



Annual Report

2017-2018



Commission scolaire English-Montréal
English Montreal School Board

emsb.qc.ca

Table of Contents

SECTION 1

Mission Statement.....	3
Chairman’s Message.....	4
EMSB Commissioners.....	9
Board Administrators.....	10
Strategic Plan.....	11
Schools.....	39

SECTION 2 Financial Statement

SECTION 3 Partnership Agreement

SECTION 4 Bill 15

2017-2018 Annual Report

Editor:

Michael J. Cohen

Communications and Marketing Specialist
(mcohen@emsb.qc.ca)

Proofreading:

Barry Morgan and Elaine Cohen

Translation:

Manon Bourassa

Design:

Mark Lehberg

Latitudes Marketing By Design

Publication of the Communications and Marketing Division of the EMSB

Mission Statement

The mission of the English Montreal School Board is to support its schools and centres in their efforts to educate students within a caring, safe and inclusive learning community.

To fulfil its mission the EMSB will:

- recognize and value the diversity of its community;
- provide all students with the opportunity to develop their talents and achieve their personal best;
- recognize the skills and competencies of its employees and support their ongoing professional development;
- encourage collaboration among the various educational partners;
- use resources effectively and innovatively to help schools and centres focus on the mission of instruction, socialization, and qualification;
- encourage lifelong learning and critical thinking.

The EMSB mission fosters the development of educated and responsible persons who will assume their position as active members of a democratic society.

From The Chairman

ROBOCUP INTERNATIONAL

Over 4,000 humans and 5,000 robots from 35 countries gathered in Montreal for the 22nd RoboCup International Competition and Symposium at the Palais des congrès de Montréal from June 18 to June 21 (Competition) and June 22 (Symposium). RoboCup is the world's largest international competition for intelligent and autonomous robots.

The RoboCup Federation and RoboCup communities worldwide inspire students from all ages and importantly in research and development to excel in the industries of science, technology, engineering, arts, and math through robotics. It fosters talent in fully autonomous robotics, machine learning and every programming language. The EMSB played a prominent role in this year's RoboCup International as an important event partner. Five EMSB teams competed: Pierre Elliott Trudeau Elementary and Vincent Massey Collegiate in Rosemount, Dalkeith Elementary in Anjou, Merton Elementary in Côte Saint-Luc and Cedarcrest Elementary in St. Laurent. For one week, the world's eyes were on this competition and we were so thrilled that our students got to participate and enjoy this unique experience.



Angela MANCINI

ROBOTICS, CODING AND A.I.

It is no secret that at the primary and secondary level at the EMSB, robotics has played a key role – both within the curriculum and as an extra-curricular activity – towards achieving a wide knowledge and better understanding of science and technology. Many of these schools have distinguished themselves as participants in numerous robotics competitions, not only across Montreal, Quebec and Canada, but around the world as well. They have the awards and prizes to prove it. However, to understand the mechanics of robotics and artificial intelligence, students have to familiarize themselves with the processes that go before and after the creation of a robot, such as coding. And that understanding begins right at the Kindergarten level. On the eve of Kindergarten and Elementary School Registration Week, the EMSB unveiled ambitious new initiatives under the theme of Robotics, Coding and Artificial Intelligence – Preparing for the Literacies of Tomorrow. The concept of coding and robotics are all inter-related and go hand-in-hand with each other. Students are on the cutting edge when it comes to the latest trends and innovations in technology and robotics.

CoSPACE ROBOT EDUCATIONAL PLATFORM

The EMSB will become the very first school board in Canada to implement a CoSpace Robot Educational platform. Used in schools in over 20 countries, such as the UK, Germany, Austria, Japan, Sweden, Mexico and Brazil, the CoSpace Robot platform helps students to develop their computer thinking skills, as well as their involvement in programming, coding and algorithms, in a more fun and engaging manner.

NEW STEAM SCHOOLS

In January 2017, the EMSB held a press conference to introduce our STEAM (Science, Technology, Engineering, Arts and Mathematics) initiative. At the time only two elementary schools, General Vanier in St. Léonard and Pierre Elliott Trudeau in Rosemount, were piloting the program. The initiative, overseen by ETS consultants Sara Iatauro, Nicholas Doyon and Chad Leblanc, has now expanded to 15 schools. New additions are: Elizabeth Ballantyne in Montreal West; Pierre de Coubertin, Honoré Mercier, and John Paul I in St. Leonard; Coronation in Côte des Neiges; Westmount Park; Carlyle in TMR; Gardenview and Lauren Hill Academy in St. Laurent; Michelangelo International in RDP; James Lyng High School in St. Henri; Dalkeith in Anjou and Bancroft in the Plateau.

UBISOFT AND YOUTH FUSION

We were also pleased to announce a partnership with Ubisoft CODEX and Youth Fusion. Ubisoft CODEX unites many initiatives aimed at youth at all levels of the education system that position video games as a motivational learning tool. Youth Fusion focuses on experiential learning by implementing innovative pedagogical projects in various fields, including robotics, video game creation, entrepreneurship and fashion design. Beginning in the next school year, Youth Fusion will work directly with Ubisoft professionals to bring aspects of gaming and coding into some EMSB classrooms. Students will learn how to create video games and will focus on issues like empathy and conflict resolution and on the pedagogical side, mathematics, French, English and history. Ubisoft game developers will also be present to talk to the youngsters about jobs in the industry.

COMMITMENT TO SUCCESS

The EMSB's Commitment-to-Success Plan has been approved by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) for implementation in the 2018-2019 academic year. In preparing this documentation, a wide consultation was carried out, which went beyond the requirements of the Education Act. Commissioners, senior management, school administrators, professionals, parent and student committees, unions and governing boards were all invited to reflect on the current challenges which relate to student success and to participate in determining the new priorities and objectives which will guide the Board in the years to come. In several cases, a second consultation was held to present to a group an overview of the results of the first consultation and to continue the discussion with a view to the identification of priorities. A wide and rich variety of observations were made by the various parties, identifying strengths and weaknesses, achievements and concerns. Former





EMSB Director General Antonio Lacroce and Sam Boskey, who recently retired from the MEES, served as special consultants to the Board for this project.

ENROLMENT INCREASES

For the first time in many years, we at the EMSB saw our enrolment increase in the youth sector. The EMSB now has 19,561 students at the elementary and high school levels, a 267 jump from last year. There are more

than 23,000 additional students registered in Adult Education and Vocational Services. With over 42,000 students in total, the EMSB remains the largest English public school board in the province.

EMSB SUCCESS RATE

At 88.6 percent, we had the highest Success Rate in the entire province of Quebec among English public school boards, based on a seven-year cohort, figures released by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) show. This is all the more impressive given the fact the province-wide success rate is 80.1 percent. This achievement was made possible thanks to everyone associated with the EMSB, from our staff, parents, and volunteers, and of course our students. Based on the five-year cohort, at 82.8 percent, the EMSB has the highest success rate among any public school board in the province. The 88.6 percent figure is based on a seven-year cohort. It combines the high school graduation rate during that time period with the certification rate of students in the Work Orientation Training Pathway (WOTP). It followed the progression of students from 2009 to their graduating year in 2016. The EMSB has the second highest success rate among public boards in the province behind the Commission scolaire des Découvreurs, a small board in Quebec City with only four high schools, none of which cover any inner-city neighbourhoods. To put the present student Success Rates in full perspective, the average Success Rate among all Quebec schools (public and private) is 80.1 percent, while it stands at 76.5 percent for public schools only.

VOLUNTEER NIGHT

The annual EMSB Parent Volunteer Appreciation Evening took place on April 17 at the Renaissance Centre in Anjou. This year's event was held to commemorate National Volunteer Week (April 15 to 22) under the theme of Volunteers – Heart of our Community. Joseph Perretta, his wife Lina Di Giovanni and their daughter Alexia, received the EMSB Volunteer Ambassadors of the Year Award. The family owns the Montreal North Arctic Junior AAA hockey team. Players visit schools regularly to push the stay in school message and take part in scrimmages. They give thousands of tickets to schools each season. Lina was a longtime parent volunteer at the EMSB. The Volunteer of Distinction was Laura Saragosa from Edward Murphy Elementary School in Hochelaga Maisonneuve. The 2018 Parent Volunteer

Appreciation Evening was held in memory of Janice Lacroix, a beloved former communications consultant at the EMSB who first helped establish this event 17 years ago. She passed away last fall after a brief illness.

PARENT CONFERENCE

More than 300 parents recently spent a Saturday morning and afternoon learning about a whole series of topics and issues that were relevant to the world of parenting. The EMSB's second annual Parent Conference, held at the Grandes Prairies Vocational facility in St. Leonard,



was a big success. Sponsored by the EMSB and hosted by the EMSB Parents Committee, the conference was chaired by Parent Commissioner Norm Gharibian. A total of 21 distinctive workshops, dealing with a variety of related topics, were grouped in three separate programming blocks. Parents in attendance chose their preferred sessions in advance. They were led by a roster of educators, consultants, therapists, pathologists and experts.

OUTSTANDING PRINCIPAL

Joseph Vitantonio, the Principal of Lester B. Pearson High School in Montreal North, was one of 40 exceptional educators from across the country to be recognized as one of Canada's Outstanding Principals of 2018. Now celebrating its 14th year, The Learning Partnership Canada's Outstanding Principals program recognizes the unique and vital contributions of principals in publicly funded schools. The 40 principals, nominated by parents, colleagues and community members, and chosen by a national selection committee, are being celebrated for demonstrating innovation, leadership, and for employing creativity in finding solutions and opportunities within their school communities.

RETIREES DINNER

About 130 people attended the annual retirees' dinner, which took place on October 17 at the Plaza Volare Reception Hall, which is located at the Crowne Plaza Hotel in St. Laurent. The evening honoured 96 retiring employees of the EMSB who worked as educators, administrators, professionals and support staff, and whose combined years of service to the Board added up to 2,087 years. We presented each retiree with a special thank-you gift of a Hillcrest crystalline pitcher.

NEW AEVS CENTRE

We marked the opening of a new vocational training facility, that specializes in Welding & Fitting and Automobile Mechanics, in St. Leonard. A big thanks to the professionals from our Adult Education and Vocational Services Department for their vision and commitment to offering the best vocational education to students. The building that houses these two programs underwent significant renova-



tions to meet the required Ministère de l'Éducation et de l'Enseignement supérieur (MEES) program specifications and industry standards. Its unique layout mirrors an industrial setting, allowing the students to learn their trade in a first-class environment that prepares them for the workforce. Both the Automotive Mechanics and the Welding & Fitting facilities have the most up-to-date equipment, technologies and processes.

The Automobile Mechanics program has the capacity to train up to 240 students in their day and night classes. The automobile mechanics department is equipped with test stands for troubleshooting transmission, engines and onboard computers, and dedicated simulation areas for learning suspension, brake and differential overhaul. The automobile mechanics area has computerized workstations at each of the 19 car lifts where the students can utilize the latest diagnostic software to determine and fix electronic issues in transmissions, engine and onboard electronics. It also includes a designated section for the Automotive Detailing program which leads to a Skills Training Certificate (STC) and prepares the student to practice the trade of automotive detailing. As

for the Welding & Fitting program, it has the capacity to train up to 220 students in their day and night classes. The department incorporates the latest generation of welding machines, a comprehensive array of fabrication and processing machinery, as well as an assembly area with jigs and fixtures. The layout of the welding shop replicates a state-of-the-art fabrication company, with a receiving end for raw material (steel, aluminum, stainless steel), and a fabrication machinery section that houses the necessary machines (CNC shears, saws, notchers, drill presses, ironworkers, slip rollers, grinders, etc.). Students acquire the qualifications needed to prepare and weld steel, stainless-steel and aluminum parts according to different processes (TIG, MIG, Stick and Flux-core). In addition, there are dedicated sections for grinding, oxy and plasma cutting.

HEALTHY FOODS

This year, kindergarten students embarked upon a journey with OKRA, the Travel Buddy, towards discovering the colourful world of healthy foods. To fly into kindergarten, all students received their very own "F.A.B. 4 (Feed a Brain with the 4 Food Groups) Nutrition Passport." This initiative is part of our mission to promote health-enhancing attitudes and behaviours, as well as teaching much-needed skills that will help students make healthier food choices.

- Angela Mancini

List of Commissioners

ANGELA MANCINI

CHAIR

WARD 1

MORDECHAI ANTAL

CÔTE-DES-NEIGES, SNOWDON,
OUTREMONT, MOUNT ROYAL,
PARK EXTENSION

CHAIRMAN, EDUCATION
COMMITTEE

WARD 2

JOSEPH LALLA

MONTREAL WEST, NOTRE-DAME-
DE-GRÂCE

VICE-CHAIR, EDUCATION
COMMITTEE

CO-CHAIR, TRANSPORTATION ADVI-
SORY COMMITTEE

WARD 3

JULIEN FELDMAN

WESTMOUNT, SUD-OUEST,
VILLE-MARIE WEST

WARD 4

BERNARD PRAW

HAMPSTEAD, CÔTE ST. LUC

VICE-CHAIR, EDUCATION
COMMITTEE

VICE-CHAIR, HUMAN
RESOURCES COMMITTEE

WARD 5

JAMES KROMIDA

ST. LAURENT

CHAIRMAN, EXECUTIVE
COMMITTEE

CHAIRMAN, FINANCE COMMITTEE

CHAIRMAN, AUDIT COMMITTEE

WARD 6

AGOSTINO CANNAVINO

ST. MICHEL, VILLERAY,
PLATEAU-MONT-ROYAL,
VILLE-MARIE EAST

WARD 7

SYLVIA LO BIANCO

AHUNTSIC, MONTREAL NORTH

VICE-CHAIR

CHAIRMAN, HUMAN RESOURCES
COMMITTEE

VICE-CHAIR, ADULT EDUCATION
AND VOCATIONAL SERVICES
ADVISORY COMMITTEE

WARD 8

PATRICIA R. LATTANZIO

ST. LEONARD

CHAIRMAN, COMITÉ DE GESTION
DE LA TAXE SCOLAIRE DE L'ÎLE DE
MONTRÉAL

CO-CHAIR, TRANSPORTATION AD-
VISORY COMMITTEE

VICE-CHAIR, GOVERNANCE AND
ETHICS COMMITTEE

WARD 9

ROSARIO ORTONA

ANJOU, MERCIER-HOCHELAGA-
MAISONNEUVE, ROSEMOUNT-
LA PETITE-PATRIE

VICE-CHAIR, EXECUTIVE
COMMITTEE

CHAIRMAN, ADULT EDUCATION
AND VOCATIONAL SERVICES
ADVISORY COMMITTEE

WARD 10

JOE ORTONA

RIVIÈRE-DES-PRAIRIES, POINTE-
AUX-TREMBLES

CHAIRMAN, GOVERNANCE AND
ETHICS COMMITTEE

VICE-CHAIR, FINANCE
COMMITTEE

PARENT COMMISSIONERS

MARIO BENTROVATO

PARENT COMMISSIONER
SECONDARY SCHOOLS

JOANNE CHARRON

PARENT COMMISSIONER
ACES

NORM GHARIBIAN

PARENT COMMISSIONER

JASON TRUDEAU

PARENT COMMISSIONER
ELEMENTARY SCHOOLS

Senior Administrators AS OF JUNE 30, 2018

ANN MARIE MATHESON

DIRECTOR GENERAL

BENOÎT DUHÊME

DEPUTY DIRECTOR GENERAL,
ADMINISTRATION

EVELYN ALFONSI

ACTING DEPUTY DIRECTOR
GENERAL, EDUCATION

NATHALIE LAUZIÈRE

SECRETARY GENERAL, DIRECTOR
OF ARCHIVES, TRANSLATION
AND COMMUNICATION
SERVICES

LUCIE ROY

DIRECTOR OF LEGAL SERVICES

PELA NICKOLETOPOULOS

REGIONAL DIRECTOR
WEST SECTOR

JOHN PEVEC

INTERIM REGIONAL DIRECTOR
EAST SECTOR

SANDRA FURFARO

DIRECTOR OF EDUCATIONAL
AND TECHNOLOGY SERVICES

LUIGI DI FILIPPO

ASSISTANT DIRECTOR
OF EDUCATIONAL AND
TECHNOLOGY SERVICES

KACEM AZZOUNI

ASSISTANT DIRECTOR
OF EDUCATIONAL AND
TECHNOLOGY SERVICES

ATHINA GALANOGEORGOS

ASSISTANT DIRECTOR
OF EDUCATIONAL AND
TECHNOLOGY SERVICES

ANNA VILLALTA

ASSISTANT DIRECTOR
OF EDUCATIONAL AND
TECHNOLOGY SERVICES

LIVIA NASSIVERA

DIRECTOR OF FINANCIAL
SERVICES

VALERIE FORGETTA

ASSISTANT DIRECTOR OF
FINANCIAL SERVICES

CHRISTINE DENOMMÉE

DIRECTOR OF HUMAN
RESOURCES

ANN WATSON

ASSISTANT DIRECTOR OF
HUMAN RESOURCES

MARIE CLAUDE DROUIN

ASSISTANT DIRECTOR OF
HUMAN RESOURCES

COSMO DELLA ROCCA

REGIONAL DIRECTOR OF ADULT
EDUCATION AND VOCATIONAL
SERVICES

ANGELA SPAGNOLO

ASSISTANT DIRECTOR OF ADULT
EDUCATION AND VOCATIONAL
SERVICES

RICK DAVID

ACTING ASSISTANT DIRECTOR
OF ADULT EDUCATION AND
VOCATIONAL SERVICES

DANIEL HOGUE

DIRECTOR OF MATERIAL
RESOURCES

COSTA SPYRIDAKOS

ASSISTANT DIRECTOR OF
MATERIAL RESOURCES

MARIO CARDIN

ACTING ASSISTANT DIRECTOR
OF MATERIAL RESOURCES

LEW LEWIS

DIRECTOR OF STUDENT
SERVICES

JULIE RENÉ DE COTRET

ASSISTANT DIRECTOR OF
STUDENT SERVICES

ANNA-MARIA BORSELLINO

ASSISTANT DIRECTOR OF
SCHOOL ORGANIZATION

EMSB Strategic Plan

To exercise its functions and powers, every school board must adopt a multi-year strategic plan in order to respect its legal obligations. The EMSB strategic plan builds on the groundwork laid by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES). It also includes the five goals determined as requirements for the Partnership Agreement between MEES and the school board, required under Bill 88:



increased graduation rates and qualifications before age 20; improved command of the French (and English) language; improved levels of retention in school and academic success among certain target groups, especially among handicapped students or students with learning or adjustment difficulties; a healthier and safer school environment; and an increase in the number of students under 20 years of age enrolled in vocational training.

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

What follows is an analysis of what was done in relation to the four strategic orientations during the 2017-2018 academic year.

