



Annual Report 2014-2015



Commission scolaire English-Montréal
English Montreal School Board

emsb.qc.ca

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1

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2014-2015 Annual Report

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Mission Statement



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

To fulfil its mission the EMSB will:

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

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

From The Chairman

While the future of school boards continue to be openly questioned by our critics, I am pleased to report that we continue to fulfil the most important part of our mandate: graduating students.

The EMSB recorded the highest success (graduation) rate in the entire province of Quebec among public school boards, according to figures released by the Ministry of Education. The 87.8 percent mark is based on a seven year cohort, meaning it followed the progression of students from 2006 to their graduating year in 2013. It is significantly higher than the 82.3 percent registered in 2013.



Angela MANCINI

This new accomplishment is another confirmation of the excellence of the work that has been done by our phenomenal pedagogical team at the board and in the schools and centres. This success is possible thanks to everyone associated with the EMSB, from our staff, parents, volunteers and of course our students.

At the EMSB our goal is to work towards success for a variety of learners, including those who carry baggage making them less ready to learn. The challenge of our pedagogues is to help each and every one of these students, regardless of their situation. An 87.8 percent success rate is a testimony to how our board, through a variety of initiatives, is achieving this goal. It is the firm commitment to our strategic plan and partnership agreements that make this success possible. This type of achievement comes from team work and perseverance. Great organizations are built by the people. It is the strength of our team that makes us a great board.

We must credit the schools and their contribution through meeting the goals in their Management and Educational Success Agreement.

In our Partnership Agreement with the Ministry, the EMSB had a goal of 86 percent for graduating class of 2013 and 88 percent for 2020. We have surpassed that target and have almost reached our 2020 objective. I would like to thank our Pedagogical Services Department for accompanying our schools on a most successful journey. I also want to underline the part that our Student Services Department played in supporting all of our students, including those at risk and with special needs. This success rate is possible because we all worked to help those who were on the edge of success. Daycare Services, as well, made sure that the students were cared for and provided them with enriching learning situations after school to complement what the school offered during school hours.

Teachers and administrators have worked diligently to differentiate instruction to provide for rich learning experiences to provide for the best opportunity for success. Parents, as collaborators, must also be mentioned as a key ingredient to the success of our children. All of our stakeholders have an impact on our student success.

To put our present numbers in better perspective, the average success rate among all Quebec schools (public and private) is 75.8 percent while it stands at 71.9 percent for public schools only.

ENROLMENT

In terms of enrolment in our youth sector, the EMSB continues to battle demographics, the language laws and a low birthrate. Despite all of these challenges, the loss of students we experienced was less than 300 over the previous year which marked an improvement. I believe the marketing programs we have undertaken and the excellent reputation our schools have academically contributed to this. Our Adult Education and Vocational Services programs continue to flourish, with the number of students registered consistently on the rise. We have enjoyed considerable success on the international students dossier. Revenue gained from this stream has enabled us thus far to avoid budgetary cutbacks to our programs, despite significant compressions placed on us by the Ministry of Education.

MINISTER OF EDUCATION

Looking back on the 2014-2015 academic year, school board elections in November resulted in a 17 percent voter turnout for the EMSB. I was pleased to be re-elected as chairman with a majority. Early on in the mandate we had some excellent meetings with then Education Minister Yves Bolduc. This included a visit to Mackay Centre and Philip E. Layton Schools in NDG. He provided us with encouragement that a new facility for these special needs facilities would be built. This is a dossier we are now following up with his successor, François Blais. Philip E. Layton School services students who are visually impaired, while Mackay educates children with motor, speech or sensorial difficulties.

SCHOOL PROJECTS

James Lyng High School in St. Henri launched an exciting cross curricular (history, ethics, English and French) project focusing on the history of the South West sector of Montreal. The latter encompasses St. Henri, Little Burgundy, Point St. Charles and Ville Émard. As an Urban Arts School, a focus undertaken in partnership with McGill University, the staff and students at James Lyng put together a photobook documenting their Burgundy Jazz project in Little Burgundy, which focuses on the history of Jazz in Montreal and the South West borough specifically. In addition there is a large scale wheatepaste mural on the exterior wall of the school featuring prominent figures from the South West. This includes jazz legend Oliver Jones, Montreal Canadiens General Manager Marc Bergevin, actor and playwright Vittorio Rossi, and many more. The goal of the project was to bring the students into the community and the community into the school. This project-based learning experience enabled the participants to address multiple areas of curriculum requirement, as well as tap into the visual arts in partnership with the local artist duo HoarKor.

