</u>	<u>(2,434,325)</u>
Balance, restated	<u>70,707,132</u>	<u>80,506,962</u>
Total revenues	365,426,240	348,885,402
Total expenses	<u>378,346,936</u>	<u>358,685,232</u>
Deficiency of revenues over expenses	<u>(12,920,696)</u>	<u>(9,799,830)</u>
Balance, end of year	<u>57,786,436</u>	<u>70,707,132</u>
Accumulated operating surplus		
Land	17,358,823	17,358,823
School Board	31,153,846	40,030,463
Gain on disposal of property and equipment	7,187,480	7,187,480
Schools and centres	<u>2,086,287</u>	<u>6,130,366</u>
Balance, end of year	<u>57,786,436</u>	<u>70,707,132</u>
Excess (deficiency) of revenues over expenses		
School Board	(8,876,617)	(11,756,919)
Schools and centres	<u>(4,044,079)</u>	<u>1,957,089</u>
Deficiency of revenues over expenses	<u>(12,920,696)</u>	<u>(9,799,830)</u>

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 du Québec (MEQ) based on the following criteria:

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

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

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

The School Board reported to the MEQ 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 MEQ initially identified these figures as our baseline to be respected. On October 19, 2021, the MEQ sent the Board a letter, indicating that it had reviewed the data submitted covering the school years periods 2016-2017 to 2020-2021. As a result, the MEQ revised our baseline to reflect the period covering from April 1, 2020 to March 31, 2021.

The revised baseline for EMSB, which represents the total number of hours paid, to all employees, for the period of April 1, 2020 to March 31, 2021 was established at 5,587,808.09.

The figures, as listed in the chart on the next page, reflect the data for the EMSB, as collected by the MEQ using the above revised baseline set for our School Board as well as the actual comparative results with the 2020-2021 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 2020-2021 revised baseline and the 2020-2021 actual data
- Reasons and comments to support the difference
- Measures to rectify situation (or to justify an increase if any)

It is important to mention that, when the MEQ has provided the Board with its revised baseline, it did so in giving only a total number of hours paid for all categories of employees, not detailing the number of hours paid per employee group (i.e. teachers) and also the number of paid employees per group. The MEQ 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 baseline with the actual 2020-2021 data, we report that the EMSB has not met the Ministry's expectations in maintaining or reducing the total number of working hours. For the period of April 1, 2020 to March 31, 2021, the baseline according to the Ministry is 5,587,808.09 paid hours whereas our actual figures for the same period reflect a total of 5,773,773.73 paid hours, resulting in a negative difference of 185,965.64 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, since we have not been provided with specific data to compare with the actual data, it is difficult to determine exactly to which categories of employee groups we can attribute the 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, 2019 to March 31st, 2020, the School Board experienced an increase in the total number of hours paid to employees, notwithstanding the shortage of available personnel in all occupation groups needed to fulfill the needs of the board. The current increase can be attributed to the following factors:

- the increase in the number of students with special needs, resulting in an increase of teaching, professional and technical support personnel required to provide services to these students
- the increasing need to replace personnel on medical leave in the past few years
- the increase of special needs students enrolled in our daycare services resulting in a continual increase and need of support personnel to respect ratios
- the increase of students enrolled in the homeschooling dossier, with the approval of such services by the MEQ, resulting in the need for hiring additional personnel
- the increase in management personnel due to a transformation of EMSB processes and additional services required in order to maintain efficient delivery of services to the schools.

CONCLUSIONS

The English Montreal School Board continues to be committed to exercise sound and rigorous management regarding its staffing needs, and in order to respect the MEQ'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, the Board will continue to do so judiciously to ensure the efficient and timely 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 1, 2020 to March 31, 2021 (ACTUAL DATA)

887000 English-Montréal	AVRIL 2020 À MARS 2021			
	Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1 Personnel d'encadrement	292 389,08	0,00	292 389,08	185
2 Personnel professionnel	377 440,14	84,20	377 524,34	251
3 Personnel infirmier	0,00	0,00	0,00	0
4 Personnel enseignant	2 889 478,85	1 084,87	2 890 563,72	2 838
5 Personnel de bureau, technicien et assimilé	1 727 205,93	3 465,38	1 730 671,31	1 816
6 Agents de la paix	0,00	0,00	0,00	0
7 Ouvriers, personnel d'entretien et de service	471 982,21	10 643,08	482 625,29	297
8 Étudiants et stagiaires	0,00	0,00	0,00	0
Total	5 758 496,21	15 277,52	5 773 773,73	5 387

Revised baseline from MEQ considering original 2019-2020 data:

Total of number of paid working hours: 5,587,808.09

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

2019-2020 | April 1, 2019 to March 31, 2020 (ACTUAL DATA)

887000 English-Montréal	AVRIL 2019 À MARS 2020			
	Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1 Personnel d'encadrement	300 682,20	0,00	300 682,20	177
2 Personnel professionnel	366 280,39	96,00	366 376,39	258
3 Personnel infirmier	0,00	0,00	0,00	0
4 Personnel enseignant	3 023 267,05	801,76	3 024 068,82	3 114
5 Personnel de bureau, technicien et assimilé	1 729 231,34	3 822,47	1 733 053,81	1 829
6 Agents de la paix	0,00	0,00	0,00	0
7 Ouvriers, personnel d'entretien et de service	500 750,91	19 884,31	520 635,22	325
8 Étudiants et stagiaires	0,00	0,00	0,00	0
Total	5 920 211,89	24 604,54	5 944 816,44	5 703

Respectfully submitted by

Ann Watson

Director – Human Resources Department

AW/aw (November 9 2021)

2020-2021
**ANNUAL
REPORT**



Commission scolaire English-Montréal
English Montreal School Board

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