STRATEGIC PLAN/ANNUAL REPORT

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

OBJECTIVE 1.1

TO IMPROVE THE CERTIFICATION AND QUALIFICATION RATES OF STUDENTS

There are four paths that a student can follow in order to meet the requirements of obtaining a high school leaving diploma. These include: students who graduate from a typical high school (formation générale des jeunes, FGJ) or a high school that offers the Work-Oriented Training program (WOTP). Students who do not complete the "on time" high school leaving requirements in five years can go on to

complete missing credits in an adult education school (formation générale des adultes, FGA) or graduate from a vocational technical program (formation professionnelle, FP).

In 2017-2018, the following diplomas were considered for the purposes of determining graduation rates: the Secondary School Diploma (SSD), the Diploma of Vocational Studies (DVS), the Attestation of Vocational Specialization (AVS), and the Attestation of Vocational Education (AVE). For the Work Oriented Training Program (WOTP), the Pre-work Training Certificate (PTC) and the Training Certificate for a Semi-skilled Trade (TCST) are considered for certification.

In January, it was announced that at 88.6 percent, the EMSB had the highest Success Rate in the entire province of Quebec among English public school boards, based on a seven year cohort, figures released by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) show. This is all the more impressive given the fact the province-wide success rate is 80.1 percent. This achievement was made possible thanks to everyone associated with the EMSB, from our staff, parents, and volunteers and, of course, our students. Based on the five-year cohort, at 82.8 percent, the EMSB has the highest success rate among any public school board in the province. The 88.6 percent figure is based on a seven-year cohort. It combines the high school graduation rate during that time period with the certification rate of students in the Work Orientation Training Pathway (WOTP). It followed the progression of students from 2009 to their graduating year in 2016. The EMSB has the second highest success rate among public boards in the province behind the Commission scolaire Des Découvreurs, a small board in Quebec City with only four high schools, none of which cover any inner-city neighbourhoods. To put the EMSB's present student Success Rates in full perspective, the average Success Rate among all Quebec schools (public and private) is 80.1 percent while it stands at 76.5 percent for public schools only.

The EMSB's eight WOTP programs continue to operate across its territory and offer students the option to pursue an education that includes work study. The WOTP Pre-work Training Program at Focus completed its second successful year, and year three will begin for students in the fall. The increased availability of WOTP programs is due to their ability to provide an education that engages at-risk students and motivates them to stay in school.



ADULT EDUCATION AND VOCATIONAL SERVICES

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



During the 2017-2018 academic year, AEVS continued to promote vocational training programs by participating in the annual EMSB Career Fair for Secondary V students, providing tours of the vocational centres for students and organizing the 'Student for a Day' program, where high school students have the opportunity to participate in actual classes in one of the vocational centres for one school day.



OBJECTIVE 1.2 TO FOSTER AN ENVIRONMENT OF LIFE-LONG LEARNING

EDUCATIONAL AND TECHNOLOGY SERVICES

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

It was another productive year for GOAL initiatives. After a successful pilot project last year, the MEES moved forward with compulsory implementation of the "Academic and Career Guidance Content (ACGC)" in Cycle 3 of elementary schools across the province. ACGC is content purposefully selected from the GOAL philosophy of learning that ensures students are better prepared for life after graduation. The English Montreal School Board participated in full with all 35



elementary schools completing various projects and activities that fell within the content identified by the ACGC. The Ministry concluded the year by requesting that the ACGC be continued into Secondary Cycle 1 in the 2018-2019 school year. The EMSB is already well prepared for this continuation. During the original pilot year Lauren Hill Academy Junior Campus and Lester B. Pearson High School's pilots went exceptionally well. Each school went beyond the minimum ten hours of integrated content that was requested by the Ministry.

ADULT EDUCATION AND VOCATIONAL SERVICES

1.2.1.2

Personal Orientation Project and Exploration of Vocational Training Subject Support

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

EDUCATIONAL AND TECHNOLOGY SERVICES

1.2.1.3

Support for Entrepreneurship Initiatives in Schools

Approximately 1,631 students from the EMSB took part in this year's entrepreneurship initiative, which included the provincial OSEntreprendre Contest. A total of 58 projects were created and submitted. This year showed a 71 percent increase in student participation compared to last year. Schools that won prizes at the local level of the OSEntrepre-



dre Contest were Dalkeith Elementary School, James Lyng High School, Leonardo da Vinci Academy, LINKS High School, Mackay Center (Royal Vale Satellite Class), Mackay Center (Westmount Satellite Class), and Saint Gabriel Elementary School. James Lyng High School was also recognized at the regional level and awarded the “Coup de Coeur” for their project, “Lives of the South-West.”



1.2.1.4

Projet pédagogique particulier visant à préparer un groupe d’élèves âgés de 15 ans

The Projet pédagogique particulier enables participating students to focus and succeed in core Secondary III courses while introducing them to vocational training and the benefits of pursuing vocational careers. The project continues to grow at Focus, James Lyng, John F. Kennedy, Mountainview, Perspectives I High Schools. Elizabeth High and Venture also offer the project when their student population can support it. Vezina has become the newest school to offer the project. The project has become very popular, especially in the outreach schools. Students enjoy being able to blend academics with practical work experience. The project makes it easy for them to discover concrete connections between their in-school learning and the skills that will be expected of them in the workplace.



OBJECTIVE 1.3

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

ADULT EDUCATION AND VOCATIONAL SERVICES

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



RAC (Recognition of Prior Learning and Competencies) was promoted by meeting with various community representatives within the EMSB network. Through this program, the MEES enables individuals to obtain recognition for their prior learning and competencies as they work towards a Diploma of Vocational Studies (DVS) or an Attestation of Vocational Specialization (AVS).

Secondary V students were given the opportunity to explore careers that are available through vocational and technical

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

Skills Olympics is an annual provincial event to showcase vocational training programs that are offered in all of the school boards in an Olympics style setting and many EMSB youth students attend this event. Chapeau les Filles is an annual provincial contest that promotes vocational training programs for female students in a traditionally male-dominated field. The EMSB participates by sending students to compete.

OBJECTIVE 1.4 TO INCREASE THE LEVEL OF LITERACY OF STUDENTS

EDUCATIONAL AND TECHNOLOGY SERVICES

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



they received regular one-on-one instructional time and developed a greater level of independence.

Several specific actions were taken to support these goals. A critical element of the plan was the part-time release of one teacher in each of the EMSB elementary schools to work as a literacy facilitator. These individuals worked in collaboration with their colleagues in the process of implementing a balanced literacy approach to the teaching of



reading and writing. Their work included everything from acting as in-house experts to becoming collaborative partners. Another aspect of the plan included developing a partnership with the Centre for the Study of Learning and Performance at Concordia University, which has conducted a survey of all involved teachers, administrators and consultants each year to monitor the process of implementation.

Schools also received a comprehensive set of books to support guided reading: focused, small-group instruction aimed at the individual needs of each student. To put practices such as these into place, the balanced literacy plan involved a significant amount of professional development for facilitators over several years. It also meant the language and literacy consultants from the school board became regular visitors and collaborators in schools where they were able to support teachers individually or as entire



school teams. Another vital element in the plan was the orchestration of inter-school visits in which classroom teachers and literacy facilitators visited classrooms in other schools on several occasions over a three-year period. This inter-school sharing has been a very positive addition to the professional development of teachers, and the school change process at many of our schools.

Buoyed by the strong indicators of improvement, literacy instructional practices



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

The mentor-mentee partnership model, another component of the balanced literacy plan that is developing at both the elementary and secondary level, has begun to show positive outcomes. Further expanding from the launch in 2016-2017, the current year saw involvement of two-person teams, including a classroom teacher and a resource literacy teacher, from ten elementary schools and ten high schools (including 4 outreach schools). These lead teams met on several occasions during the year

in order to observe each other's teaching practices, discuss pedagogy and share literacy instructional best practices. The majority of these teams will become mentors to another two-person team for the 2018-2019 academic year, establishing more mentors teams for the coming years.

1.4.1

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

During the 2016-17 academic year, professionals in Educational and Technology Services and Student Services continued to support the evolving role of literacy-resource teachers in their collaboration with teachers. Also in 2016-17, a new mentor-mentee model was launched at both the elementary and secondary levels to further support the growth of expertise in literacy instruction, as well as fostering classroom structures that are best suited to differentiated instruction. The 2017-2018 academic year saw further development of the work started in 2016. The mentor-mentee model expanded this year with 22

teachers and resource-literacy teachers from ten schools working in five separate teams. This project has resulted in the implementation of best practices in literacy instruction in numerous classrooms, while also creating a positive culture of sharing and collaboration within and between schools. The majority of participants from 2017-2018 have enthusiastically offered to continue their involvement next year as mentors for a new group of participants.



The 2017-2018 academic year also saw an expansion of the work done between Student Services and Educational and



Technology Services in support of enhancing the effectiveness of resource literacy teachers. This ongoing initiative has several objectives: these include increasing the time resource-literacy teachers spend in classrooms; increasing both the amount and quality of feedback students receive regarding literacy learning; and, fostering collaboration and sharing of expertise within schools. By working more frequently in classrooms, alongside their teacher partners, resource literacy teachers are able to provide instructional support and feedback to students who require extra support without the possible stigma that sometimes comes with pulling them out of

class. Additionally, in working with small groups of students within the classroom context, often in a guided reading or writing conference, resource literacy teachers are able to support more students than in a strictly pull-out model. By collaborating and sharing practices, teachers and resource teachers are better equipped to plan interventions, share expertise, and monitor each student's progress with accuracy. Initial reactions by both teachers and students to this shift has been very positive, as students receive more direct, differentiated feedback, based on their own learning needs.

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

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

1.4.2

Provide appropriate training for teachers

The balanced literacy implementation team continued to utilize every available opportunity in the past year to support and develop pedagogical expertise and offer professional training. This occurred in a variety of contexts:

- Professional development for all resource-literacy teachers in the areas of reading and writing instruction, assessment, and Information and Communications Technology (ICT) workshops;
- Literacy-related workshops conducted on most board-wide regional pedagogical days;
- Classroom visits in which consultants, teachers and resource-literacy teachers worked in collaboration with each other;
- In-school workshops on pedagogical days;
- Partnering between Educational and Technology Services and Student Services in support of instructional strategies for at-risk students.
- Regular, collaborative sharing between resource-literacy teachers and classroom teachers;
- Regular sharing of expertise between mentor teams as they visited each other's schools.



OBJECTIVE 2.1

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

MATERIAL RESOURCES

The Material Resources Department has been working on a five-year plan for building renovations. During the 2017-2018 academic year, the department supervised over \$20 million of capital investment projects in schools and centres that were approved by the Council of Commissioners, including various projects that were pending from previous years.





MATERIAL RESOURCES

The Material Resources Department completed the surveys for radon for all schools and amalgamated the asbestos information in the reports that are now available on the portal. Five-year plans were developed for the handicapped accessibility of buildings, gymnasium upgrade and ventilation system cleaning. The new routes for the GES caretaking schedules were produced, with the implementation completed during the 2016-2017 academic year.

A building survey of all EMSB school facilities was completed and a 10-year plan was finalized by December 2016. This will allow the

department to prepare a preventative maintenance inspection process to maintain and upkeep buildings in a more proactive way. A padlocking procedure is also underway on all major equipment as per new CNESST requirements.

HUMAN RESOURCES

Following a consultation with the Quebec Federation of Labour (QFL), the Human Resources Department established a training/mentoring program for new employees in the Labour Support Sector.

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

WHMIS 2015 (Workplace Hazardous Materials Information System) training sessions have been offered to caretaking personnel and tradesmen in schools and centres. The Health and Safety prevention technician visited caretakers in their respective schools and centres, continuing to provide on-site support, training and recommendations. The technician worked closely with the team in the Material Resources Department.

First Aid Training was organized again by the prevention technician, with a session intended for



school and centre personnel in order to comply with CNESST requirements.

The Health and Safety technician again organized ergonomic evaluations for new employees and employees who have been reassigned to the administrative building, as well as in our schools and centres, to adapt work stations, equipment and tools to best fit the employees' needs, hence reducing the risk of musculoskeletal injuries which, in turn, lead to employee absenteeism and CNESST claims. The technician conducted work accident inquiries and made recommendations in order to help reduce the number of work accidents. She also met with employees returning from work-related incidents to assess accidents and to provide guidance as to how to prevent issues from reoccurring.



The prevention technician published regular information newsletters, which are distributed across our system, entitled "H&S Food for Thought", offering tips and strategies on various topics pertaining to the health and well-being of our employees. This year, some topics included: Driving and Ergonomics; Slips, Trips and Falls; Changing Habits; Youth, Teens and Mental Health. Also, in trying to promote overall well-being of the employees in the Administration Building, the technician organized four "lunch and learn" sessions on various topics of general interest: Misinformation about Food in Social Media; Tapping also known as EFT (Emotional Freedom Techniques); Feel Safe and Be Safe; Laughter Yoga. Again this year, HR facilitated access to the services of a recognized massage therapist for employees who wish to avail themselves of such a benefit, at a reasonable price, during their lunch hours.

The Human Resources Department continued to promote intensively the Board's Employee and Family Assistance Program offered by Homewood Health. The latter is the largest employee and family assistance program (EFAP) provider in Canada, supporting employees and their families so that they can manage work,



The Human Resources Department continued to promote intensively the Board's Employee and Family Assistance Program offered by Homewood Health. The latter is the largest employee and family assistance program (EFAP) provider in Canada, supporting employees and their families so that they can manage work,



health, and life changes. All support services are accessed voluntarily by the individual and are strictly confidential. The EMSB continues to offer services, which were initially limited to face-to-face counselling, but now also includes First Chat and Telephone Counselling. These additional services were added to reach a larger portion of our employees and meet more effectively their needs.

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

Finally, the Human Resources Department offered its own employees a half-day workshop entitled "Managing Competing Priorities."

OBJECTIVE 2.2

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

REGIONAL OFFICES

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

Monthly meetings were held with the in-school administrators so that information could be disseminated and discussions regarding school board's objectives took place. Schools worked to realize the goals set forth in their Management and Education Success Agreements, in harmony with the goals and strategies of the Partnership Agreement with the Ministry.

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

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

STUDENT SERVICES

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

MATERIAL RESOURCES

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



OBJECTIVE 2.3

TO IMPLEMENT THE “DRUG ABUSE PREVENTION” PROGRAM

STUDENT SERVICES

The Healthy Schools Approach

The 2017-2018 school year saw the EMSB renew existing partnerships as well as form new ones in the field of drug prevention and intervention. Continued was a longstanding partnership with CRD Foster, already present in several high schools (Laurier Macdonald, Options, and Venture, Perspectives I and II). CRD Foster also provided training on the DepAdo screening tool to our guidance counselors and behaviour technicians.

Portage facility gave numerous presentations to students as well as personnel, (teachers and guidance counselors alike), throughout the year. They committed to providing a 24-hour response time to our students in need. Likewise, La Maison Jean Lapointe presented their “My Independence Matters to Me” to several of our Grade 7 students, which they committed to increasing in the next year.

A new partnership was established with Chabad Lifeline. Thanks to the government’s generous measure “Accroche-toi au secondaire,” the EMSB was able to have a drug prevention counselor in every Outreach Network School as well as Royal West Academy. Chabad Lifeline provided students with psycho-educational services, prevention tools, skills streaming, individual and group therapy. This partnership will be extended.



The EMSB was asked to join the “Comité régional de prévention sur les jeux d’argent et les dépendances” this year, for the first time since its inception in 2008. The committee is currently exploring different ways of addressing the legalization of cannabis. It is a working committee comprised of members of the three French School Boards, all five CIUSSS’s, and community partners involved in drug prevention. After discussion with Lester B. Pearson School Board, it was decided that the EMSB would represent the English school boards on that

committee. The EMSB has been able to collaborate with all the other boards on the Island of Montreal in order to work together on drug prevention. EMSB officials were invited to attend the “Concertations en prévention” held at the Commission scolaire de Montréal.

Sandrine Aschour became a member of the AIDQ (Association des intervenants en dépendances du Québec) and was able to attend the conference “32^e Rencontre nationale en réduction des méfaits liés aux drogues”. She gave a presentation arranged by the EMSB Parents Committee concerning Cannabis, the legalities, and what parents can do to help their children. Another presentation was given to the Guidance Counselors regarding “Cannabis and the Law”.

***Collaboration with the different CIUSSS
(Centres intégrés universitaires de santé et de services sociaux)***

The Student Services personnel had several meetings with the different CIUSSS operations serving the population within the EMSB territory. It is important for the EMSB to work in collaboration with the stakeholders within the Health Sector in order to better meet the needs of students and their families. As well, the Regional Committee involving representatives from the five school boards on the Island of Montreal, the CIUSSS and Santé Publique was re-activated to collaboratively address the joint concerns of the above-mentioned stakeholders.

**OBJECTIVE 2.4
TO IMPLEMENT A BOARD-WIDE ENVIRONMENTAL ACTION PLAN**

MATERIAL RESOURCES

Savings began to be realized in the energy efficiency project (ESCO, Phase II), which was completed in 17 schools and centres the previous year. This project consisted, among other measures, of modernizing equipment using aero thermal technology, installing LED lighting and enhancing the comfort of staff

and students by adding more control points. The environmental benefit of this project is that the Board has reduced greenhouse gas emissions by 4,070 tons, equivalent to 1,270 cars. A new energy efficiency project (ESCO, Phase III) went to tender. Bids were received from four companies. They will each make formal presentations in the fall to improve the schools' comfort and to become more energy efficient.

HUMAN RESOURCES

The Human Resources Department set up its own internal "Green Committee." During monthly department meetings, the HR Green Committee continues to provide tips, guidelines and strategies to the HR team in order to foster a greener environment within the department with a focus to continue improving efficiency and also to reduce waste. Money raised from the HR department's recycling initiatives will be donated to a charity supporting children's education.

REGIONAL OFFICES

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

OBJECTIVE 3.1

RECOGNIZE THE CONTRIBUTION AND UTILIZE THE EXPERTISE OF ALL PERSONNEL

ADULT EDUCATION AND VOCATIONAL SERVICES

With the implementation of the new finance software MOZAIK in March of 2017, AEVS management, professionals and support staff with financial tasks and responsibilities were invited to participate in formal training sessions prior to the launch. In 2018, the MOZAIK training continued with users of this program. Most recently, the PAIE system users were trained as well for the upcoming launch of the new MOZAIK pay system in the fall of 2018.

REGIONAL OFFICES

All monthly Regional meetings were designed with a component of professional development. The Regional Offices organized workshops for administrators on topics relevant to their daily tasks. The Regional Offices also worked to enhance interdepartmental communication in order to provide better service to the schools.

EDUCATIONAL AND TECHNOLOGY SERVICES

Several Information Technology projects were completed or are still underway. The Microsoft Identity Management (MiM) project has been





deployed, which allows user creation and management through our in-house applications (GrH for employees, JADE for students). There were some initial complications to the deployment of MiM, but those issues were addressed and corrected. Any further issues can now be addressed quickly, through the work performed by the ETS – Technology staff.