MONTREAL IMPACT

For the 10th year in a row, the EMSB continued its partnership with the Montreal Impact soccer team through our "All the Way with the Impact" program. Members of the Impact have been visiting schools to remind young students of the importance of studying, persevering and building self-confidence in order to succeed. The traditional "EMSB Night" took place on May 6, when the Impact defeated Toronto FC 1-0 at Saputo Stadium. This was part of the Amway Canadian Championship, which involves the three top professional clubs in Canada, in the race to qualify for the CONCACAF Champions League.

ALTERNATIVE UNITED

The Alternative United Pit Bulls, a high school basketball team that draws players from our Alternative Outreach system, were featured in an inspirational Gatorade feature video as part of the Win From Within online series. The video was released in January and quickly went viral, getting more than a million views in the first few weeks. The team and its coaches were also treated to a trip to Toronto to watch

from a private box the NBA Raptors play. This is another example of why we place so much importance in our Alternative Outreach system as it keeps kids at risk from dropping out of school in the classroom and enables them to thrive.

FRENCH FOR THE FUTURE

The Cineplex Theatre at the Montreal Forum Entertainment Complex was the site for the 2015 French for the Future Montreal Local Conference. Aimed at promoting bilingualism amongst Canadian youth, the theme was Respect, Culture and Integration into Québécois Society. Some 500 students from 14 Montreal high schools and four school boards were present. Participating EMSB schools were: Westmount High School, John F. Kennedy High School in St. Michel, Royal West Academy in Montreal West, Lester B. Pearson High School in Montreal North, Laurier Macdonald High School in St. Léonard and Marymount Academy International in NDG.

ENERGY SAVING

Seventeen EMSB schools and centres took part in a \$24.6 million major initiative aimed at bolstering energy efficiency in school buildings. This new project with Énergère included, among other measures, equipment renewal and modernization using aerothermal technology, replacing 25,300 lights and the addition of automated controls to enhance the comfort of staff and students. Once the project is completed, the 17 buildings will achieve a 53 percent reduction in energy consumption and 74 percent reduction in greenhouse gas emissions per year.

LA VOIX

We are very proud of Angelike Falbo, who graduated from Laurier Macdonald High School in June. She made it to the finals of the popular TVA French language television show *La Voix* (The Voice), viewed by more than 2.5 million people each week. Angelike has attended the EMSB since she entered the public education system, first at the former Frederick Banting Elementary School/Gerald McShane School in Montreal North, then John Pau I Junior High School in St. Léonard and finally Laurier Macdonald. Her father, Joe Falbo, is an Italian Canadian; her mother, Manon Ledoux, is a francophone. Mr. Falbo says he credits the EMSB's excellent instruction of the French language for Angelike's bilingualism. Her impeccable command of French is being showcased regularly during interviews on stage and of course through song.

CAREER DAYS

Once again this year we presented a successful Career Fair in October for our Secondary V students and a Career Expo in March for Secondary IV students. At the EMSB we make every effort to ensure our students are well equipped to decide upon their post-secondary options.

CHILDREN'S BOOK AND CD

A total of 340 Montreal elementary school choristers, a symphonic orchestra and renowned Quebec actor Guy Nadon collaborated on a children's book/CD about the ancient Greek myth of Persephone and how the seasons came to be. *Le Temps des Fleurs, le Temps des Neige* is a massive multi-disciplinary project culminating in the creation of a book/CD for children in French which explores the ancient Greek myth of the Goddess Demeter, her daughter Persephone and the unbreakable bond that exists between a mother and her child. The EMSB was represented by six elementary schools: Gardenvue in St. Laurent, Pierre de Coubertin in St. Léonard, Edinburgh in Montreal West, Roslyn in Westmount, Royal Vale in NDG and Sinclair Laird in Park Extension. The accompanying CD will feature a complete musical

version of the book with performances by soloists and the combined choirs of 12 different schools. Net profits from the sales will be donated to the participating schools. *Le Temps des Fleurs, le Temps des Neiges* will officially launch in November 2015, with presentations in the City Hall of Montreal, the Salon du Livre de Montréal as well as the Hellenic Community of Greater Montreal.

SPRING CONFERENCE

The EMSB hosted the 2015 Spring Conference of the Association of Administrators of English Schools of Quebec and the Quebec English School Boards Association, which took place from May 21 to 23 at the Hilton Hotel in Quebec City. Educational Leadership – A Balancing Act was the theme.

KINDERgarten

On the eve of the annual Kindergarten Registration Week, we launched our new KINDERgarten campaign during a press conference at Parkdale Elementary School in St. Laurent. KINDERgarten promotes the work done by Kindergarten teachers in developing social-emotional learning in the classroom in providing tools for the children to reduce bullying and acts of aggression and to foster compassion and acts of kindness. Leading up to the first day of class, staff from the EMSB's Student Services and Pedagogical Services Departments will now provide Kindergarten teachers with a menu of activities they can undertake. In order to make the various players more accountable with respect to bullying and violence in schools, on June 12, 2012, the National Assembly passed Bill 56, an act to prevent and stop bullying and violence in schools. It also stipulates that school boards must see to it that each of their schools provides a healthy and secure learning environment that allows every student to develop his or her full potential, free from any form of bullying or violence.

I believe that we have responded very effectively to Bill 56. The introduction of this new campaign makes it clear that we must start sensitizing our students to this very important issue at a very young age. While we certainly address the topics of kindness and bullying in class at all levels, the implementation of a formula which will have Kindergarten students exposed to it from their very first moments we hope will set the tone for how they treat their classmates for the rest of their school days.

LITERACY RATES

Literacy rates continue to climb at the EMSB, five years after a considerable investment was made in an effort to ensure that 90 percent of students would be reading at level by the time they graduate from elementary school. Results from standardized testing done in the spring of 2014 of the original cohort of students—those who were in Grade 1 when



the balanced literacy plan was launched in 2009-2010, and who just completed Grade 6—showed more than a 20 percent increase in the number of students reading at level. By the end of Grade 5, fully 90 percent of the cohort of over 1,500 Grade 5 students were reading at or above grade level. To get an idea of how strong these results are, the average percentage of students at level across the country is approximately 78 percent.

SPIRIT OF GIVING

The EMSB once again completed a successful Spirit of Giving Campaign, working with CTV. A total of 44 schools and centers participated in this year's campaign, collecting non-perishable goods, toiletries and toys for nine different charities: Share The Warmth, West Island Assistance Fund, Renaissance Montreal, Multicaf, Parc Extension Share Store, Le Bon Dieu, Dans La Rue, Batshaw Youth and Family Services, La Mosaïque and the N.D.G. Food Depot. In all, the combined efforts of the EMSB, its schools and facilities generated a record 1,100 boxes of non-perishable food, and over 40,000 toys and miscellaneous items. These boxes were then transported by the Canadian Grenadier Guards to Marymount Academy International where their students volunteered to sort and categorize the donations.

PSBGM CULTURAL HERITAGE FOUNDATION

Proceeds from the sale of a collection of paintings have been used to create an endowment fund for the purposes of providing scholarships in perpetuity to EMSB students in the youth and adult sectors. For a period of more than 30 years the Protestant School Board of Greater Montreal (PSBGM) Cultural Heritage Foundation had maintained a collection of paintings. These works of art had been acquired over a period of time through the generous donations of various benefactors, as well as the purchase of some. They generally related to works of art by Canadian artists or subjects of general Canadian interest. In 2013 the greater part of the collection was sold through auctions. Some paintings were donated to the Montreal Museum of Fine Arts, the Canadian War Museum, the Black Watch –Royal Highland Regiment of Canada and the Leonard and Bina Ellen Art Gallery at Concordia University. The latter has already benefitted EMSB students through access benefits. A partnership agreement with the Montreal Museum of Fine Arts allowed all EMSB schools free access to educational activities for a total of 5,000 students/teachers.

RETIRES DINNER

The annual EMSB Retirees' Dinner honoured 84 now former employees who worked as educators, administrators, professionals and support staff, while at the annual Long Service Reception, we honoured 54 employees – ranging from teachers, administrators and support staff -- for their 25 years of service with the Board, which began in 1990.

NEW DIRECTOR GENERAL

Towards the end of the academic year, our Director General Robert Stocker announced that he was stepping down and assumed a new role as a special advisor. We thank him for 16 years of service as Director General, Deputy Director General and Director of Finance and welcomed his successor Ann Marie Matheson aboard.

As I look back on the 2014-2015 academic year, I could not be more proud of our team.

- Angela Mancini

List of Commissioners

ANGELA MANCINI

- Chair

WARD 1

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

MORDECHAI ANTAL

WARD 2

- MONTREAL WEST - N.D.G.