The Information Support Desk pilot was completed and now Phase II has been implemented for all schools and centres. Furthermore, with the implementation of MiM, we no longer have to manually create the access lists for schools and centres. They are generated through multiple scripts that access our Active Directory structure directly. All main building network switches

have now been upgraded from Cisco to Avaya, allowing for a better network throughout. Data delivery and work efficiency should see marked progress given the addition of our 10G fibre optic network infrastructure. The new Toshiba Multi-function devices have been delivered to the main building and multiple schools/centres. Scripts have been created in our Dell KACE Management System to allow for easy installation of the devices, either when a Field Services technician is present or remotely. The deployment of Windows 10 continues throughout the organization. Delays have occurred because of unit availability (laptops not available). ETS – Technology will continue to upgrade units as they become available.

STUDENT SERVICES

CENTRE OF EXCELLENCE FOR SPEECH AND LANGUAGE DEVELOPMENT

The Centre of Excellence for Speech and Language Development, operated by the EMSB, is part of the Inclusive Education Service (IES) which is a provincial service funded and mandated by the Ministry of Education (MEES). The Centre of Excellence is made up of a team of professionals, including three speech-language pathologists, a psychologist, an occupational therapist, and a special education consultant. The mandate of the Centre of Excellence is to offer support and expertise to the English sector for the organization of programs and adapted teaching for students with special learning needs, specifically in the areas of speech, language and literacy.

During this school year, the Centre of Excellence hosted its annual two-day conference for speech-language pathologists, teachers and other professionals at the Courtyard Marriott Hotel in Montreal. The conference addressed “executive functioning development” and how to provide specific interventions for our struggling learners. Teachers and professionals from nine English language school boards were in attendance.

Additionally, a daylong “round table” event exclusively for speech-language pathologists was held at the EMSB to address and discuss common issues and concerns faced by speech-language pathologists working in the education sector. Direct services were provided to various school boards in terms of



workshops, direct training activities for SLPs, sharing of resources, and numerous consultations with school board staff.

SUMMER LANGUAGE CAMP

The Student Services Department continues to provide a two-week “Summer Language Camp”, designed to provide intensive language stimulation to EMSB students with language disabilities and who are at risk of academic difficulties due to a language developmental delay. Language disabled students in the east end of Montreal are seen as the primary target-

ed clientele in view of the insufficient English language services available in that area of the city. EMSB speech-language pathologists serve as staff for the Summer Language Camp.

ASSISTIVE TECHNOLOGY

This marked the first year of establishing outreach services to the schools for assistive technology at the EMSB. A broad objective of increasing accessibility was launched through various projects. Specific initiatives were as follows:

CLOUD-BASED ASSISTIVE TECHNOLOGY

A focus both in ETS and Student Services is on cloud-based assistive technology for curriculum support, for both the G Suite and Office 365 platforms.

TEXT-TO-SPEECH ACTION PLAN

Two tools were used to launch effective use of text-to-speech in the schools, Read&Write for Google Chrome and WordQ. Professional development has been provided to teachers locally at their schools (20 elementary schools and 16 high schools (including Outreach)). One-to-one work with individual students, both in groups and individually, is ongoing and has been successful this year. In development are tools that professionals and teachers can use to expand one-to-one assessment and use of text-to-speech for individual students.

ACCESSIBLE READING INITIATIVE

In the fall, Student Services and ETS launched an initiative to increase accessible resources in four high schools (curriculum resources that can be used with text-to-speech). This included a process to access



accessible novels, textbooks and documents. There was a focus on the use of new mobile scanning tools (OCR) that can be used to create digital documents that are accessible for students.

SPECIALIZED AREAS OF ASSISTIVE TECHNOLOGY

Multidisciplinary teams were created to work with assistive technologies primarily for our students in specialized settings. Professional development was offered in supporting effective literacy practices for students with significant needs (secondary settings) as well as augmentative and alternative communication (elementary schools).

WEBSITE

The AT @ EMSB website was launched in August 2018 with resources, information, and assistive technology initiatives that are underway at the EMSB.

ASSISTIVE TECHNOLOGY AND EVALUATION

A focus in ETS and Student Services is the use of assistive technology for end-of-cycle and compulsory exams. This year, 22 schools (elementary and secondary) piloted the use of WordQ for evaluation.

MENTAL HEALTH RESOURCE CENTRE

The Mental Health Resource Centre (MHRC) is composed of a multidisciplinary team of professionals (e.g. psychologists, guidance counsellors, special education consultants, etc.) whose primary purpose is to address the mental health needs of the EMSB community. Functions have included the ongoing dissemination of information and playing a consultative role within the EMSB community with regard to different mental health issues. For example, for suicide prevention week, an information flyer was distributed to all principals. The information is disseminated throughout the EMSB via emails, memos and in the 'Inspirations' magazine.

Offering professional development to staff and parents is a cornerstone of the MHRC. Numerous workshops were provided to child care workers, teachers (at SORT and in individual schools), daycare educators and parents. The MHRC also partnered with McGill University and provided presentations on trauma to teachers and childcare workers in hopes of building more trauma-informed classrooms within our schools.

A new venture this year was the addition of a psychiatrist to the department who provided supervision and consultation on cases with our guidance counsellors and psychologist. The psychiatrist also provided in-school consultations to support our staff and build their capacity in understanding and adopting interventions/strategies for students with mental health issues.

Mental Health Awareness Week activities were promoted and carried throughout the school network, ranging from elementary to high school. This year's theme centred on self-acceptance. We released a newsletter on the topic, students contributed a project of their own on the topic at a few schools. We also had a special presentation for mental health awareness week at the school board for all head office staff and others in the EMSB community on self-acceptance.

SPIRITUAL AND COMMUNITY ANIMATION

The Spiritual and Community Animation Service facilitates progress in the spiritual life of students through regular program activities which encourage deeper understanding, meaningful reflection and community involvement. The work of the Spiritual and Community Animator covers the scope of religions, cultures, philosophies and ethical concerns that our diverse school populations bring to the education experience. One such program event is Spirit Quest, which is a recognition of a spiritual journey, developing spiritual awareness and acceptance and understanding of others on the part of students. These kinds of events help students understand more about the diversity of spiritual practice in the world around them, as well as to tap into their own guiding practice or spiritual background. Spiritual and Community Animators also provide promotion and prevention programming promoting a safe and healthy lifestyle and a peaceful school environment.

As part of this work, Spiritual and Community Animators provide in-class programming on a wide range of cultural, ethical, spiritual and communal issues, including some of the religious observances of different faiths and celebrations of common days including Thanksgiving, Earth Day and U.N. Day; universal themes such as Light, Hope, Peace, Compassion; and communal themes which include Black History Month, First Nations Day, and Yom HaShoah. Spiritual and Community Animators also offer a variety of programs aimed at helping students be better local and global citizens through offerings in areas of Character Development, Random Acts of Kindness, Anti-Violence, Moral Intelligence, Leadership and Transitioning to Secondary School. In an era of instant messaging and immediate gratification, one of the hallmarks of Spiritual and Community Animators lies in encouraging students to "go deeper" into the currents of the "Why?" questions of our day.





MATERIAL RESOURCES

A number of measures were taken to improve the staffing structure of the department. As well, caretaking staff were provided with some professional development sessions.

OBJECTIVE 3.2 TO FOSTER A CULTURE OF CONTINU- AL PROFESSIONAL DEVELOPMENT

HUMAN RESOURCES

The Human Resources Services, in collaboration with the Material Resources Department, developed training sessions for the caretaking employees.

This will be an on-going initiative in the next school year with the intent to develop a bank of professional development activities for this employee group.

The department held workshops for administrators to provide guidelines and information with regards to various changes, namely the PPMP pension plan and the Regulation.

Representatives from H&S attended several workshops and professional development sessions such as:

- Le Grand RDV CNESST
- Le P'tit RDV CNESST
- Rencontre sur l'assiduité et la santé et la sécurité du travail (FCSQ) (November and May).

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

Furthermore, the Human Resources Department held an information session geared towards new administrators; the session was to provide key information pertaining to all aspects of services available to them via the department. The annual information session intended for teachers and professionals aspiring to become school or centre administrators took place as well.

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

- Collaboration with the SORT (Support our Rookie Teachers) Committee in its efforts to welcome, accompany and mentor new teachers. To this effect, the SORT Committee participated in a series of informative workshops for new teachers and their mentors;
- HR developed an annual timeline and monthly critical path intended for school and centre adminis-

- trators to enable them to better assess the needs and documentation pertaining to HR;
- A HR representative presented to, and discussed pertinent elements from, the teachers' collective agreement with graduating teachers at McGill and Concordia Universities;
 - A HR representative joined the McGill Advisory Committee on new programs being proposed for higher education and management;
 - A HR representative from the teachers' dossier regularly attended La table de concertation, where pertinent information was exchanged between universities and Montreal Island boards, regarding programs for student teachers;
 - A HR representative from the teachers' dossier participated in University round table discussion sessions where stakeholders from the education milieu exchanged their visions on future new teacher programs;
 - A representative from the teachers' dossier attended the Comité d'agrément des programmes de formation à l'enseignement (CAPFE), where representatives from school boards, universities and the MEES participated in round table discussions about the current education programs for teachers;
 - Representatives from the teachers' dossier also offered workshops for new administrators to provide training on the calculation and application of Oversized Class Compensation for teachers in the youth sector;
 - The HR team responsible for the teacher dossier held a year-end information session geared towards new teachers. The intent was to provide our newly hired teachers with information regarding the progression of their career as new teachers at the EMSB, including assignment opportunities in the new year;
 - The HR team responsible for the teacher's dossier hosted a McGill workshop for present and future cooperating teachers, led by Dr. Fiona Benson with assistance from McGill's student teacher supervisors.



STUDENT SERVICES

CRISIS PREVENTION INTERVENTION (CPI)

The Student Services Department received a great number of requests from schools to be trained in Crisis Prevention Intervention (CPI).

The Non-violent Crisis Intervention® training program, also known as CPI, is a holistic behaviour management system based on the philosophy of providing the best care, welfare, safety and security for staff and those in their care, even during the most violent moments. The program focuses on preventing disruptive behaviour by communicating with individuals respectfully and with concern for their well-being. Over a two-day training period (12 hours), participants were given tools and strategies to deal with any type of crisis incident, from verbal outbursts to physical aggression.

The program not only taught the participants to respond effectively to warning signs that someone is beginning to lose control, but also addressed how they can deal with their own stress, anxieties and emotions when confronted with these challenging situations.

Various schools in the EMSB participated in the Non-violent Crisis Intervention training program. They mainly included teachers and ChildCare Workers (CCWs) assigned to the specialized classes (ASD, Welcoming Kindergarten and Grade 1 classes, SEEDS classes and Early Stimulation classes) and school behaviour technicians. A few principals, as well as SSD professionals, also benefited from this training. The CPI instructor also provided drill sessions/refreshers on personal safety to previously trained schools.

This year, a second person, Vanessa Too, was trained as a CPI instructor in order to meet the increasing demands of schools requesting to be trained in The Non-violent Crisis Intervention. Our goal for the future is to train two additional SSD professionals to become CPI instructors in order to continue to train/refresh as many teachers, CCWs, professionals, administrators and school staff as possible. It has been another successful year with CPI.

VIOLENCE PREVENTION

Hundreds of teaching staff from over 15 EMSB schools welcomed the school year by attending a professional development workshop given by author and behaviour management expert Charlie Appelstein. The workshop focused on strength-based prevention strategies and techniques and adult to youth relationship building strategies. Daphna Leibovici, consultant for violence prevention and health promotion, continued to support and guide school administrators with respect to the prevention of incidents related to bullying or other forms of aggression. She





guided school teams in the revision and updating of their safe school action plans and presented to school staff, professionals and EMSB families on issues such as bullying, school climate, bystander intervention and youth sexting. Leibovici also delivered workshops with Jennifer De Freitas (B.A.S.E. Daycare Program) on best practices for supervision at lunch time to daycare educators and lunch monitors at several schools.

Ms. Leibovici participated as a member of several external committees on school climate such as the organizing committee for Les Grandes Rencontres (Anglophone) Conference and she presented at the

7th World Conference on Violence in Schools and Public Policy and the seventh biennial conference of the Comité québécois pour les jeunes en difficulté de comportement (CQJDC) in Quebec City. Administrators attended a workshop on the Agreement on Police Presence in the Schools. The workshop allowed administrators to learn more about their roles and responsibilities as well as that of the police when dealing in particular with safety issues or the potential of criminal activity involving students.

OBJECTIVE 4.1

TO COMMUNICATE EFFECTIVELY WITH THE COMMUNITY AT LARGE STRATEGIES

COMMUNICATIONS AND MARKETING DIVISION

In addition to producing a wide array of publications, the EMSB once again made available a graphic artist to work specifically on school websites, as well as an individual who contributed web content, press releases, photos and video productions. A well-attended press conference was held in January at General Vanier Elementary School in St. Léonard to promote the EMSB's STEAM (Science, Technology, Engineering, Arts and Mathematics) initiative. Work proceeded on the creation of brand new websites for the main office and all schools.

The EMSB ran its traditional newspaper, television and radio advertisements, some supported by corporate sponsors. Twitter remained a popular option in terms of communicating with the community at large. Facebook likes more than doubled to 10,000. A series of television commercials ran on CTV to promote high school open houses.

HUMAN RESOURCES

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

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

HR representatives have been in communication with CEGEPS and universities regarding hiring and accepting stage students, namely to support our students with special needs. The department has continued promoting that all employees have and use their EMSB email address. This helps keep all employees informed of memos, job postings and any other communication that may come out. The department has also started to increasingly use the Eportal as a means of communication.

Representatives from the teachers' dossier teamed up with School principals and attended career fairs for new teachers throughout Quebec and in Ontario.

The new local agreement was implemented whereby teachers across the system are informed of staffing information by EMSB email and through the EMSB EPortal, in place of paper postings in schools. In collaboration with the SORT (Support our Rookie Teachers) Committee, a new site was created on the EMSB EPortal for all teachers, which contains a library of professional development material for all current EMSB teachers.

Throughout the 2017-2018 academic year, management representatives of HR took part in regular Labour Relations Committee (LRC) meetings with the various unionized and non-unionized groups: Management Associations as well as APPA, MTA, QFL and SPPMEM.

The HR Department also maintained open communication channels with administrators of the Administration Building as well as those in schools and centres. Management representatives of HR brought current items and policies for discussion and guidance to Governance during regularly scheduled Human Resources Committee meetings and regular Board meetings.

OBJECTIVE 4.2

INCREASE SPONSORSHIPS FROM OUTSIDE ORGANIZATIONS

ADULT EDUCATION AND VOCATIONAL SERVICES

In 2017-2018, partnerships between adult and vocational centres and dozens of business networks and community organizations continued; the Donald Berman Maimonides Geriatric Centre on-site full training (Shadd Health and Business Centre), R.E.S.O. (James Lyng Adult Education Centre), Studio sans limites (James Lyng Adult Education Centre), Réseau Réussite Montréal/Reclaim "For the Love of Reading" Project (James Lyng Adult Education Centre) and Programs designed for adults with special needs in the community (Wagar Adult Education Centre), Giant Steps Program (St. Laurent Adult Education Centre) are a few examples of these.

REGIONAL OFFICES

Outside partnerships have been very important in providing different services. In general, the Regions have fostered partnerships with outside organizations such as the Leonardo da Vinci Centre, School Perseverance in the East and West Ends, the Buro Vision, The Montreal Police Department, CAPS-I (Inter-

national Partnership), Blue Metropolis, the YMCA (Alternative Suspension Program), the Centre de santé et de services sociaux (CSSS) network, Batshaw Family and Social Services and the partners of Réseau Réussite Montréal.

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

STUDENT SERVICES

TRANSITION FROM SCHOOL TO INDEPENDENT LIVING (TEVA)

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

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

Inspirations Newspaper teamed up with Make It Matter to present a seminar on "Transition Planning: When and How", at the EMSB on January 25. The TEVA consultant for the EMSB explained how to prepare for the transition from school life to adult life in the community. Current partnerships include: Student Services Department, Adult Education and Vocational Department, Centre de santé et de services sociaux (CSSS), Innovation Youth, Action-Main d'Oeuvre, Worktopia, Studio sans limites, Centre de réadaptation en déficience intellectuelle et troubles envahissants du développement (CRDITED) and Centre de réadaptation de l'Ouest de Montréal (CROM).

THE CAREER EXPLORATION PROGRAM

The Career Exploration Program, which is conducted in collaboration with many outside business and organization partners, was designed to provide Secondary IV and V students with an opportunity to explore a field of interest (e.g. law) in the work place. For more information, you may consult our website by visiting www.emsb.qc.ca, then click on SCHOOLS AND CENTRES then PROGRAMS under SECONDARY and then CAREER EXPLORATION.

THE HOSPITAL OPPORTUNITY PROGRAM FOR STUDENTS (HOPS)

The Hospital Opportunity Program for Students (HOPS) provided an opportunity for Secondary V students to observe and assist medical personnel in a large hospital setting (i.e. Jewish General Hospital) in order to explore a career in medicine. A highly valued program from the perspective of the students, HOPS, in its 42nd year of operation, has been developed in partnership with the Auxiliary of the Jewish General Hospital, resulting in a team of volunteers as well as dedicated medical personnel in serving the career decision-making needs of students. For more information, you may consult our website by visiting www.emsb.qc.ca, then click on SCHOOLS AND CENTRES then PROGRAMS under SECONDARY and then HOPS.

CAREER FAIR

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

COMMUNICATIONS AND MARKETING

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

CODE OF ETHICS AND PROFESSIONAL CONDUCT

As required by the Education Act, the Council of Commissioners has a Code of Ethics and Professional Conduct. The Ethics Commissioner is Maître Michèle St-Onge and Maître Anthony Battah is the substitute. During the 2017-2018 academic year, Maître St-Onge received three complaints. The first is under investigation by her; the second and third by her substitute. The complete details of By-law Number 3, Code of Ethics and Professional Conduct for Members of the Council of Commissioners, can be found on the EMSB website in the GOVERNANCE section, under POLICIES AND BY-LAWS, BY-LAWS.

EMSB STUDENT OMBUDSMAN REPORT

EMSB Student Ombudsman Chantal Perreault assisted 48 families with requests in 2017-2018. Families requiring assistance in previous years include 50 in 2016-2017; 38 in 2015-2016; 40 in 2014-2015; and 20 in 2013-2014. The ombudsman informed parents on policies and by-laws that related to their concerns; identified school board resources to resolve their specific complaints; pointed out procedures involved in requesting an appeal, or an administrative review of decisions; and apprised parents how to proceed before the student ombudsman actively participates in the matter.

In addition to receiving 48 calls, the ombudsman attended to 45 follow-up calls, 132 emails and one meeting with a Regional director and a teacher. Four of the complainants requested action. These were considered premature; therefore, the complainants were instructed on the proper process to follow. The

time spent in managing complaints and other communications, either by phone or email, was approximately 150 hours.