JOSEPH LALLA

WARD 3

- WESTMOUNT - SUD OUEST

JULIEN FELDMAN

WARD 4

- HAMPSTEAD – CÔTE-SAINT-LUC

SYD WISE

- Chair, Executive Committee

WARD 5

- SAINT-LAURENT

JAMES KROMIDA

WARD 6

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

AGOSTINO CANNAVINO

WARD 7

- AHUNTSIC - MONTREAL NORTH

SYLVIA LO BIANCO

- Vice-Chair

WARD 8

- SAINT-LÉONARD

PATRICIA LATTANZIO

WARD 9

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

ROSARIO ORTONA

- Member, Executive Committee

WARD 10

- RIVIÈRE DES PRAIRIES
- POINTE-AUX-TREMBLES

JOE ORTONA

Parent Commissioners

ELEMENTARY SCHOOLS

JASON TRUDEAU

SECONDARY SCHOOLS

MARIO BENTROVATO

ACES

JOANNE CHARRON

NO DESIGNATION

ANDREW ROSS

Senior Administrators AS OF JUNE 30, 2015

ANN MARIE MATHESON

DIRECTOR GENERAL

ROMA MEDWID

DEPUTY DIRECTOR GENERAL,
EDUCATION DIVISION

PAOLA MINIACI

DEPUTY DIRECTOR GENERAL,
EDUCATION DIVISION

ANGELO MARINO

DEPUTY DIRECTOR GENERAL,
ADMINISTRATION

NATHALIE LAUZIÈRE

SECRETARY GENERAL,
DIRECTOR OF ARCHIVES

LUIGI DI FILIPPO

DIRECTOR OF INFORMATION
TECHNOLOGY SERVICES

KACEM AZZOUNI

ASSISTANT DIRECTOR OF
INFORMATION TECHNOLOGY
SERVICES

LIVIA NASSIVERA

DIRECTOR OF FINANCIAL
SERVICES

GEORGE ALEXIOU

ASSISTANT DIRECTOR OF
FINANCIAL SERVICES

SANDRA FURFARO

DIRECTOR OF PEDAGOGICAL
SERVICES

ATHINA GALANOGEORGOS

ASSISTANT DIRECTOR OF
PEDAGOGICAL SERVICES

ANNA VILLATA

ASSISTANT DIRECTOR OF
PEDAGOGICAL SERVICES

CHRISTINE DENOMMÉE

DIRECTOR OF HUMAN
RESOURCES

ANN WATSON

ASSISTANT DIRECTOR OF
HUMAN RESOURCES

MARIE CLAUDE DROUIN

ASSISTANT DIRECTOR OF
HUMAN RESOURCES

LUC HARVEY

ASSISTANT DIRECTOR, SCHOOL
ORGANIZATION

COSMO DELLA ROCCA

DIRECTOR OF ADULT
EDUCATION AND VOCATIONAL
SERVICES

MARIO ARGIROPOULOS

ASSISTANT DIRECTOR OF ADULT
EDUCATION AND VOCATIONAL
SERVICES

DANIEL HOGUE

DIRECTOR OF MATERIAL
RESOURCES

COSTA SPYRIDAKOS

ASSISTANT DIRECTOR
OF MATERIAL RESOURCES

LEW LEWIS

DIRECTOR OF STUDENT
SERVICES

DORA CESTA

ASSISTANT DIRECTOR OF
STUDENT SERVICES

JULIE RENÉ-DE-COTRET

ASSISTANT DIRECTOR OF
STUDENT SERVICES

BENOÎT DUHÈME

DIRECTOR OF LEGAL SERVICES

EMSB Strategic Plan

2009-2015

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



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

What follows is an analysis of what was done in relation to the four strategic orientations during the 2014-2015 academic year.

Strategic Plan/Annual Report

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

OBJECTIVE 1.1

TO IMPROVE THE CERTIFICATION AND QUALIFICATION RATES OF STUDENTS

Objective 1.1 is to improve the certification and qualification rates of students. There are four paths that a student can follow in order to meet the requirements of obtaining a high school leaving diploma. These include: students who graduate from a typical high school (formation générale des jeunes, FGJ) or a high school that offers the Work-Oriented Training program (WOTP). Students who do not complete the “on time” high school leaving requirements in 5 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 2014-15, the following diplomas were considered for the purposes of determining graduation rates: the Secondary School Diploma (SSD), the Diploma of Vocational Studies (DVS), the Attestation of Vocational Specialization (AVS), and the Attestation of Vocational Education (AVE). For the Work Oriented Training Program (WOTP) the Pre-work Training Certificate (PTC) and the Training Certificate for a Semi-skilled Trade (TCST) are considered for certification.

The 2013-2014, seven year graduation and qualification rate (announced in 2014) was 87.8 percent, an increase of 5.5 percent from the previous year. The Pedagogical Services Department continues to implement initiatives to improve the success rates of students on the uniform examinations in both Secondary IV mathematics and history and citizenship sanctioned courses. These improvements have in turn contributed to improving our graduation rate.

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

- implement its plan of supporting all of its schools in the implementation of Professional Learning Communities (PLCs);
- increase the literacy levels of elementary and secondary students via the balanced literacy initiative;
- increase the numeracy levels of elementary students via the balanced numeracy initiative;
- produce item analysis data for elementary end-of cycle 1, 2 & 3 examinations for English language arts, Français langue seconde and Mathematics as well as secondary IV Mathematics, Science & Technology and History & Citizenship Education;
- promote and develop the Work Oriented Training Program



- (WOTP) in schools in order to certify students who in the past were not recognized for certification;
- offer and provide support to schools in the administration of the “Tell Them From Me” (TTFM) survey in order to provide students with a “voice” and consequently provide schools with data on students’ perspectives of their school experiences;
- promote adult education and vocational training as viable educational options for secondary students.

The Work Oriented Training Pathways (WOTP) Mentoring Project celebrated its third year providing practical and relevant professional development to new Pre-work and Semi-skilled Training teachers. EMSB teachers joined anglophone colleagues from around the province to participate in workshops that included guest speakers, professional development opportunities, classroom visits, and free resources.

The EMSB also participated in various projects initiated by the Directors of English Education Network’s Career Education and Transition to Employment Subcommittee. The sub-committee’s current goal is to create promotional material consisting of videos, posters, and stickers, aimed at increasing provincial awareness of WOTP certification and its benefits. EMSB’s input in these initiatives will insure the materials meet the needs of its diverse community.



Meanwhile, the EMSB welcomed two new Pre-work Training Programs. Perspectives I and II High School and the Mackay Satellite at Royal Vale Elementary School are excited to make this new pathway available to eligible students.

Adult Education and Vocational Services

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

During the 2014-2015 academic year, AEVS continued to promote vocational training programs by

participating in the annual EMSB Career Fair, providing tours of the vocational centres for students and organizing the Student for a Day program, where high school students have the opportunity to participate in classes in one of the vocational centres.

**OBJECTIVE 1.2
TO FOSTER AN ENVIRONMENT OF LIFE-LONG LEARNING**

Pedagogical Services

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

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

Some unique partnerships were developed with various community groups. McGill's Community Outreach Project offers in school workshops on health related topics. Alvéole gives workshops and provides training and resources on urban beekeeping. The Teapot Mentorship program introduces students to economics and teaches them leadership skills through hands on activities. These are only a few examples of the many career-life planning resources EMSB students are fortunate to have access too.

Adult Education and Vocational Services

1.2.1.2 Personal Orientation Project and Exploration of Vocational Training Subject Support

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

Pedagogical Services

1.2.1.3 Support for Entrepreneurship Initiatives in Schools

The Quebec Entrepreneurship Contest celebrated its 17th year of contributing and developing Quebec's entrepreneurial culture. This contest helps set up and obtain recognition for new entrepreneurial projects in schools. More than 500 students from across the EMSB participated in entrepreneurial projects.



Dalkeith Elementary School, Perspectives I High School, LINKS High School, and the Mackay Centre (Westmount High School Satellite) all had projects selected as local winners and qualified for the regional and provincial competitions.

The EMSB again made 50 grants available to schools. In order to be eligible schools had to apply for the grant with a description of their entrepreneurial project. These grants were well received as they offered direct support and encouragement to school projects.

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

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

OBJECTIVE 1.3

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

Adult Education and Vocational Services

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

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

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

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

**OBJECTIVE 1.4
TO INCREASE THE LEVEL OF LITERACY OF STUDENTS**

Pedagogical Services

The balanced literacy initiative, launched at the EMSB in September 2009, continued for a sixth year in 2014-15 in a new form. During the last academic year, school resource teachers became the in-school literacy leaders - renamed resource-literacy teachers - a natural fit given the close, ongoing work with students undertaken by resource teachers. The entire network of resource-literacy teachers met on three occasions in order to share expertise and receive training. Additionally, meetings also took place in 12 EMSB schools on six additional days, allowing school teams to visit their colleagues' schools.

The literacy initiative continues to foster collaboration between teachers in the same school as well. Resource-literacy teachers and homeroom teachers continue to work together to improve instruction, assessment, and classroom atmosphere. Evidence of this work is seen through both reading assessment results and through increased use of best practices. These practices include, for example, modeled reading and writing instruction, whole-group and small-group shared practice, small-group guided reading and writing instruction, as well as support for independent student work in literacy stations or centres that allow for differentiation and a high level of engagement.