Of these calls, 31 required referral to the school board's administration. Most of the calls required a friendly ear, while parents expressed their frustrations. The ombudsman coached them on how to communicate with the school or with school board personnel at the appropriate levels. Many cases required information in document form, which was provided via email. The preponderance of queries or concerns were related to the following:

- Inappropriate threat to call police on undocumented accusation of photographing an exam
- Transportation issues
- Lack of services for children with special needs
- Difficulties with a teacher alleged of being abusive
- Difficulties communicating with school principals or teachers
- Revision of scores on exams
- Concerns as to a change of school
- Suspension of a child from school
- Information on how to proceed with cases of bullying
- Situations of alleged bullying either from teacher or between students
- Unfair consequences affecting student being bullied
- Lack of respect from teacher or principal
- Unfair punishment dealt to student
- Lack of training of school personal for students with autism
- Lack of communication between school and parents

Enrolment

ELEMENTARY SCHOOLS

	PRINCIPAL	ENROLMENT	NO. OF TEACHERS
Bancroft	Ms. Dorothy Ostrowicz	308	19.25
Carlyle	Ms. Sabrina Petrocco	282	23.5
Cedarcrest	Ms. Civita Tudino.....	301.....	20.42
Coronation.....	Ms. Joanna Genevezos.....	266	26.74
Dalkeith	Mr. John Wright.....	182	17.7
Dante	Mr. Michael Talevi	301.....	21.09
Dunrae Gardens.....	Ms. Eleni Zervas.....	341.....	19.74
East Hill	Ms. Myrienne Lusignan	499	28.70
Edinburgh	Mr. Mauro Zampini	398	25.75
Edward Murphy	Ms. Cristina Celzi.....	256	21.98
Elizabeth Ballantyne	Mr. Michael Brown.....	238	21.93
FACE	Mr. Vincenzo Timpano (V.P.).....	168	13.55
Gardenview	Ms. Demetra Droutsas.....	789	45.3
General Vanier	Mr. Joseph Schembri.....	169	15.06
Gerald McShane	Ms. Christina Chilelli	228	18.5
Hampstead	Mr. David Lee	213	21.6
Honoré Mercier.....	Ms. Sonia Marotta	433	28.56
John Caboto Academy.....	Ms. Lucy Buscemi.....	167	13.6
Leonardo Da Vinci Academy	Ms. Nadia Sammarco.....	461.....	28.98
Merton	Ms. Rosana Caplan.....	307	19.66
Michelangelo International.....	Ms. Marisa Mineiro	393	29.4
Nesbitt.....	Ms. Antoinette Scrocca	299	25.65
Our Lady of Pompei.....	Mr. Steven Rebelo	171.....	15.46
Parkdale	Ms. Marylene Perron.....	371	32.2
Pierre de Coubertin.....	Ms. Ida Pisano	479	31.54
Pierre Elliott Trudeau.....	Ms. Anna Sanalitra	314	25.3
Roslyn.....	Mr. Nicholas Katalifos.....	681.....	40.6
Royal Vale	Ms. Nathalie Lacroix-Maillette.....	469.....	26.15
Sinclair Laird	Ms. Silvana Crigna.....	174	17.6
St. Dorothy	Ms. Sandra Léveillé	141.....	12.35
St. Gabriel.....	Mr. Jim Daskalakis.....	185	19.2
St. Monica	Ms. Denise Maroun.....	317	21.17
St. Raphaël	Ms. Gail Callender	29.....	8
Westmount Park	Mr. Robert Di Marco.....	564	39.5
Willingdon	Ms. Carmen Nicolas	507	31.9
	TOTAL	11,401	827.63

HIGH SCHOOLS

	PRINCIPAL	ENROLMENT	NO. OF TEACHERS
FACE	Mr. Vincenzo Timpano (V.P.)	138	10.3
James Lyng	Mr. Derrek Cauchi	116	13.6
John F. Kennedy	Mr. Otis Delaney	294	23.9
John Grant	Ms. Angela Vaudry	92	14.5
John Paul I	Ms. Liboria Amato	315	21.75
LaurenHill Academy	Ms. Donna Manos	1,217	76.51
Laurier Macdonald	Mr. Luigi Santamaria	651	39.75
Lester B. Pearson	Mr. Joseph Vitantonio	979	60
Marymount Academy	Mr. James Fequet	392	24.5
M.I.N.D.	Ms. Dorothy Ostrowicz	39	5.0
L.I.N.K.S.	Ms. Angela Vaudry	55	9.6
Rosemount	Mr. Marco Gagliardi	365	24.5
Royal Vale	Ms. Nathalie Lacroix-Maillette	391	21.44
Royal West Academy	Mr. Tony Pita	899	48.6
Vincent Massey Collegiate	Ms. Franca Cristiano	815	44.55
Westmount	Mr. Michael Cristofaro	902	58.2
	TOTAL	7,660	496.7

OUTREACH SCHOOLS

	PRINCIPAL	ENROLMENT	NO. OF TEACHERS
Focus	Ms. Tya Collins ❄️ ♦️	22	5
Options	Mr. Pasquale Pietrantonio ❄️ ♦️	37	5.5
Outreach	Mr. Konstantinos Dafniotis ❄️ ♦️	20	3
Perspectives I	Ms. Barbara White ❄️ ♦️	21	5
Perspectives II	Ms. Lorena D'Allessandro ❄️ ♦️	52	7
Program Mile End	Ms. Jessica Hand ❄️ ♦️	48	4
Venture	Mr. John Devlin	19	3.5
Vezina	Ms. Sharon Wurst ❄️ ♦️	27	5
	TOTAL	246	38

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

SOCIAL AFFAIRS SCHOOLS

	PRINCIPAL	ENROLMENT	NO. OF TEACHERS
Cité des Prairies	Mr. Tim Hogan ❄️ ♦️	6	2.0
Elizabeth High School	Ms. Louise Chalouh ❄️ ♦️	2	2.3
Mackay Centre	Ms. Patrizia Ciccarelli	140	31.2
Mtl Children's Hosp.	Mr. Daniel Novak ❄️ ♦️	2	2
Mountainview Sch. Proj. Ctr.	Mr. Alain Turgeon ❄️ ♦️	31.....	7
Philip E. Layton School.....	Ms. Patrizia Ciccarelli	37	18.2
Sir Mortimer B. Davis	Ms. Beth Coviensky / Ms. Eva Feil ❄️ ♦️	36	8
	TOTAL	254	70.7

ADULT AND VOCATIONAL EDUCATION CENTERS

	PRINCIPAL	STUDENTS	ETPS
Galileo Ad. Ctr.	Ms. Martina Schiavone.....	1,480	500
High School of Mtl. Ad. Ctr.....	Mr. John Pevec	3,688	790
James Lyng Ad. Ctr.	Mr. Rick David.....	1,440	600
John F. Kennedy Ad. Ctr.....	Ms. Elizabeth Lagodich	1,384.....	530
Laurier Macdonald Career. Ctr....	Mr. Lino Buttino.....	463.....	272
Rosemount Tech. Ctr.....	Mr. Harry Michalopoulos	1,529.....	1227
Shadd Health & Bus. Centre	Mr. Giuseppe Cacchione.....	1,093.....	618
St. Laurent Adult Ctr.	Ms. Daniela Lattanzio	1,674.....	705
St. Pius X Career Ctr.....	Ms. Alice Sideropoulos.....	5,583	2202
Testing Ctr			
Reclaim			
Distance Education		251	125
Wagar Ad. Ctr.	Mr. Jacques Monfette.....	1,402	795
	TOTAL	19,987	8,364

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



Annual Report

2017-2018

Financial Statements



Commission scolaire English-Montréal
English Montreal School Board

emsb.qc.ca

SECTION

2

English Montreal School Board
Financial Statements
June 30, 2018

Independent Auditor's Report	2 - 3
Financial Statements	
Statement of Financial Position	4
Statement of Operations	5
Statement of Accumulated Operating Surplus	6
Statement of Changes in Net Debt	7
Statement of Cash Flows	8
Notes to Financial Statements	9 - 20
Supplementary Information	21 - 22

Independent Auditor's Report

Raymond Chabot
Grant Thornton LLP
Suite 2000
National Bank Tower
600 De La Gauchetière Street West
Montréal, Quebec
H3B 4L8

T 514-878-2691

To the Council of Commissioners of
English Montreal School Board

We have audited the accompanying financial statements of English Montreal School Board, which comprise the statement of financial position as at June 30, 2018 and the statement of operations, the statement of accumulated operating surplus, the statement of changes in net debt and the statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's responsibility for the financial statements

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

Auditor's responsibility

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

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

accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of English Montreal School Board as at June 30, 2018 and the results of its activities, the changes in its net debt and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Raymond Chabot Grant Thornton LLP¹

Montréal
October 3, 2018

¹ CPA auditor, CA public accountancy permit no. A117472

English Montreal School Board

Statement of Financial Position

June 30, 2018

	<u>2018</u>	<u>2017</u>
	\$	\$
FINANCIAL ASSETS		
Cash	2,655,667	3,087,603
Operating grants receivable (Note 6)	43,773,968	43,791,101
Financing grants receivable	71,068,298	72,849,773
Accounts receivable (Note 7)	7,284,532	24,401,890
Inventory held for sale	231,257	184,303
Investments in fixed income, 1.1% to 2.22% (1.44% to 2.1% as at June 30, 2017), maturing between 2019 and 2022	340,947	394,941
	<u>125,354,669</u>	<u>144,709,611</u>
LIABILITIES		
Accounts payable and accrued liabilities (Note 8)	47,456,164	54,475,057
Deferred contributions related to the acquisition of property and equipment (Note 9)	1,938,873	1,908,648
Deferred revenues	16,762,094	14,944,436
Accrued employee future benefits (Note 10)	18,135,439	17,928,130
Environmental liabilities	2,241,841	3,523,933
Other liabilities (Note 11)	209,475,185	182,947,029
	<u>296,009,596</u>	<u>275,727,233</u>
NET DEBT	(170,654,927)	(131,017,622)
NON-FINANCIAL ASSETS		
Property and equipment (Note 12)	248,831,795	208,578,241
Inventory – supplies	1,020,243	851,508
Prepaid expenses	634,738	454,133
	<u>250,486,776</u>	<u>209,883,882</u>
ACCUMULATED OPERATING SURPLUS	79,831,849	78,866,260

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

English Montreal School Board

Statement of Operations

Year ended June 30, 2018

	<u>2018</u>	<u>2017</u>
	\$	\$
Revenues		
Ministère de l'Éducation et de l'Enseignement supérieur (MEES) operating grants	236,254,183	226,424,792
Other grants and contributions	1,523,883	1,749,804
School taxes	66,216,414	64,606,527
Tuition and course-related fees	16,972,033	21,135,664
Sales of goods and services	19,470,601	19,754,128
Other revenues	3,157,300	4,121,131
	<u>343,594,414</u>	<u>337,792,046</u>
Expenses		
Teaching activities	166,220,502	162,084,850
Educational support activities	80,307,629	74,068,476
Extracurricular activities	24,100,514	22,201,702
Administrative activities	16,138,068	15,657,957
Property and equipment activities	37,707,065	35,868,453
Other	14,147,739	13,839,589
Class action	3,800,000	
Expenses related to the variation of the provisions for employee benefits (Note 10)	207,308	129,626
	<u>342,628,825</u>	<u>323,850,653</u>
Excess of revenues over expenses	<u>965,589</u>	<u>13,941,393</u>

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

English Montreal School Board

Statement of Accumulated Operating Surplus

Year ended June 30, 2018

	<u>2018</u>	<u>2017</u>
	\$	\$
Accumulated operating surplus, beginning of year	78,866,260	64,924,867
Excess of revenues over expenses	965,589	13,941,393
Accumulated operating surplus, end of year	<u>79,831,849</u>	<u>78,866,260</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, 2018

	<u>2018</u>	<u>2017</u>
	\$	\$
Net debt, beginning of year	<u>(131,017,622)</u>	<u>(128,966,585)</u>
Excess of revenues over expenses	<u>965,589</u>	<u>13,941,393</u>
Variations due to property and equipment		
Acquisition of property and equipment	<u>(52,212,525)</u>	<u>(27,480,362)</u>
Amortization of property and equipment	<u>11,958,971</u>	<u>11,587,933</u>
	<u>(40,253,554)</u>	<u>(15,892,429)</u>
Variation due to prepaid expenses and inventory	<u>(349,340)</u>	<u>(100,001)</u>
Increase of net debt	<u>(39,637,305)</u>	<u>(2,051,037)</u>
Net debt, end of year	<u><u>(170,654,927)</u></u>	<u><u>(131,017,622)</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, 2018

	<u>2018</u>	<u>2017</u>
	\$	\$
<i>OPERATING ACTIVITIES</i>		
Excess of revenues over expenses	965,589	13,941,393
Non-cash items		
Provisions for employee future benefits	207,308	129,626
Prepaid expenses and inventory – supplies	(349,340)	(100,001)
Amortization of deferred revenues on property and equipment	(144,267)	(152,175)
Amortization of property and equipment	11,958,971	11,587,933
Variations due to operating assets and liabilities	38,025,655	(1,030,380)
Cash flows from operating activities	50,663,916	24,376,396
<i>INVESTING ACTIVITIES</i>		
Cash outflow from the acquisition of property and equipment and cash flows from investing activities	(51,095,852)	(25,938,680)
Net decrease in cash	(431,936)	(1,562,284)
Cash, beginning of year	3,087,603	4,649,887
Cash, end of year	2,655,667	3,087,603

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

English Montreal School Board

Notes to Financial Statements

June 30, 2018

1 - GOVERNING STATUTES

The School Board was incorporated under decree 1014-97 on August 13, 1997 of the Education Act. The financial statements have been prepared to satisfy the requirements of section 287 of the Education Act (CQLR, c. I-13.3).

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

2 - SIGNIFICANT ACCOUNTING POLICIES

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

Accounting estimates

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

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.

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 annual variation of this provision is included in expenses.

English Montreal School Board

Notes to Financial Statements

June 30, 2018

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Inventory held for resale

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

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.

Liabilities

Deferred investment subsidy and deferred contributions allocated for property and equipment acquisitions

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

Deferred revenues

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

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

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

Pension plan

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

English Montreal School Board

Notes to Financial Statements

June 30, 2018

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Allowance for employee benefits

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

School Board's share of the long-term debt is 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.

Environmental liabilities

Obligations resulting from the decontamination of contaminated sites under the responsibility of the School Board, or that may likely fall under its responsibility, are recognized as environmental liabilities as soon as the contamination exceeds environmental standards, that it is expected that future economic benefits will be given up and that a reasonable estimate of the amount can be made.

The liabilities for contaminated sites include estimated costs of contaminated site management and decontamination. The School Board used various methods to estimate the rehabilitation and management costs, including site characterization studies or comparative analyses. For each contaminated site, the estimated cost is increased to reflect the degree of accuracy associated with the method used. The costs are evaluated based on the best information available and reviewed annually.

Furthermore, the Government of Quebec stated that it would assume the costs of decontamination of contaminated lands existing as at March 31, 2008 and inventoried as at March 31, 2011, as well as the variations of these liabilities as at June 30, 2018. Consequently, the School Board is able to recognize an account receivable from the Government of Quebec to offset the costs associated with these environmental liabilities. All liabilities recognized after March 31, 2011 for non-inventoried land at that date are assumed by the School Board and recorded in its results for the related fiscal year.

Non-financial assets

Property and equipment

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

English Montreal School Board

Notes to Financial Statements

June 30, 2018

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

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

	<u>Periods</u>
Land development	10 or 20 years
Buildings and major building improvements	25 to 50 years
Material and equipment	3, 5 or 15 years
Specialized pedagogical teaching equipment	10 or 20 years
Computer development	5 years

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

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

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

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

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

Inventory

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

Prepaid expenses

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

English Montreal School Board

Notes to Financial Statements

June 30, 2018

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Revenue recognition

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

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

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

3 - ACCOUNTING CHANGES

On April 1, 2017, the School Board adopted the following five new accounting standards:

- PS 2200, Related party disclosures;
- PS 3210, Assets;
- PS 3320, Contingent assets;
- PS 3380, Contractual rights;
- PS 3420, Inter-entity transactions.

English Montreal School Board

Notes to Financial Statements

June 30, 2018

3 - ACCOUNTING CHANGES (Continued)

Related parties and inter-entity transactions

Section PS 2200, Related party disclosures, defines a related party and establishes disclosures required for related party transactions. This new standard results in the following changes:

- The identification of relationships: Relationships have been expanded to include the School Board's main directors, such as the Director General, the Director General's close family members and entities under the sole or shared control of these persons.
- Related party transaction disclosures: The standard requires the following disclosures about related party transaction on the basis of the following two characteristics:
 - * They have occurred at a value different from that which would have been arrived at if the parties were unrelated; and
 - * They have (or could have in the case of unrecognized transactions) a material financial effect on the financial statements.

Required disclosure includes, in particular, the nature of the related party relationship and the amounts in question. If disclosure is required, it is not identifiable, which avoids having to identify the parties involved. These new changes do not have a significant impact on the School Board's items with respect to listing related parties and disclosure of additional information in the financial report.

Section PS 3420, Inter-entity transactions, establishes recognition and disclosure standards applicable to transactions between entities that comprise a government's reporting entity from both a provider and recipient perspective.

Adoption of these standards did not have any impact on the School Board's operations and financial position. As applicable, the impacts are limited to disclosures in the notes to financial statements.

Assets, contingent assets and contractual rights

Section PS 3210, Assets, provides guidance for applying the definition of assets set out in PS 1000, Financial statement concepts and establishes general disclosure standards for assets. The major categories of unrecognized assets must be disclosed.

When an asset is not recognized because a reasonable estimate of the amount involved cannot be made, the reason(s) for this should be disclosed.

Section PS 3320, Contingent assets, defines and establishes disclosure standards on contingent assets. Disclosure is required when the occurrence of the confirming future event is likely.

Section PS 3380, Contractual rights, defines and establishes disclosure standards on contractual rights. Disclosure about contractual rights is required and should include a description of their nature and extent and the timing.

English Montreal School Board

Notes to Financial Statements

June 30, 2018

3 - ACCOUNTING CHANGES (Continued)

Adoption of these standards did not have any impact on the School Board's operations and financial position. As applicable, the impacts are limited to disclosures in the notes to financial statements.

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.