In order to keep principals up to date on high-leverage practices in literacy instruction, consultants from Pedagogical Services also provided frequent updates and presentations during principals' network meetings.





For the second year in a row, the Canadian Achievement Test (CAT IV) for reading showed that an impressive 90 percent of EMSB Grade 5 students are at or above grade level.

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

In support of the balanced literacy initiative, the EMSB has taken several significant, concrete steps to support schools and teachers:

- Over a three-year period, more than 200 titles of levelled books were purchased in six-packs to support guided reading at all levels of elementary. The books, both in English and French, are tailored for small-group instruction and guided reading;
- The EMSB continued to use the CAT IV in 2014-15 to monitor students' progress in reading in grades 1, 3 and 5. The results of the CAT IV test are being used by the board and schools to inform planning and instruction. This has allowed school teams to better understand student progress and the needs of individual learners. The use of the CAT IV has dovetailed well with the implementation of professional learning communities (PLC's) in schools.
- Benchmark Reading Assessment Kits, purchased for all elementary schools, are widely used in order to gain a comprehensive portrait of individual student's reading behaviours and subsequent needs, as well as to inform differentiated instruction;
- Regular network meetings continued this year, with several of the meetings held in schools. Principals were also invited to attend these meetings and several participated consistently;

1.4.2 Provide appropriate training for teachers

The balanced literacy implementation team continued to utilize every available opportunity in the past

year to offer workshops to teachers in support of the balanced literacy initiative. Professional training occurred in a variety of contexts:

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



OBJECTIVE 2.1

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

Material Resources

In the spirit of improving the Board's buildings, a reorganization of the department was undertaken. As a result, the roles and responsibilities in some areas changed to improve services to the schools. A critical path was prepared to better take note of the actual status of each facility and to optimize resources in order to invest in future projects.

Human Resources

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

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

The CSST team continued to organize ergonomic evaluations for all new employees of the administrative building to adapt their work stations, equipment and tools to best fit the employees' needs, reducing the risk of musculoskeletal injuries which, in turn, lead to employee absenteeism and CSST claims.

The technician published monthly information newsletters, which are distributed across 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. Some topics included: Physical Fitness, Social Media and Mental Health, September Blues and Can certain foods help us cope better with stress?

Furthermore, in trying to promote overall well-being of employees in the Administration Building, the technician organized, during the winter months, a series of "lunch and learn" sessions on various topics of general interest: releasing stress, address of a real space cadet and safe and good use of Google. Also, HR facilitated the access to the services of a recognized massage therapist, for employees who wish to prevail themselves of such benefit, at a reasonable price.

The Human Resources Department promoted intensively the Board's Employee and Family Assistance Program offered by Morneau Shepell FGI. Sessions were provided to all management groups, as well as to unions' executives and representatives.

Morneau Shepell is the largest employee and family assistance program (EFAP) provider in Canada, supporting employees and their families so that they can manage work, health, and life changes. All support services are accessed voluntarily by the individual and are strictly confidential. We have extended our offer of services, which was first limited to face-to-face counselling, to also include First Chat and Telephone Counselling. Additional services were added to reach a larger portion of our employees and meet more effectively their needs.

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

Finally, the Human Resources Department offered to administrators a follow-up session on psychological harassment, following the adoption by Council of the Board's Policy to Prevent and Address Harassment. The intent of this new policy is to maintain and promote a working and learning environment respectful of the dignity and psychological and physical integrity of any person to whom this policy

applies. It also provides a procedure to be followed in investigating, reporting and resolving situations involving complaints lodged in accordance with the Policy to Prevent and Address Harassment.

OBJECTIVE 2.2

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

Division Offices

This was the final years that the youth sector regions were into two divisions under the leadership of the two Deputy Directors General. Council made changes to the organigram for the 2015-2016 academic year and brought back the positions of traditional regional directors. The AEVS is under the auspices of a regional director.



The division offices provided support and guidance to the EMSB school network. The Deputy Directors General were cognizant of all the needs of the schools and worked to see that they were addressed in a timely fashion. In addition, they ensured the harmonious functioning of the schools. Partnerships between the school and parents were strengthened through close collaboration with parents. The Deputy Directors General 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 divisions 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 MEESR. The division offices are supportive of Pedagogical Services in the establishment of the second cohort of Professional Learning Communities in each school to study data that they are collecting to influence teaching practices to improve their school's performance.

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

Schools were involved with many initiatives this year with the assistance of the divisional offices and supporting departments.

Student Services

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

Material Resources

The department made it a point of engaging in dialogue with representatives from schools and centres to improve the communications environment. The awarding of the energy efficiency project by the Board to Énergère is aimed at helping to support initiatives towards minimizing the energy footprint for future generations of learners.

OBJECTIVE 2.3

TO IMPLEMENT THE "HEALTHY SCHOOLS" PROGRAM

Student Services

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



One highlight of this year was the EMSB Health-Talk Forum. The EMSB held this event in the spring, which focused on the issue of tactics that the tobacco industry use to lure young people to try smoking. With the timing coinciding with the revisions of Bill 112 (Quebec's Tobacco Law) and the expiry of the Canada Health and Services Transfer Act, the Health-Talk Forum sought to create an opportunity for students to come together and share their concerns about the tobacco industry tactics and how they are affected. This program involved a partnership with the EMSB, the Direction de santé publique, and the Coalition Québécoise sur le tabac et la santé.

OBJECTIVE 2.4

TO IMPLEMENT A BOARD-WIDE ENVIRONMENTAL ACTION PLAN

Green Plan Committee

For the fourth consecutive year, the EMSB handed out Green awards and grants to different schools, this time worth \$24,870.

The EMSB Green Plan Committee received and reviewed many submissions, which reflected the Green Action Plan of various schools. The aim here is to help schools, centres, and the Administration Building implement and fund future environmental initiatives ensuing from their action plans.

Green awards of \$1,000 were presented to Willingdon Elementary School in NDG for planting Community Food Gardens (Pillar 3); Vincent Massey Collegiate in Rosemount for creating a Community Remembrance Garden (Pillar 2); and James Lyng High School in St. Henri was awarded \$1,000 and an additional \$1,000 in recognition, for developing Rooting our Education, which was the planting of a living educational space as well as the installment of an urban agriculture bin garden (Pillar 1).

Green grants in the Oak Category of \$3,000 were awarded to Parkdale Elementary School in St. Laurent

for the Parkdale Arboretum; Edinburgh Elementary School in Montreal West for the Edinburgh Garden of Eden; James Lyng High School in St. Henri for their Lifecycle Education Initiative; and Willingdon Elementary School in NDG for their plan for the creation of the “Willingdon Food Gardens.”

Green grants in the Maple Category of \$2,000 were awarded to John F. Kennedy High School in St. Michel for their Green Team plan; and Royal West Academy in Montreal West for their plan for Sustainable Energy in the Classroom.

In addition, also in the Maple Category, Michelangelo Elementary School in Rivières-des-Prairies received \$1,200 for their existing garden with their Garden Enhancement and Expansion plan, while Edward Murphy Elementary School in Hochelaga-Maisonneuve was awarded \$1,300 to create a garden in their Schoolyard Greening and Gardening plan.

Green grants in the Willow Category were awarded to Sinclair Laird Elementary School in Park Extension in the amount of \$610 for the creation of the Sinclair Laird Flower Garden; Dalkeith Elementary in Anjou was awarded \$760 for their plans for an Edible School Yard- Garden Project; John Paul I Junior High School in St-Léonard received \$1,000 for their plans for Increasing Eco-Friendly Transportation; and the “Green Art Team” at Vincent Massey Collegiate in Rosemount received \$1,000 for their efforts to educate youth on healthy lifestyle choices.

“The EMSB would like to congratulate all the schools that continue to demonstrate their dedication and creative abilities in an effort to remain environmentally conscious,” stated EMSB Chairman Angela Mancini.



Material Resources

The EMSB Council of Commissioners awarded a contract of \$24.6 million to Énergère for a major renovation and improvement of heating, cooling and air distribution paid from energy efficiency to 17 schools and centres. This project consists, among other measures, of modernizing equipment using aero thermal technology, and adding more control points to enhance the comfort of staff and students. Once the project is complete, the 17 buildings will realize a 50 percent reduction in energy consumption and a 72 percent reduction in Green House Gas emissions. Lighting in halls, stairways and classrooms will be converted from fluorescent to leading technology LED which will save energy, last longer, and simplify maintenance and care while maintaining or enhancing lighting levels. Savings are projected to amount to more than \$1 million per year once all measures are installed.