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

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

	Budget 2017-2018	Actual 2017-2018
	\$	\$
Revenues		
MEES operating grants	234,234,145	236,254,183
Other grants and contributions	1,045,000	1,523,883
School taxes	66,232,906	66,216,414
Tuition and course-related fees	16,211,300	16,972,033
Sales of goods and services	18,317,600	19,470,601
Other revenues	1,775,902	3,157,300
Total revenues	<u>337,816,853</u>	<u>343,594,414</u>
Expenses		
Teaching activities	176,651,792	166,220,502
Educational support activities	77,108,064	80,307,629
Extracurricular activities	22,213,000	24,100,514
Administrative activities	17,284,969	16,138,068
Property and equipment activities	34,398,624	37,707,065
Class action		3,800,000
Other	14,758,456	14,147,739
Expenses related to the variation of the provisions for employee future benefits	531,762	207,308
	<u>342,946,667</u>	<u>342,628,825</u>
Surplus (deficit) for the year	<u>(5,129,814)</u>	<u>965,589</u>

5 - CASH FLOWS

	2018	2017
	\$	\$
Interest paid during the year	15,243	26,474
Interest received during the year	158,585	63,728

English Montreal School Board

Notes to Financial Statements

June 30, 2018

6 - OPERATING GRANTS RECEIVABLE

	<u>2018</u>	<u>2017</u>
	\$	\$
MEES		
Youth, adult education and vocational education	30,110,827	29,475,564
Debt service	(186,228)	(148,629)
Transportation	(142,716)	(94,188)
Contaminated land	325,139	708,998
Other grants	38,245	220,655
Financing of employee future benefits	13,628,701	13,628,701
	<u>43,773,968</u>	<u>43,791,101</u>

7 - ACCOUNTS RECEIVABLE

	<u>2018</u>	<u>2017</u>
	\$	\$
Accounts receivable – CGTSIM	2,134,268	18,902,725
Accounts receivable – other	4,064,455	5,144,475
Sabbatical leave receivable	291,922	115,688
Commodity taxes receivable	1,732,713	1,519,219
	<u>8,223,358</u>	<u>25,682,107</u>
Allowance for doubtful accounts	(938,826)	(1,280,217)
	<u>7,284,532</u>	<u>24,401,890</u>

8 - ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	<u>2018</u>	<u>2017</u>
	\$	\$
Accounts payable and accrued liabilities	10,571,659	16,419,573
Salaries and benefits payable	23,666,456	26,435,447
Sabbatical leave payable	2,218,733	1,737,394
Holdbacks on contracts and accounts payable – assets	10,999,316	9,882,643
	<u>47,456,164</u>	<u>54,475,057</u>

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

	<u>2018</u>	<u>2017</u>
	\$	\$
Balance, beginning of year	1,908,648	1,972,708
Amounts recognized as deferred contributions	174,492	88,115
Contributions recognized as revenues for the year	(144,267)	(152,175)
Balance, end of year	<u>1,938,873</u>	<u>1,908,648</u>

English Montreal School Board

Notes to Financial Statements

June 30, 2018

10 - ACCRUED EMPLOYEE FUTURE BENEFITS

Among the long-term obligations under employee future benefit plans, the School Board has a sick leave program. Until June 30, 2016, in accordance with the various collective agreements, this program allowed certain employees to accumulate unused sick days to which they were entitled annually and monetize them in the event of termination, retirement or death. Moreover, in the context of early retirement, employees can elect to use these accumulated sick days as fully paid days of absence. Since July 1, 2016, employees may no longer accumulate sick days acquired after that date. Sick days will be paid annually on June 30 if they are not used at that date.

	<u>2018</u>	<u>2017</u>
	\$	\$
Other sick leave	859,779	855,123
Sick leave convertible into cash – teachers	5,910,090	6,162,469
Vacation	6,698,911	6,521,370
Other social benefits	2,039,600	1,827,110
Employer contributions payable	2,627,059	2,562,058
	<u>18,135,439</u>	<u>17,928,130</u>

11 - OTHER LIABILITIES

	<u>2018</u>	<u>2017</u>
	\$	\$
CNESST's retrospective program provision	811,256	734,652
School Board's share of the long-term debt that is subject to a subsidy commitment held by the CGTSIM	202,693,182	180,170,927
Class action	3,800,000	
Other liabilities	2,170,747	2,041,450
	<u>209,475,185</u>	<u>182,947,029</u>

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

English Montreal School Board Notes to Financial Statements

June 30, 2018

12 - PROPERTY AND EQUIPMENT

	2018		
	Cost	Accumulated amortization	Net carrying amount
	\$	\$	\$
Land development			
Land	17,597,404		17,597,404
Land development	13,709,408	2,386,070	11,323,338
Buildings			
Buildings	260,005,505	199,040,120	60,965,385
Major building improvements	160,863,612	19,717,002	141,146,610
Material and equipment	26,096,008	16,389,740	9,706,268
Specialized pedagogical teaching equipment	12,398,363	4,923,255	7,475,108
Computer development	1,506,872	889,190	617,682
	<u>492,177,172</u>	<u>243,345,377</u>	<u>248,831,795</u>
			2017
	Cost	Accumulated amortization	Net carrying amount
	\$	\$	\$
Land development			
Land	17,597,404		17,597,404
Land development	12,094,876	1,821,304	10,273,572
Buildings			
Buildings	239,633,985	197,324,915	42,309,070
Major building improvements	139,237,620	15,443,934	123,793,686
Material and equipment	25,792,965	16,329,133	9,463,832
Specialized pedagogical teaching equipment	8,487,040	3,979,764	4,507,276
Computer development	1,509,062	875,661	633,401
	<u>444,352,952</u>	<u>235,774,711</u>	<u>208,578,241</u>

The total amount of property and equipment includes \$45,364,881 of property and equipment in progress or development (\$21,212,551 as at June 30, 2017), \$1,857,723 for land development (\$1,300,042 as at June 30, 2017), \$23,699,439 for buildings (\$3,398,526 as at June 30, 2017) and \$19,807,719 for major improvements and transformation (\$16,513,983 as at June 30, 2017). No amortization is taken on this property and equipment.

The two major building improvements in 2018 include the construction of the Mackay Centre valued at approximately \$30,000,000 and the Bancroft slab project valued at \$9,800,000.

As at June 30, 2018, accounts payable and accrued liabilities include \$10,999,316 that relate to acquisition of tangible capital assets (\$9,882,643 as at June 30, 2017).

English Montreal School Board

Notes to Financial Statements

June 30, 2018

13 - 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, 2018.

Financial risks

Credit risk

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

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

Interest rate risk

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

Liquidity risk

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

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

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

14 - COMMITMENTS

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

- An amount of \$24,986,913 for construction, renovations and land improvement agreements to be completed during 2018-2019;

English Montreal School Board

Notes to Financial Statements

June 30, 2018

14 - COMMITMENTS (Continued)

- An amount of \$32,407,724 for long-term lease agreements for the rental of photocopiers and other contracts maturing at different dates between 2018 and 2032. Minimum lease payments for the next five years are \$4,668,807 in 2019, \$3,683,963 in 2020, \$3,295,611 in 2021, \$3,247,134 in 2022 and \$1,661,931 in 2023;
- An amount of \$1,308,100 for professional development;
- An amount of \$632,992 for apprenticeship programs;
- An amount of \$32,713,584 for school transportation contracts, which are maturing in June 30, 2022. Minimum payments for the next four years are \$8,178,396 per year.

15 - CONTINGENCIES

As at June 30, 2018, outstanding claims against the School Board amount to \$939,189 and consist of various claims on construction contracts and other. In respect of these claims, management has recorded no provision.

16 - RELATED PARTY TRANSACTIONS

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

English Montreal School Board

Supplementary Information

Year ended June 30, 2018

(Unaudited)

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

	<u>2018</u>	<u>2017</u>
	\$	\$
EXPENSES BY NATURE		
Teaching activities		
Salaries and fringe benefits	153,161,260	148,971,287
Other expenses	13,059,242	13,113,563
	<u>166,220,502</u>	<u>162,084,850</u>
Educational support activities		
Salaries and fringe benefits	65,111,054	58,043,203
Other expenses	15,196,575	16,025,273
	<u>80,307,629</u>	<u>74,068,476</u>
Extracurricular activities		
Salaries and fringe benefits	11,233,717	9,658,259
Other expenses	12,866,797	12,543,443
	<u>24,100,514</u>	<u>22,201,702</u>
Administrative activities		
Salaries and fringe benefits	12,575,830	12,177,218
Other expenses	3,562,238	3,480,739
	<u>16,138,068</u>	<u>15,657,957</u>
Property and equipment activities		
Salaries and fringe benefits	10,264,662	9,956,394
Amortization of property and equipment	11,958,971	11,587,933
Other expenses	15,483,432	14,324,126
	<u>37,707,065</u>	<u>35,868,453</u>
Other activities		
Salaries and fringe benefits	943,723	824,476
Debt services	158,945	221,215
Environmental liabilities	(1,028,007)	(125,191)
Allowance for doubtful accounts	(277,997)	(712,172)
Class action	3,800,000	
Other expenses	14,351,075	13,631,261
	<u>17,947,739</u>	<u>13,839,589</u>
Provisions for employee future benefits	207,308	129,626
	<u>342,628,825</u>	<u>323,850,653</u>

English Montreal School Board Supplementary Information

Year ended June 30, 2018

(Unaudited)

	<u>2018</u>	<u>2017</u>
	\$	\$
<i>ACCUMULATED OPERATING SURPLUS</i>		
Accumulated operating surplus, beginning of year	<u>78,866,260</u>	<u>64,924,867</u>
Total revenues	343,594,414	337,792,046
Total expenses	342,628,825	323,850,653
Excess of revenues over expenses	<u>965,589</u>	<u>13,941,393</u>
Accumulated operating surplus, end of year	<u>79,831,849</u>	<u>78,866,260</u>
Accumulated operating surplus		
Land	17,597,404	17,597,404
School Board	52,391,998	51,837,234
Gain on disposal of property and equipment	7,187,480	7,187,480
Schools and centres	<u>2,654,967</u>	<u>2,244,142</u>
Accumulated operating surplus, end of year	<u>79,831,849</u>	<u>78,866,260</u>
Excess (deficiency) of revenues over expenses for the year		
Land		
School Board	554,764	15,947,856
Schools and centres	<u>410,825</u>	<u>(2,006,463)</u>
Excess of revenues over expenses for the year	<u>965,589</u>	<u>13,941,393</u>



Annual Report

2017-2018

Partnership Agreement



Commission scolaire English-Montréal
English Montreal School Board

emsb.qc.ca

**SECTION
3**

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

Objective:

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

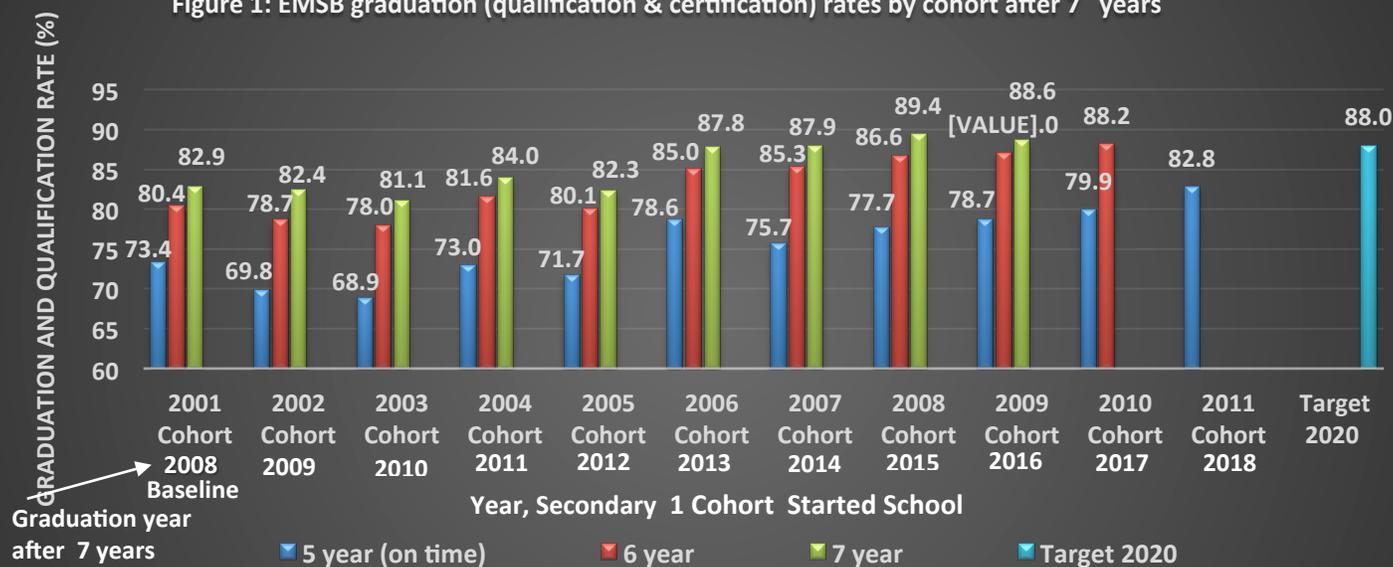
Context:

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

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

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

Figure 1: EMSB graduation (qualification & certification) rates by cohort after 7 years



GRADUATION RATES (AFTER 5,6 & 7 YEARS) AFTER THE START OF A SECONDARY 1 COHORT
SOURCE: MEES , PORTRAIT DES STATISTIQUES MINISTÉRIELLES, JUNE 2018

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

Objectives	Current Results			
	Baseline Year	Target 2020	Board 2018	Province 2018
1. To increase the graduation and qualification rate of students under the age of 20	82.9% (2008)	88.0% ⁺	n/a	n/a [†]
2. To increase the success rate of students on the Mathematics secondary IV MEES uniform examinations competency 2 (414-CS&T)	43.0% [*] (2009)	60.0% [*]	65.3% [*]	64.3% [*]
Overall subject success rate ^{***}	65.6% ^{***}	-	67.8% ^{***}	69.5% ^{***}
3. To increase the success rate of students on the History of Quebec and Canada secondary IV MEES uniform examinations (History-404)	65.1% ^{**} (2008)	75.0% ^{**}	74.8 ^{**}	n/a
Overall subject success rate ^{***}	86.7% ^{***}	-	78.0% ^{***}	n/a
4. To reduce the number of student leavers without certification and qualifications	335 (2008)	288	n/a (2015)	n/a (2015)

* Results are based on MEES uniform examinations for secondary IV Mathematics 414 CS&T) Source: Charlemagne Data Base, September 2018.

** Results are based on MEES Prototype exam for secondary IV History of Quebec and Canada (History 404)– Source:DBMS, September 2018.

*** The overall success rate represents the percentage of students who passed the subject in 2017-2018 for Mathematics 414 and History of Quebec and Canada 404 in 2017-2018- Source: Charlemagne & DBMS, September 2018.

† Provincial graduation rates are for public schools only- Source: MEES, portraits des statistiques ministérielle June 2018

n/a Data not available at the time of publication.

Tracking our progress:

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

In 2008, the baseline 7 year graduation and qualification rate for students before the age of 20 was 82.9%. The baseline graduation rate was set at 82.9%, representing the benchmark for improvement in subsequent years to come. The English Montreal School Board's target graduation and qualification rate for the year 2020, has been established by the Ministère de l'Éducation, et de l'Enseignement (MEES) at 88.0%. The 2020 target of 88.0% established by MEES has been achieved prior to the target date. The main challenge for the school board will be to sustain and try to improve upon this target in the coming years.

Since 2008, the EMSB has improved its 7 year graduation and qualification rate as shown in figure 1. The graduation rate in 2018 is not currently available from the MEES at the time of publication. A positive linear trend has emerged since 2008, the start of the Partnership Agreement leading us to believe that our chosen strategies to increase the graduation rate are having a positive impact.

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

- implement its plan of supporting all of its schools in the implementation of Professional Learning Communities (PLCs) with a focus on building best practices of common formative assessments and response to intervention (RTI);
- continue to support the implementation of RTI in 5 pilot schools;
- increase the literacy levels of elementary and secondary students via the balanced literacy initiative with a specific focus on secondary students;
- increase the numeracy levels of elementary students via the balanced numeracy initiative;
- produce item analysis data for elementary end-of cycle 1, 2 & 3 examinations for English language arts, Français langue seconde and Mathematics as well as secondary IV Mathematics, Science & Technology and History of Quebec and Canada;
- promote and develop the Work Oriented Training Program (WOTP) in schools in order to qualify students who in the past were not recognized for certification;
- offer and provide support to schools in the administration of the "OurSchool Survey" formerly known as "Tell Them From Me" in order to provide students with a "voice" and consequently provide schools with data on students' perspectives of their school experiences;
- promote adult education and vocational training as viable educational options for secondary students.

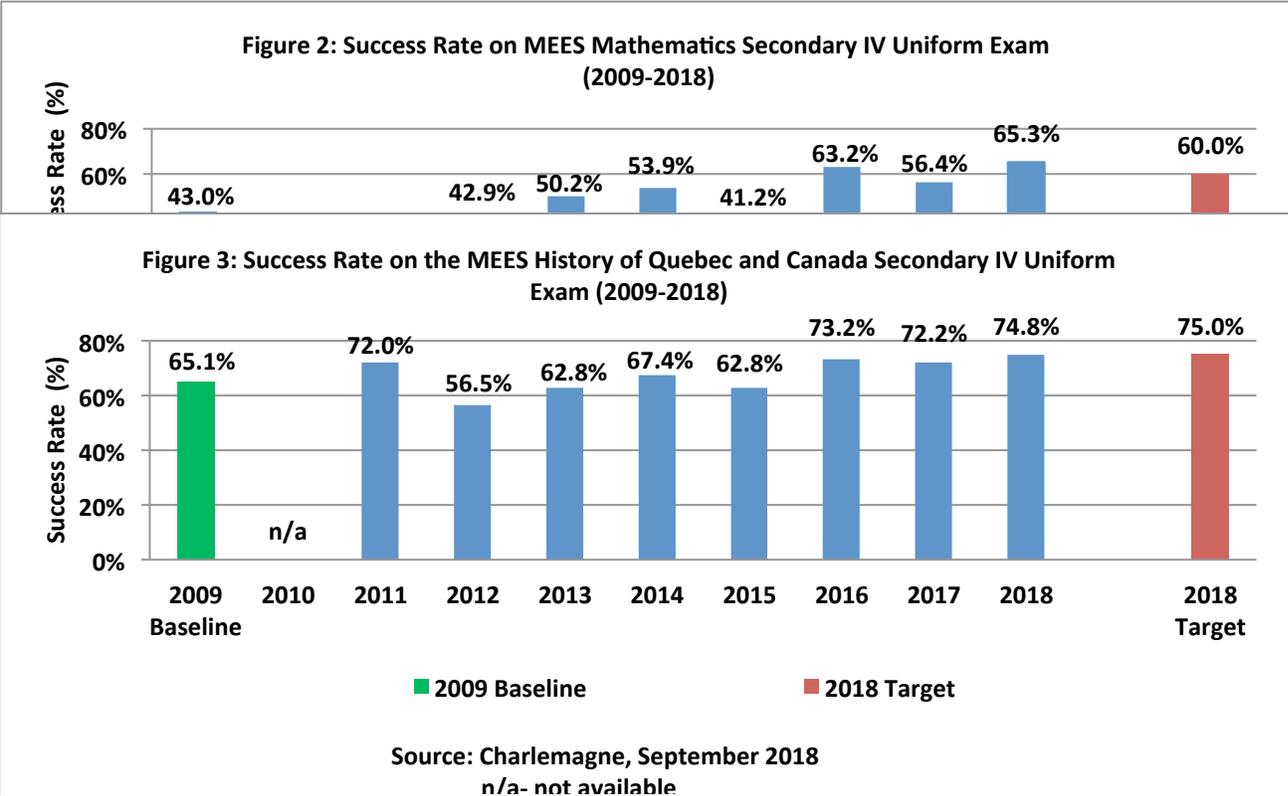
Objectives 2 & 3: Success rates in secondary 4 Mathematics and History of Quebec and Canada

Students wrote the MEES uniform exam in June 2018 for secondary IV Mathematics and a MEES prototype exam for secondary IV History of Quebec and Canada. In Mathematics, the success rate achieved was 65.3%, slightly above the provincial success rate of 64.3%. In tracking our progress from last year, the success rate increased by 8.9% from the previous year's success

rate of 56.4%. The June 2018 target success rate was established at 60.0%. The school board’s target has been reached in Mathematics. The school board continues to make improvements since 2009, a positive trend in our improvement has emerged (See figure 2). Upon further analysis of the results of the June 2018 exam, the exam was considered fair with only one or two questions which had never been encountered before. Following our systematic use of midyear and May practice exams, which allow students the opportunity to encounter similar questions to ministry exams, our success rates on certain concepts and processes have increased over time.

In History of Quebec and Canada, the MEES provided a prototype exam, given that this was the first year of the new program. The use of the prototype exam was optional, and therefore was not used by all students across the province. However, the EMSB made this exam compulsory for all EMSB students. The success rate achieved on the June 2018 prototype exam was 74.8%. No provincial statistics exists for this exam, because of its prototype nature. In tracking our progress from last year, the success rate increased by 2.6% from the previous year’s success rate of 72.2 %. This increase is significant given that the prototype exam was more challenging in both content and format. More content was examined and the skills that the students were expected to demonstrate were more complex. The June 2018 target success rate was established at 75.0%. The target has been achieved, and the school board continues to make significant improvements since 2009, the base line year. Also, it appears that our strategies for improving our success rate in History of Quebec and Canada are having an impact. (See figure 3).

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

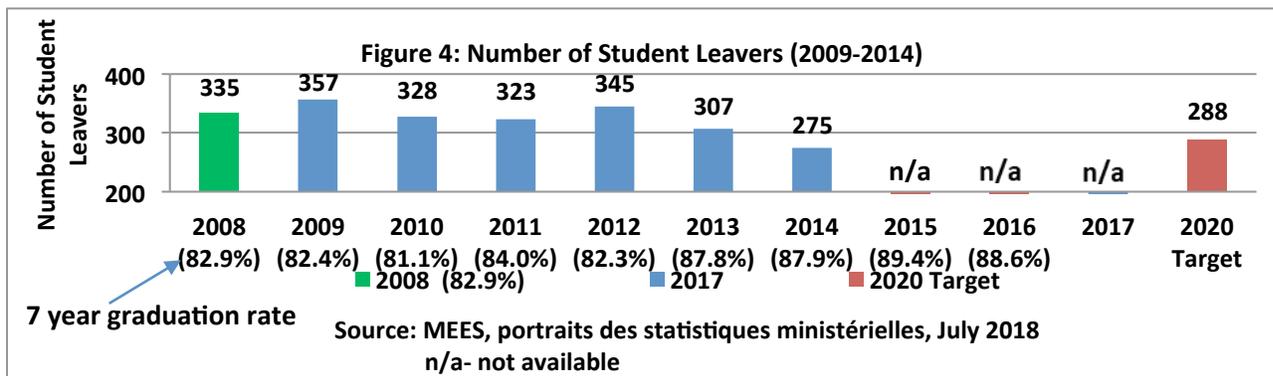


Strategies that are aimed at improving the school board's success rate in Secondary IV Mathematics and History of Quebec and Canada will continue to be a priority. As such, the school board math and history consultants will continue to:

- generate detailed disaggregated item analysis data of the June 2019 uniform secondary IV Mathematics and History of Quebec and Canada as well as elementary end-of-cycle Mathematics exams. Teachers have expressed gratitude in having this data that is enabling them to identify their student's areas of weaknesses and prioritize areas of improvement. This data has also helped our Math and History consultants to tailor their professional development workshops specifically addressing areas of weakness in particular schools and provide teachers with the support in the selection of research-based instructional strategies to improve the teaching of Mathematics and History;
- develop, provide and make compulsory (January 2019) midyear secondary Mathematics and History of Quebec and Canada exams that provide and expose students to a model of the upcoming June exam in addition to provide students and teachers with midyear formative assessment data of students' current levels of understanding. Teachers have expressed satisfaction in using the school board prepared common assessment evaluations and feel that these evaluations are great preparation for the June sanctioned exams;
- develop instructional resources (study and pacing guides, bank of evaluation type assessments) in order to better help teachers plan instruction and ensure that classroom assessments are more closely aligned with MEES June uniform/complementary examination of sanctioned courses. Teachers consistently using these school board prepared resources have shown drastic improvements in their students' success rates on the Mathematics and History of Quebec and Canada examinations;
- develop and share proven successful exam resource that details strategies for student success on the Sec IV History provincial examination with a particular focus how to answer the questions;
- offer secondary IV Mathematics and History of Quebec and Canada intensive courses in summer school in order to ensure that those students who are not successful on the June 2019 exam have two more opportunities to write the supplemental exams in August 2019 and January 2020.
- encourage more schools to use the May 2019 Mathematics and History of Quebec and Canada practice exams as an assessment tool to identify students needing interventions before the final June 2019 exam;
- offer the EMSB Early Numeracy Initiative to all elementary cycle three teachers in 2018-2019 in order to help teachers shift their instructional practice from a procedural to a conceptual foundation, leading to our students having a deeper understanding of math. This deeper, conceptual understanding will allow students to transfer their knowledge to the variety of tasks they are asked to perform on their exam, resulting in improved student outcomes and be better prepared for secondary mathematics.
- Specifically for Secondary 4 Mathematics, all new teachers will receive a workshop that details the course outline, pacing guides, resources and evaluations, as well as moderation and conversion effects on students' final success rates.

Objectives 4: Reduction of student leavers without certification and qualifications

The baseline 2008 number of student leavers determined by MEES was 335. The 2020 target number of student leavers was forecasted at 288, a reduction of 47 students. Data for 2015 leaver rate is not available at the time of publication. The most up to date data that is available from the MEES for student leavers for 2014 is 275. It is important to note that student leaver data generated by the MEES has generally a 3 year lag time, therefore there is no current student leaver data available. Nevertheless, in comparing the student leavers in 2008 to 2014, we have observed a decrease of 60 students (See figure 4). The overall trend that has emerged is that the school board’s leaver rate has consistently decreased since 2009. The challenge in the coming years will be to sustain a decline in the leaver rate.



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

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

The AEVS department will continue to offer:

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

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

Objectives:

5. To improve French reading and writing skills of all elementary students.
6. To improve French reading and writing skills of all high school students enrolled in the FLS base program by the end of Secondary V.
7. To improve English reading and writing skills of all elementary students.
8. To maintain yet always aiming to improve English reading and writing skills of all high school students by the end of Secondary V.

Context:

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

In order to improve success rates in French and English reading and writing, the EMSB consulted the literature to choose strategies for improvement that were research based and proven to positively impact student achievement. The strategy that was retained for implementation is a balanced literacy approach to reading and writing.

The balanced literacy approach allows teachers to differentiate teaching practices in reading and writing for a wide range of learners. It is based on the notion that not all students learn to read and write in the same way at the same pace. Improving early literacy through a balanced literacy approach has been the focus at the EMSB for the past ten years. The rationale for implementing this approach in the formative years is based on research in this field which has shown that the earlier the intervention the more significant the improvement in literacy learning¹. Research has also identified significant improvements, not only in the targeted learning of languages, but also in the ability to learn subjects across the curriculum. The EMSB recognized that in order to maximize their chances of success throughout secondary school, students need to be reading at grade level before leaving elementary school. The secondary literacy initiative continues to be implemented at the secondary cycle 1 level. The focus now is on students who have low levels of literacy and are, potentially at-risk. In 2018-2019, we are extending the balanced literacy initiative to secondary cycle 2.

The EMSB continues to support the culture and implementation of Professional Learning Community in all of its schools as a school improvement initiative for all core subject areas. In 2018-2019, the focus for improving reading comprehension will be offered through professional development and sharing of the *Continuum for Reader Response* developed by the MEES.

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

The EMSB continues to organize marking centres for all elementary End-of-Cycle 3 Mathematics, English Language Arts (ELA) and French Second Language (FSL) teachers. At the secondary level, the EMSB continues to organize marking centres for Secondary 5 ELA teachers. These sessions involve a professional development aspect aimed at increasing the common understanding of how to apply the evaluation criteria to student work. As a result, teachers become more aware of the evaluation criteria and gain a better understanding of the progression of learning in mathematics, ELA and FSL.

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

Objectives	Current Results			
	Baseline Year 2010	Target 2018	Board 2018	Provincial Public 2018
FRENCH READING (ELEMENTARY): 1. To improve French reading skills of all Elementary students.	<u>EOC2</u> 83.6 % <u>EOC3</u> 77.6 %	A 90.0% success rates in <u>reading</u> for all students enrolled in elementary schools.	<u>EOC2</u> 83.8% <u>EOC3</u> 90.8%	No provincial results are available
FRENCH WRITING (ELEMENTARY): 2. To improve the French writing skills of all Elementary students.	<u>EOC2</u> 75.7% <u>EOC3</u> 80.6%	<u>EOC2</u> 80.7% <u>EOC3</u> 85.6%	<u>EOC2</u> 87.3% <u>EOC3</u> 92.5 %	No provincial results are available.
FRENCH READING (SECONDARY): 3. To improve French reading skills of all high school students enrolled in the FLS base program by the end of Secondary V.	54.4 %	80.0%	79.5 %	74.6 %
FRENCH WRITING (SECONDARY): 4. To improve French writing skills of all high school students enrolled in the FLS base program by the end of Secondary V.	83.0 %	To maintain an 83.0% success rate in <u>writing</u> for all high school students.	82.2%	82.6%

Source: Elementary EOC success rates, EMSB September 2018- Secondary MEES converted success rates, Charlemagne, September 2018

Tracking our progress (Elementary French Reading & Writing):

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

Figure 1: French Second Language END-OF-CYCLE 2 Exam Success Rate (2010- 2018)

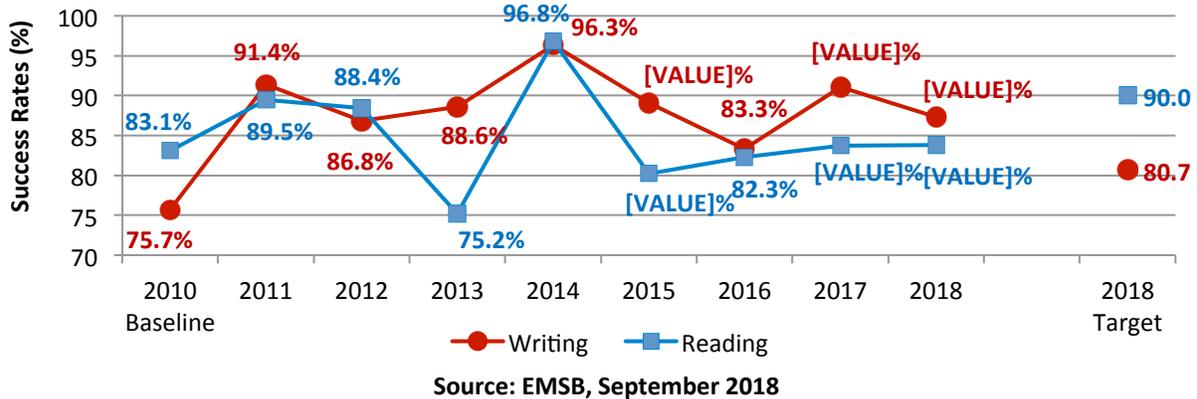
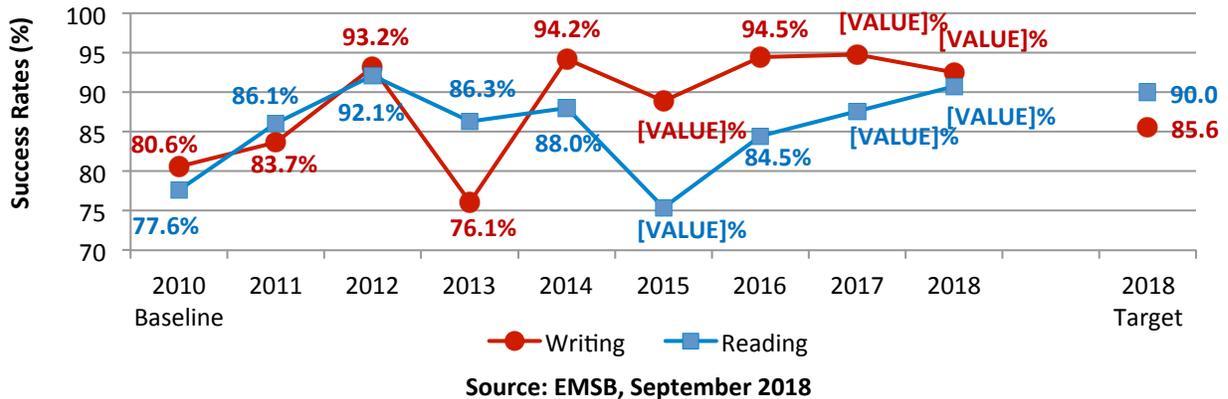


Figure 2: French Second Language END-OF-CYCLE 3 Exam Success Rate (2010-2018)



In the reading and writing components of the FSL EOC2 exam, our baselines in 2010 were 83.6% and 75.7% respectively. Since then, our students have made considerable improvements by consistently maintaining a success rate above 80.0%. In 2018, our students improved the success rate in reading by 0.1% from the previous year. In writing, the success rate decreased by 3.9% compared to the previous year. A possible explanation for this decrease is the fact that the required writing task involved writing from a first person perspective; at times, students switched to the third person perspective, leading to a lack of consistency overall in the writing. In the writing component, we have reached our target, whereas in the reading component, we are on track to achieve our target in the coming years (see figure 1).

In the reading and writing components of the FSL EOC3 exam, our baselines were 77.6% and 80.6% respectively. In 2018, our success rate in reading was 90.8%, an increase of 3.2% from the

previous year. In writing, our success rate was 92.5%, a 2.3% decrease from the previous year. Since 2010, our baseline year, our students have consistently improved in both components (figure 2). In reading we have achieved our target. In writing, we have surpassed our target.

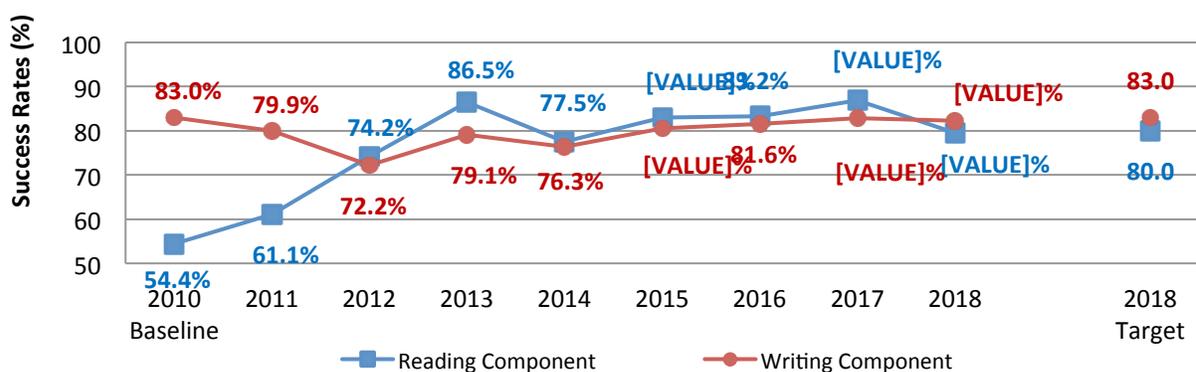
In order to continue maintaining high EOC 2 and 3 success rates in FSL reading (above 80.0%) and writing (above 90.0%), we continue to implement strategies aimed at improving the school board's mastery of *Français langue seconde*. As such, we will continue to implement the following strategies:

- the support of PLCs in all Youth Sector Schools aimed at fostering best teaching practices by using student results to identify student learning challenges, building common formative assessments to better prepare students for EOC exams.
- in 2018-2019, 5 pilot schools (2 Secondary & 3 Elementary) will continued to be supported by the school board in their implementation of best practices in Response to Intervention (RTI);
- to develop teachers knowledge and expectations of ministry examinations, the board will continue to offer marking centres for elementary EOC exams;
- continue to offer professional development to individual and small groups of teachers on the use of GB plus diagnostic tool to better determine appropriate reading level for appropriate placement and differentiated instruction;
- continue to offer professional development to all French and English Language Arts teachers in the balanced literacy approach (BLI) in reading and writing;
- continue to work with new teachers to ensure a better understanding of the expectations and requirements of the French program through the progressions of learning and the frameworks of evaluation;
- continue to develop the “two-table model” where resource and classroom teachers work collaboratively to support the diverse needs of students;
- facilitating collaboration and mentorship of teachers in the “two-table model” across the network of elementary schools.

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

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

Figure 3: MEES, Secondary V Uniform Exam Success Rates French de base (Reading & Writing) 2010-2018



Source: Charlemagne, September 2018

In June 2018, the EMSB success rate on the ministry *Français langue seconde* (FLS) Secondary V uniform examinations reading component was 79.5%, a decrease of 7.3% from the previous year. In the writing component, our success rate was 82.2%, a decrease of 0.6% from the previous year. A possible explanation for the decrease in the reading component could be related to the complexity of the question format of the exams since 2017. Nevertheless, we have made significant improvements in the reading component since our baseline year of 2010.

For the past several years, the Secondary French consultants have been focussing on professional development in the areas of reading strategies. A particular focus on strategies aimed at vocabulary acquisition will be prioritized so as to not only improve reading skills but to also improve writing skills.

In 2018-2019 we will continue to implement strategies aimed at improving the secondary students mastery of *Français langue seconde*. These strategies include:

- development of an updated bank of evaluation situations (ES) with secondary 3-5 teachers that are aligned more closely to the MEES program, the Progressions of Learning (POLs) and the Frameworks of evaluations;
- professional development workshops offered to all secondary French teachers on the creation of test questions that are of varying complexity and equitable for students, with a focus on reading summative tasks;
- French reading kits (100% gars) offered to male reluctant readers;
- Secondary 4 students will write a compulsory FLS board examination in June 2019 to evaluate the level of competency development and acquired knowledge needed as a base for success in Secondary 5. This evaluation also serves as a *mise à niveau* across the board. Over the years, this practice has shown to have a positive effect on the Secondary 5 uniform examination reading component success rates.
- The French consultants will begin a training in the acquisition of an Internationally recognized French diploma (DELF- Diplôme Études de Langue Française), with the intention of offering our students an additional qualification in French language that will allow them to further their education in post-secondary studies abroad (*les pays de la francophonie*).

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

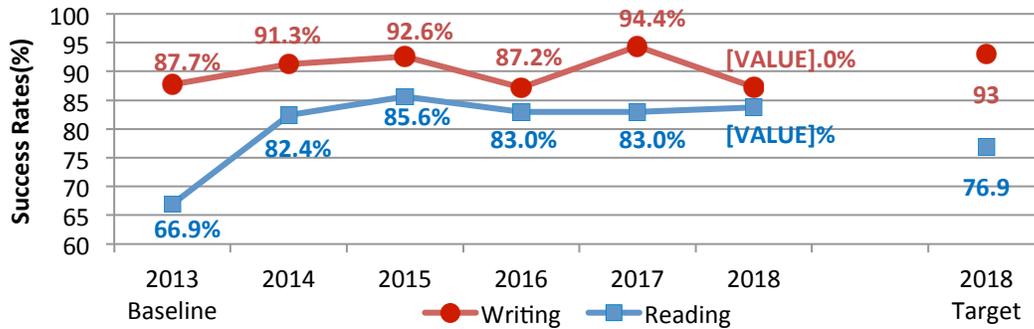
Objectives	Current Results			
	Baseline Year 2010	Target 2018	Board 2018	Provincial Public 2018
ENGLISH READING (ELEMENTARY): 1. To improve English reading skills of all Elementary students.	EOC2 (June 2013) 66.9% EOC3 73.3 %	76.9% 78.3%	EOC2 83.8% EOC3 90.8%	No provincial results are available.
ENGLISH WRITING (ELEMENTARY): 2. To improve the English writing skills of all Elementary students.	EOC2 (June2013) 87.7% EOC3 85.0 %	92.9% 90.0%	EOC2 87.3% EOC3 92.5%	No provincial results are available.
ENGLISH READING (SECONDARY): 3. To maintain yet always aiming to improve English reading skills of all high school students by the end of Secondary V.	90.1 %	90.1 %	94.3%	91.5 %
ENGLISH WRITING (SECONDARY): 4.To maintain yet always aiming to improve English writing skills of all high school students by the end of Secondary V.	91.1 %	91.1 %.	95.3%	95.2%

Source: - Elementary EOC success rates, EMSB September 2018. Secondary MEES converted success rates, Charlemagne, September 2018

Tracking our progress (English Reading & Writing):

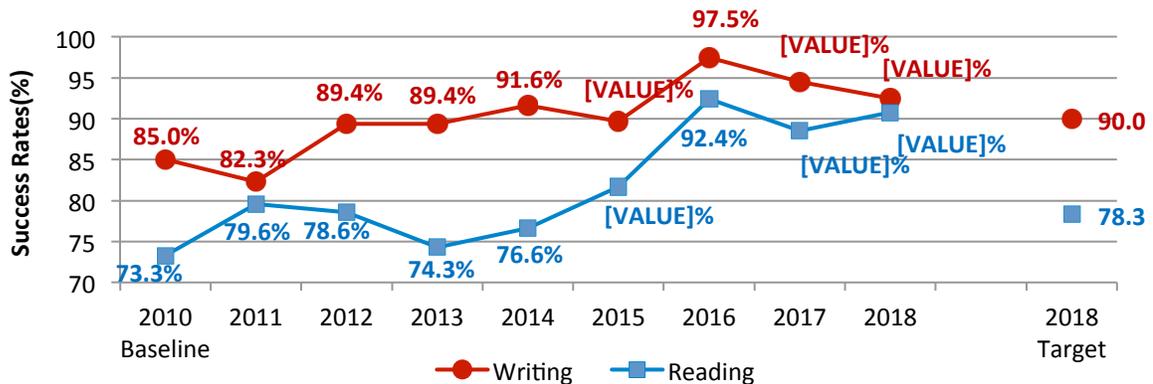
Objective 1 & 2: To improve English reading and writing skills of all Elementary Students.

Figure 4: English Language Arts END-OF-CYCLE 2 Exam Success Rate (2013-2018)



Source: EMSB, September 2018

Figure 5: English Language Arts END-OF-CYCLE 3 Exam Success Rate (2010-2018)



Source: EMSB, September 2018

Since 2013, the baseline success rates for students in English Language Arts (ELA) as measured by end-of-cycle (EOC) 2 board common compulsory examinations in reading and writing, were at 66.9% and 87.7% respectively. In 2018, the success rate in reading was 83.8%, an increase from 0.8% in the previous year. In writing, our success rate was 87.3%, a decrease of 7.1% from the previous year. It is important to note that, due to the delayed release of the MEES EOC2 exam, the scheduling of the examination was postponed, resulting in the cancellation of the marking centre. Although teachers were provided with a package of anchoring tools, they were responsible for marking their own exams independent of the professional development that is built into the marking centres. This may have had an impact in the decreased success rate in the writing component. It is also worth noting that in the reading component, the required text did not have varying entry points that facilitated student interpretation. Nevertheless, our target has been achieved in reading; and in writing, we are on our way to achieving our target.

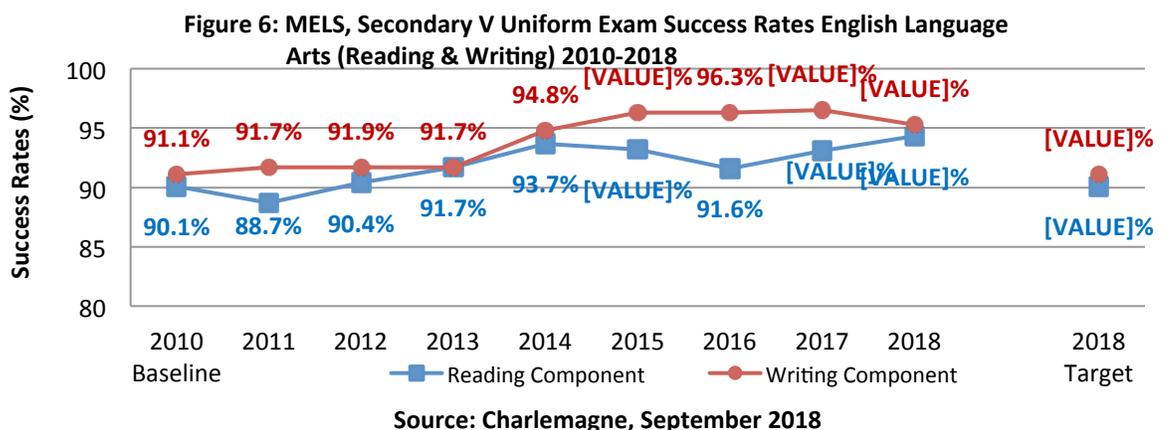
Since 2010, the baseline success rates for students in English Language Arts (ELA) as measured by end-of-cycle (EOC) 3 ministry uniform examinations in reading and writing, were at 73.3% and 85.0% respectively. In 2018, our success rate in reading was at 90.8%, an increase of 2.3% from the previous year. In writing, our success rate was 92.5%, a decrease of 2% from the previous year. Our target has been reached for both reading and writing.

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

- curriculum mapping sessions to ensure an alignment with ministry expectations and classroom teaching and evaluation practices;
- offering the professional development that is usually provided to teachers at the marking centres earlier on in the school year (October-November) , in effort to analyze student exemplars in relation to the exam rubrics, in effort to promote best practices;
- continue to offer workshops on reading response, this year, focusing on best practices in teaching writing;
- marking centers for elementary ELA end-of-cycles evaluation situations, as an important and valuable opportunity for professional development and sharing of best practices;
- the EMSB’s balanced literacy initiative throughout all elementary schools.

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

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



The EMSB has surpassed the *English Language Arts* (ELA) 2018 targets set for Secondary 5 students in reading and writing. From 2010 to 2018, success rates in reading have improved while, over the past 8 years, a noticeable increase in the writing success rates is observed. In

order to maintain high success rates and improve students' proficiency levels in Secondary 5 reading and writing, the school board will implement and continue to support the following initiatives:

- a balanced literacy approach continues to be piloted in schools encouraging a model of gradual release of responsibility for reading and writing;
- Secondary V ELA ministry uniform examination marking center, as an important and valuable opportunity for teachers to work with anchor papers for one full day of professional development;
- Teachers administer a mid-year Evaluation Situation in order to prepare students and inform teaching. The ES should include a response to literature task as well as a production task.
- In 2018-2019, the focus for the Talk competency into reading will be integrating it into the reading response and writing/production processes throughout the year.

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

Objectives:

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

Context:

Our data shows that, between September 2016 and September 2017, our overall high school student population has decreased by 236 (from 8202 to 7966). We observed that the proportion of students with Special Needs increased slightly from 18.3% in 2016 to 19.0% in 2017. The numbers shown in Table 1 take into account our entire high school population which also includes the Special Needs High Schools, the schools in our Outreach System, and the Social Affairs Schools (e.g. Mackay Center and Philip E. Layton).

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

Table 1: EMSB High School Enrolment by category on: Sept. 30, 2010, Sept. 30, 2011, Sept. 30, 2012, Sept. 30, 2013, Sept. 30, 2014, Sept. 30, 2015, Sept. 30, 2016 and Sept. 30 2017

Category of students	September 30, 2010		September 30, 2011		September 30, 2012		September 30, 2013		September 30, 2014		September 30, 2015		September 30, 2016		September 30, 2017	
Total EMSB High School enrollment	9857		9448		9104		8726		8369		8361		8202		7966	
Total Special Needs Students in all HS (Handicap, LD & BD codes)	1773	18.0%	1712	18.1%	1750	19.2%	1697	19.4%	1608	19.2%	1675	20.0%	1504	18.3%	1514	19.0%
Students with Handicap Codes only in all HS	314	3.2%	344	3.6%	376	4.1%	394	4.5%	419	5.0%	555	6.6%	519	6.3%	494	6.2%
Students with LD & BD codes only in all HS	1459	14.8%	1368	14.5%	1374	15.1%	1303	14.9%	1189	14.2%	1120	13.4%	985	12.0%	1020	12.8%

Source: JADE & GPI, September 2018

Table 2: Number of EMSB Secondary V students on the Secondary School Diploma (SSD) track for June 2011, June 2012, June 2013, June 2014, June 2015, June 2016, June 2017 and June 2018

Category of Students	June 30, 2011		June 30, 2012		June 30, 2013		June 30, 2014		June 30, 2015		June 30, 2016		June 30, 2017		June 30, 2018	
Total Enrollment in Sec. V	2141		1954		1956		1807		1764		1601		1579		1601	
Total of Students with Special Needs in Sec. V (Students with Handicap Codes and Students with LD & BD codes)	269	12.6%	276	14.1%	277	14.2%	260	14.4%	250	14.2%	236	14.7%	224	14.2%	210	13.1%

Source: JADE & GPI, September 2018

Table 3: Number of EMSB Secondary V Special Needs Students who graduated with Secondary School Diploma (SSD) in June 2011, June 2012, June 2013, June 2014, June 2015, June 2016, June 2017 and June 2018

Category of Students	June 30, 2011		June 30, 2012		June 30, 2013		June 30, 2014		June 30, 2015		June 30, 2016		June 30, 2017		June 30, 2018	
Students with Handicap Codes	31		35		39		32		30		48		46		49	
Students with Handicap Codes who Graduated with SSD	14	45.2%	15	42.2%	24	61.5%	17	53.1%	16	53.3%	40	83.3%	34	73.9%	35	71.4%
Students with LD & BD Codes	238		241		238		228		220		188		178		161	
Students with LD & BD Codes who Graduated with SSD	137	57.6%	153	63.5%	151	63.4%	97	42.5%	134	61.0%	131	69.7%	125	70.2%	107	66.5%
Total of Students with Special Needs who Graduated with SSD	151	56.1%	168	60.4%	175	62.8%	114	43.8%	150	60.0%	171	72.5%	159	71.0%	142	67.6%

Source: JADE & GPI, September 2018

Table 2 indicates the number of EMSB Secondary V students on the Secondary School Diploma track. Data indicates a decrease in total Secondary V enrolment from 2013 to 2017 (1956 to 1579) with a slight increase from 2017 to 2018 (1579 to 1601). From 2013 to 2018, the percentage of students with special needs in Secondary V remained relatively stable at around 14%.

Table 3 indicates the total number of students with Special Needs who graduated with a Secondary School Diploma. Since our baseline year of 2011, there has been an 11.5% increase in graduation rate for students with Special Needs (56.1% to 67.6 %).

Our data shows that there was a 2.5 % decrease in graduation rate for Students with Handicap Codes (from 73.9% in June 2017 to 71.4 % in June 2018). In 2018 there were 14 fewer students with special needs enrolled in secondary V (224 in 2017 to 210 in 2018). This is in line with the 17 fewer students with special needs who have received their SSD (159 in 2017 to 142 in 2018).

As shown in Table 4, in 2011, the target goal for 2015 was set at an increase of 5.5% (or a 61.6% graduation rate) for all students with Special Needs. In 2018, we have surpassed our target goal by 6.0 %. We observe that the graduation rate has remained fairly stable since 2015.

Upon further analysis, 67.6% of Special Needs students graduated with a Secondary School Diploma (SSD) in June 2018. Of the 68 students with Special Needs who did not receive their

SSD, 42 students (61.8%) are presently enrolled in Adult Education, Vocational Education, or are repeating Secondary V in the Youth Sector. Data was extracted from Key Information Data System (KIDS) on October 17th, 2018.

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

Objectives	Current Results					
	Baseline Year	Target 2018	Board (2014-2015)	Board (2015-2016)	Board (2016-2017)	Board (2017-2018)
1. To increase the percentage of students identified with a learning difficulty (LD) and/or a behavioural difficulty (BD) and students with handicap codes who will graduate with a Secondary School Diploma	56.1% (2011)	61.6%	60.0%	72.5%	71.0%	67.6%
2. To increase the percentage of students with Special Needs who will be certified with qualifications with respect to the Pre-Work Training Certificate	86.2%* (2013)	86.4%	64.7%	90.9%	100%	100%
3. To increase the percentage of students with Special Needs who will be certified with qualifications with respect to Training Certificate for Semi-skilled Trades	45.8% (2011)	55.8%	85.7%	88.2%	57.1%	88.9 %

Source: JADE & GPI, September 2018

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

In 2014-2015, the Pre-Work Training program was offered at our two special needs high schools. Given the number of students at John Grant and LINKS who have a handicap code, a significant number of these students required extra time in order to complete their certification requirements. We had predicted that, for those students in year 3 who did not receive certification, with an additional year, they would complete the requirements of the program. This explains the increase in students receiving Pre-Work certification from 64.7% (2014-2015) to 90.9% (2015-2016) and to 100.0% (2016-2017). For the 2017-18 school year, a certification rate of 100% was maintained.

The Semi-Skills Program is currently offered at John F. Kennedy, Mountainview, Cite Des Prairies, LINKS and John Grant. A total of 27 students with Special Needs codes were registered in this program in 2017-2018. Of the 27 students, 24 received their Training Certificate for a Semi-Skilled Trade (88.9%).

Tracking our Progress

Secondary School Diploma: *Objective 1*

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

In 2017-2018, 67.6% of students with Special Needs enrolled in Secondary V obtained their Secondary School Diploma. Of the 42 students who did not graduate in 2017-2018, 61.8% are either currently enrolled in Adult Education, Vocational Education or are repeating Secondary V. This information confirms that these students are continuing their education with a goal towards certification, Secondary School Diploma or other.

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

In 2016-2017, Student Services and Educational and Technology Services continued to prioritize the use of assistive technology to support students with Special Needs in the classroom. A consultant for Assistive Technology was hired in September of 2017. A multi-disciplinary training plan was implemented for teachers and students by Student Services. The plan included a 3-year implementation strategy of text-to-speech technology in the school board. At the end of 2017-2018, an additional post was created in assistive technology due to the high demands and needs observed within the school board.

Additionally, Educational and Technology Services continued to implement the use of WordQ in the curriculum and piloted its use for evaluation in 22 schools (13 elementary schools and 9 high schools). The School Board renewed their board-wide license for WordQ. The board also trialed Read&Write for Google Chrome, a new cloud-based assistive technology tool, in order to provide students with further support.

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

In order to better meet the needs of students transitioning to high school, the EMSB has created Allongé classes at LaurenHill Academy and Marymount Academy International. Students in the Allongé classes spend their first year of high school developing academic skills required to successfully meet the demands of the high school curriculum. Upon completion, these students are expected to enter Secondary 1 the following school year.

Based on the success of the Allongé classes at LaurenHill Academy and Marymount Academy International, an alternative model, Aim High, was implemented in 2015-2016 at John F. Kennedy High School. In 2016-2017, a second Aim High class was opened, and a third class was opened in 2017-2018. The goal of these classes is to support students who are autonomous and socially able to participate in a regular high school setting, but lack the necessary academic skills required to succeed in a regular high school program. Given the extra support, some students may transition from Aim High to the general education classroom and pursue a Secondary School Diploma. Students who continue to struggle, may remain in the program up to two additional years. Other students may pursue certification within the Work Oriented Training Program (WOTP).

In 2016-2017, it was recommended to hire an additional Transition École Vie Active (TEVA) consultant in order to better service the increasing demands of the population of students with special needs requiring support in their transition from the Youth Sector to the Adult Sector. An additional TEVA consultant was hired for the 2018-2019 school year. The TEVA consultants work closely with school teams, including administration, teachers, parents, students, and outside agencies, focusing on guiding students and their families to ensure successful transition. As part of TEVA, multi-disciplinary teams put in place a structured plan that is part of each student's IEP to ensure close monitoring of student progress toward obtaining a diploma. The support provided by the TEVA consultants has proven to be a valuable resource, not only for students and their families, but also for professionals seeking information regarding the range of resources available for these students.

In 2017-2018, we proposed the creation of a high school Autism Spectrum Disorder (ASD) resource class. Candidates for this class have an ASD diagnosis. They are academically capable students who require intensive social and emotional support. Students in this ASD resource class will be integrated within the regular classroom setting.

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

Over the past eight years, the WOTP has come to be recognized as a credible option for student success. In 2017-2018, of the 34 students who were eligible to receive certification for successfully completing a WOTP, 31 (or 91.2%) obtained their certificate.

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

In September of 2015, Student Services and Educational & Technology Services collaborated with school staff from John Grant and LINKS high schools to adapt the Pre-Work Training program by extending the program by one year to better meet the needs of students; thus enabling more students to obtain certification. As of September 2016, the students at John Grant and LINKS are following the adapted pre-work training program successfully.

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

In 2017-2018, the number of Special Needs students registered in the Semi-Skilled Trades program has increased to a total number of 27 students. This year 24 students received their certification (88.9%). Our goal is to support and encourage students to meet their full potential. In 2017-2018, the number of students registered in this program has increased from 14 to 27 from the previous year (48.1% increase in enrolment).

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

Objectives:

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

Context:

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

In the year 2017-2018, the EMSB continued to promote services, approaches & practices aimed at reducing the occurrence of bullying and the impact of violence-related trauma on youth. As part of a board-wide strategy to adopt a whole-school approach to violence prevention and improve school climate, EMSB schools and centers assessed their school climate by conducting the OurSCHOOL (formerly known as *Tell Them From Me*) Survey and subsequently updated their safe school action plans.

Between October 4th 2017 and June 20th 2018, 4,794 cycle 3 students from 34 EMSB elementary schools participated in the survey. Between October 10th 2017 and June 5th 2018, 5,637 students from 20 EMSB secondary schools participated in the survey. The following pages briefly discuss the EMSB's OurSCHOOL survey results with respect to two specific indicators: 1) victimization from moderate to severe bullying and 2) student sentiment of safety.

Tracking Our Progress

Elementary School Students Victimized by Bullying:

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

The O.S data indicate that at the elementary level, 24% of EMSB students experienced moderate to severe bullying during the year 2017-2018. The Canadian norm is 26%. There is a difference between the demographic groups of gender with 20% of girls and 28% of boys reporting that they were victimized. The Canadian norm is 26% for girls and 26% for boys.

The data indicate that grade 4 boys reported the highest rate of victimization at 27%. The rate for this measure peaked in 2013-2014 at 37% and has since been steadily decreasing. Students reported that the most prevalent forms of bullying were verbal and social. They also indicated that bullying occurred most often outside on school property during recess and lunch and on the bus.

Secondary School Students Victimized by Bullying:

At the secondary level, the survey is administered to grades 7-11 students. The O.S data indicate that 17% of EMSB students experienced moderate to severe bullying. This rate is below the Canadian norm of 23%. The rate varies from 16% to 20% across the grade levels. There is a slight difference between the demographic groups of gender with 14% of girls and 18% of boys reporting that they were victimized. The Canadian norm is 21% for girls and 25% for boys.

The data suggest that verbal and social bullying were the most prevalent forms of bullying and occurred most frequently outside on school property and in hallways after-school and during break periods.

Elementary School Students' Sentiment of Safety at School:

The OurSCHOOL survey asks students whether they feel safe at school and safe going to and from school. It is important to note that before the 2014-2015 school year, the results for this measure were calculated in such a way that neutral responses were generated as positive. Since then, the cut-off point for when a student is considered to feel safe has been modified. Therefore, since 2014-15, only those students who indicate that they agree or strongly agree to the Likert questions posed in the survey are considered as feeling safe attending school. Consequently, the

2017-2018 survey results for this measure can no longer be correlated to the years prior to 2014-2015.

The survey is administered to grades 4, 5 and 6 students. The data indicate that in the year 2017-2018, 63% of students felt safe attending school. The Canadian norm is 68%. There is a small variation between the demographic groups of gender with a rate of 61% for boys and 65% for girls. The Canadian norm is 68% for boys and 67% for girls. The rate for this measure varies from 60%- 64% across the grade levels.

Secondary School Students' Sentiment of Safety at School:

The OurSCHOOL data indicate that in the year 2017-2018, 58% of students felt safe in their school environment. The Canadian norm is 64%. The rate for this measure varies from 52% - 60% across the grade levels.

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

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

Objectives	School Sector	Baselines 2010-11	Results 2014-15	Results 2015-16	Results 2016-17	Results 2017-18	Targets
To achieve a 5% reduction in the rate of victimization resulting from (moderate to severe) bullying.	Elementary	26%	26%	24%	24%	24%	21%
	Secondary	15%	17%	16%	16%	17%	10%
To achieve a 5% increase in the rate of students who feel safe attending school.	Elementary	N/A	68%	67%	65%	63%	N/A
	Secondary	N/A	58%	59%	59%	58%	N/A

Source: OurSCHOOL survey, 2010-11, 2014-15, 2015-2016, 2016-2017, 2017-2018

Next Steps:

In the year 2017-2018, the EMSB Student Services Department provided its school administrators with resources and information with respect to school climate and the prevention and handling of bullying and other forms of aggression in the schools. Hundreds of teaching staff from over 15 EMSB schools attended a professional development workshop on strength-based prevention strategies and adult to youth relationship building strategies.

Violence Prevention and Health Promotion Consultant, Daphna Leibovici, supported school administrators with respect to the prevention of bullying or other forms of violence. She also guided school teams in the revision and updating of their safe school action plans. She presented on topics such as bullying, youth sexting and *The Kids in The Know* prevention program to staff at several elementary & secondary schools in the East & West sectors, EMSB families and on best practices in the supervision of transition times to B.A.S.E daycare educators and lunchtime monitors. She also participated as a member of several external committees on school climate such as the organizing committee for *Les Grandes Rencontres (Anglophone) Conference* and she presented at the 7th *World Conference on Violence in Schools and Public Policy* and the 7th *biennial conference of the Comité québécois pour les jeunes en difficulté de comportement (CQJDC)* in Quebec City.

EMSB school administrators attended a workshop on the *Agreement on Police Presence in the Schools*. The workshop clarified the roles and responsibilities of school administrators and that of the police when dealing with safety issues or the potential of criminal activity involving students. In the coming year, professionals from the Student Services Department will continue to collaborate with school staff and community partners in order to strengthen existing prevention efforts and increase protective factors for all students.

Grievances presented at the School Board level for the school year 2017-2018 were handled successfully under the direct supervision of the Deputy Director General and Regional Directors. As a result, no complaints regarding bullying were filed with the Student Ombudsman.

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

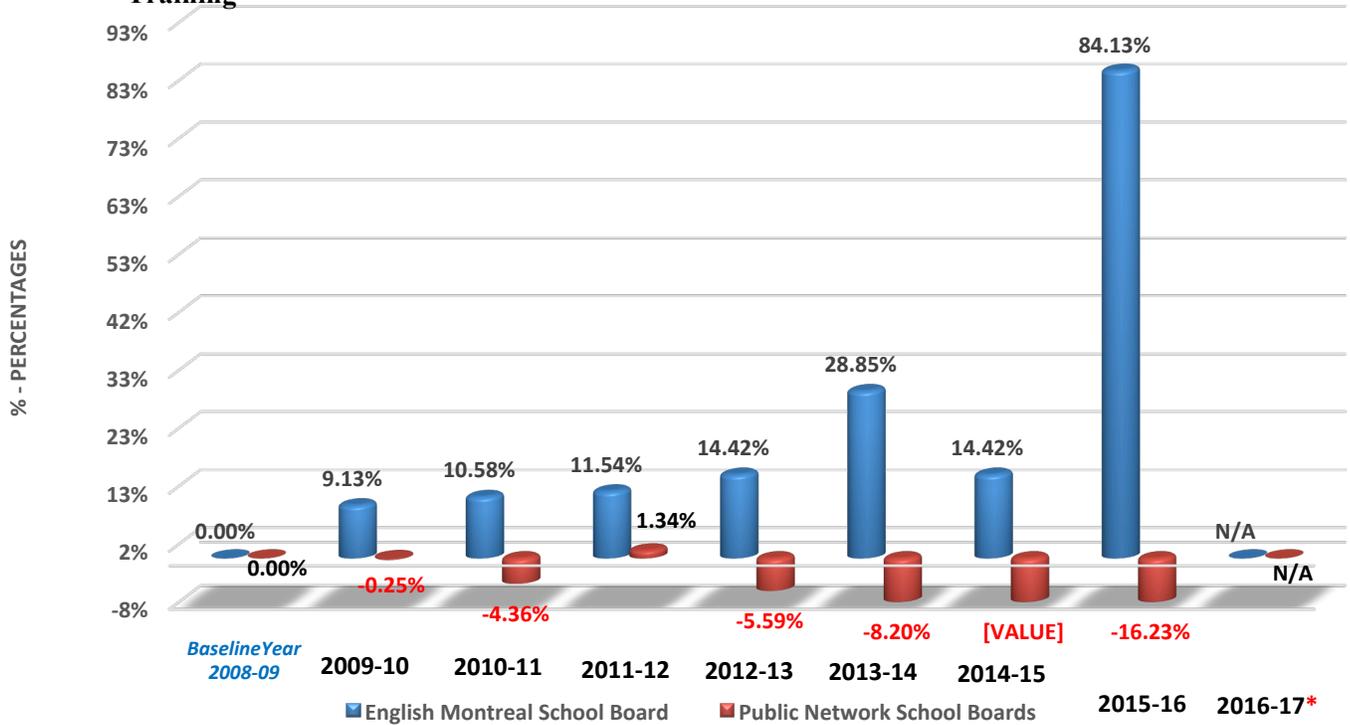
Objective:

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

Context:

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

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



2016-17 * - MEES Data for 2016-2017 year is not yet available (N/A).

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

The data received from previous years MEES indicates that the percentage of new registrants in Vocational Training in the EMSB has increased steadily on a yearly basis in comparison to the public network's (Réseau Public) for the same time frame. This realization has reaffirmed to the EMSB to maintain its focus on attracting students under the age of 20 who are currently enrolled in our high schools and adult education centres, as well as those in CEGEP and/or in the job market.

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

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

Objective	Current Results			
	Baseline Year 2008	Target Year 2018	Board 2018	Province 2018
1. To increase by 10% within the next four (4) years the number of new registrants under the age of 20 using the baseline year of 2007-2008 (208 students).	208	228	★454	*N/A

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

Tracking our progress:

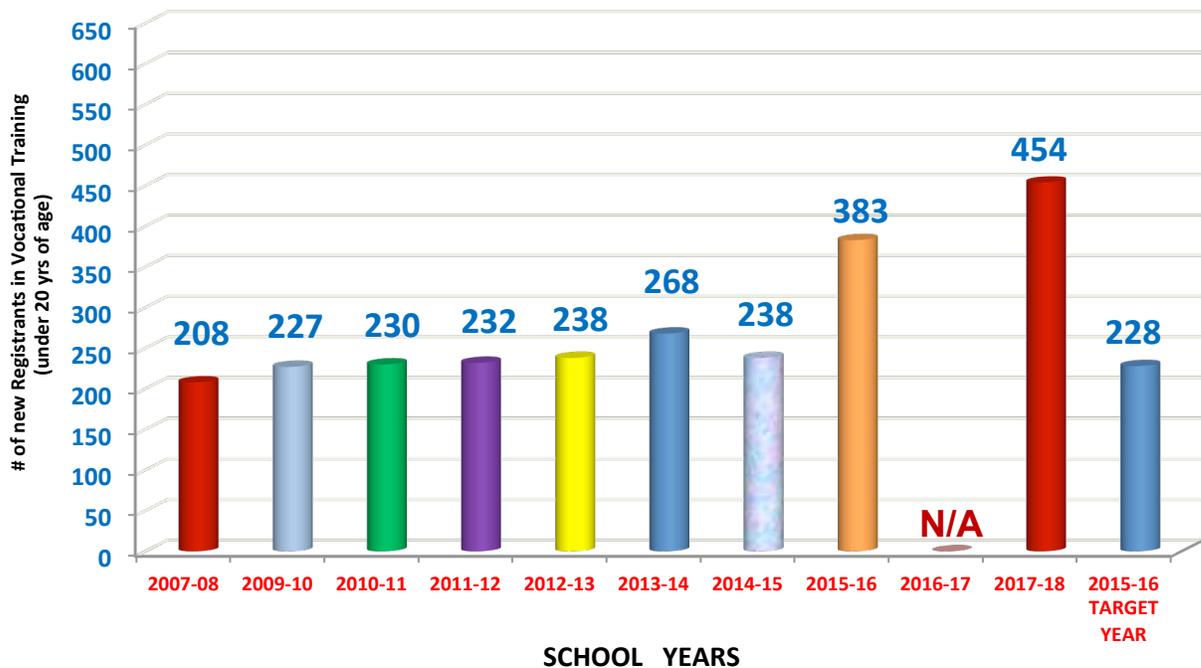
Objective 1: To increase by 10% within the next four (4) years the number of new registrants under the age of 20 using the baseline year of 2007-2008 (208 students).

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

Furthermore, data that was extracted by the Educational and Technology Services (ETS) department using the JADE-TOSCA database, the EMSB is on track of once again surpassing expectations of increasing the number of new registrants under the age of 20 using the baseline year of 2007- 2008 from 208 to 454 students in 2017-2018.

The number of new registrants under 20 years of age from the base year (2007-2008) of 208 increased to 454 for the school year of 2017-2018. The following increase of 246 students from the base year of 2008 to the school year of 2017-2018 translates into a 118% increase.

Figure 2: Number of New Registrants in Vocational Training for 2017-2018



2016-17 * - MEES Data for this year is not yet available (N/A).

In 2017-2018, the strategic path taken by the AEVS department was to sensitize the EMSB stakeholders within our youth sector and provide them with activities that promote Vocational Training as a viable educational pathway. The primary objective of this strategy was to target the youth sector students that were enrolled in our high schools. In addition, the Guidance Counselors, Youth Sector Administrators and teachers were all prominent participants in making the following activities a success. Focusing primarily on this target audience we were able to enlighten all potential students and stakeholders about the infinite possibilities available to them in Vocational Training.

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

- **Career Fair 2017-2018:**

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

- **Transitions:**

During the 2017-2018 school year, “Transitions” presentations were given at outreach schools and high schools in order to allow students to explore the different options available to them in Vocational Training. These presentations were given in several formats – small & large group presentations, as well as one to one with the student and Guidance Counsellor.

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

The data collected through JADE-TOSCA illustrates that 26.7% of the students registered in EMSB Vocational Training programs under the age of 20 years old for the school year 2017-2018 are from our own EMSB network of schools and would have participated in the activities mentioned above during or in past years.

In 2018-2019, we will continue to offer activities as well as implement strategies that will be gradually integrated within the coming years in a systemic manner to achieve best possible results.



Annual Report

2017-2018

Bill 15



Commission scolaire English-Montréal
English Montreal School Board

emsb.qc.ca

SECTION

4



BILL 15 – ACT RESPECTING WORKFORCE MANAGEMENT AND CONTROL WITHIN GOVERNMENT DEPARTMENTS, PUBLIC SECTOR BODIES AND NETWORKS AND STATE-OWNED ENTERPRISES

CONTEXT

According to the Act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises, School Boards have an obligation to ensure a strict control on the number of employees hired by the Board and to also respect the baseline remunerated hours set by the *Ministère de l'Éducation et de l'Enseignement supérieur (MEES)*, based on the following criteria:

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

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

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

The School Board reported to the MEES the number of employees paid by category, as well as the total hours paid for each pay period from January 1 to December 31, 2014. The MEES identified these figures as our baseline to be respected. On October 15, 2018, the MEES sent the Board a letter, indicating that it had revised our baseline to reflect the period covering from April 1, 2017 to March 31, 2018.

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

The Ministry has continued to monitor and track the EMSB data (number of employees and total number of hours paid to employees) for the period from April 1, 2017 to March 31, 2018.

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

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

- Difference between the 2017 revised baseline and the 2017-2018 actual data
- Reasons and comments to support the difference
- Means to rectify situation (or to justify increase)

It is important to mention that, when the MEES 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 – as it had in previous years – the number of hours paid per employee group (i.e. teachers) and also the number of paid employees per group. The MEES has validated that, as a result of this global baseline value, the EMSB will only be able to provide general comments as to the reasons to support the global negative difference.

Hence, on comparing the revised 2017-2018 baseline with the actual 2017-2018 data, we can report that the EMSB has not met the Ministry's expectations in reducing the total number of working hours. For the period of April 1, 2017 to March 31, 2018, the Ministry had revised our baseline at 5,261,307.71 paid hours whereas our actual figures for the same period reflect a total of 5,514,655.96 paid hours, resulting in a negative difference of 253,348.25 paid hours.

ANALYSIS

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

Without the MEES providing the Board with specific data to compare the data, it becomes quite challenging for us to pinpoint exactly the categories of employee groups to which may be attributed the negative difference in paid working hours.

Nevertheless, the Board may easily assess that, in comparing the revised baseline to the actual data for the reference period of April 1st, 2017 to March 31st, 2018, the School Board experienced an increase in the total number of hours paid to employees that can be attributed to various factors, namely:

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

CONCLUSIONS

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

Furthermore, we will always do so judiciously to ensure efficiency and prompt delivery of services for the benefits of learning and teaching, while ensuring respect of the applicable regulations, policies and collective agreements.

Finally, we will commit to support all of our students to ensure their safety, well-being, education and overall success as well as to ensure a safe and professional working environment for our employees.

**CURRENT DATA COLLECTION (MEES)
Revised Baseline & 2017-2018 Figures**

**April 1st, 2017 to March 31st, 2018
(REVISED BASELINE)**

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

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

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

887000 English-Montreal

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



Commission scolaire
English-Montréal
English Montreal
School Board

Bill 15 - Annual Accountability for Service Contracts

Service Contracts of \$25,000 or More
Awarded Between July 1, 2017 and June 30, 2018

	Corporations (Companies) > \$25,000	Natural Persons (Individuals) > \$10,000	Total Contracts
Number of Contracts Awarded	15	0	15
Value of Contracts Awarded	\$1,334,460.57	\$0.00	\$1,334,460.57

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

SERVICE CONTRACTS (SUBJECT TO BILL 15) OF \$25,000 OR MORE AWARDED BETWEEN JULY 1, 2017 TO JUNE 30, 2018

	Company	Amount	Description	Description
1	WHISTON ALLEN ACADEMY	\$55,500	Commission Services	Commission Services
2	Me LOUISE BECHAMP	\$31,425	Legal Services	Legal Services
3	COLLEGE FENGYE	\$181,041.66	Commission Services	Commission Services
4	CIMA+	\$86,037.33	Professional Services	Lester B. Pearson – Replacement of Ventilation System
5	CIMA+	\$30,241.53	Professional Services	Pierre Elliott Trudeau – Paving Project
6	CIMA+	\$28,201.22	Professional Services	Gerald McShane – Paving Project
7	SUCCESS FOR ALL FOUNDATION	\$25,452.80	Professional Services	Material, Coaching & Support of SFA Reading & Math Program
8	CHABAD LIFELINE	\$58,906.25	Professional Services	Student Support Services
9	CTVTELEVISION	\$200,000.00	Advertising Services	Advertising Services
10	MONTREAL ORAL SCHOOL FOR THE DEAF	\$361,905.00	Professional Services	Itinerant Services for deaf students integrated in regular classes
11	OMETZ	\$50,000.00	Professional Services	Professional Development Services
12	RAYMONDCHABOT GRANT THORNTON	\$90,000.00	Auditing Services	Auditing Services for the 2017-2018
13	SUMMIT SCHOOL	\$36,000.00	Professional Services	Shadow Services
14	LEMAY ASSOCIÉS ARCHITECTURE	\$46,718.78	Professional Services	Galileo – Replacement of Windows
15	THE YMCA'S OF QUEBEC	\$53,031.00	Professional Services	Alternative to Suspension
	Total	<u>\$1,334,460.57</u>		

N.B.: All amounts exclude applicable taxes (GST and QST)