Division Offices

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

OBJECTIVE 3.1

RECOGNIZE THE CONTRIBUTION AND UTILIZE THE EXPERTISE OF ALL PERSONNEL

Adult Education and Vocational Services

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

Division Offices

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

Information Technology Services (ITS)

ITS completed several large scale infrastructure upgrades, setting the foundation allowing the EMSB to fully and easily integrate 21st century educational technologies. These included a 10 fold expansion network links to each, upgrading the Wi-Fi to allow for a system wide implementation of modern Bring Your Own Device (BYOD) at the school level and a completely revamping of the phone system to create a unified communications environment that aimed at simplifying both internal and external communications.

To further improve support service levels while still addressing the ongoing budget constraints, a new systems management environment was implemented. This allows support personnel to easily update computers throughout our network of facilities from a central location, therefore freeing technicians to focus supporting critical new initiatives within the schools and centres and less on time consuming update activities.

As part of the ongoing activities to go digital, the eDocs system was evolved to the new Enterprise Resource Portal (ePortal). This brought together all of the EMSB's computer resources simplifying, for all stakeholders, access to these resources.



Student Services

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

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

Mental Health Resource Centre (MHRC):

The MHRC is composed of a multidisciplinary team which includes a cross-section of EMSB professionals (e.g. psychologists, guidance counsellors, etc.) whose primary purpose is to address the mental health needs of the EMSB community. Functions have included the ongoing dissemination of information and playing a consultative role within the EMSB community with regard to mental health issues ranging from psychosis, bullying, and non-suicidal self-injury to maintaining one's positive mental health. The MHRC is currently part of a Resiliency Working Group organized by AMI-Quebec, which includes members from various organizations including McGill University, Lester B. Pearson School Board, and other community representatives. The goal is to determine a feasible, effective, and sustainable method within the school curriculum to build resiliency in children and youth. The MHRC has provided mindfulness training for Student Services staff, as well as piloted a student-centered mindfulness program within a few schools. In addition, Mental Health Awareness Week was held during the first week of May to promote mental health awareness within the broader EMSB community highlighted by a talk by psychologist, Dr. Sydney Miller, who focused on the importance of social connections.

Other examples included the Connections Newsletter (comprehensive outline of many successful initiatives taken in collaboration with schools and outside partners regarding health and social services), Spirit Quest (an event modeled around television's Amazing Race but aimed at further developing spiritual awareness on the part of students), Human Sexuality Education and a gardening program with specific schools.

Material Resources

A pilot project was implemented via a computerized work request form with some schools. The results were not deemed satisfactory and a new procedure will be looked at for 2015-16.

OBJECTIVE 3.2

TO FOSTER A CULTURE OF CONTINUAL PROFESSIONAL DEVELOPMENT

Human Resources

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

The Human Resources Director led a half day workshop on the framework of competencies for all managers in the Administration Building.



Short-information sessions on various topics related to management of employees were offered to the school and centre administrators.

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

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

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

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

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

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

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

The Manager responsible for PERCOS offered to her colleagues in the Human Resources and Financial Services Departments a half day session, with a focus on improving practices and efficiencies.



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

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

- Collaboration with the SORT (Support our Rookie Teachers) Committee in its efforts to welcome, accompany and mentor new teachers. To this effect, the SORT Committee held a series of informative workshops for new teachers and their mentors;
- Professional development offered to caretakers;
- To best support the in-school administrators, the HR team responsible for the teachers' dossier organized hands-on support clinics to provide guidance with regards to student enrolment;
- In collaboration with the Montreal Teachers' Association (MTA), an information session was organized for teachers on psychological harassment and roles and responsibilities of all stakeholders;
- In collaboration with the Deputy Director General – Administration, the HR Director led the mentoring program offered to new administrators;
- In collaboration with AMSA (Association of Montreal School Administrators), the Human Resources Department organized two information sessions: one for teachers and professionals aspiring to become administrators and one for newly and early career administrators.

Student Services

Bassin Meetings:

The CSSS/EMSB Bassin meetings targeted administrators and professionals with a view to enhancing their skills/knowledge regarding the MEESR/MSSS structure and the access route to services for the health and well-being of students. These meetings are generally held two to three times per year for

each CSSS; however, in view of the restructuring of the Health and Social Services Network, there were only six such Bassin meetings held during the course of the 2014-2015 school year.

Key Information Data System (KIDS)

Student Services Department professionals were all trained with respect to the use of KIDS which involves the utilization of digital files resulting in quicker access to information, enhanced communication between professionals, strengthened team work, and a significantly improved validation process. Approximately 700 student files have now been uploaded into KIDS with the resultant effect that professionals have expressed a high level of satisfaction regarding the value of this innovative initiative. Microsoft is now entering a partnership agreement with the EMSB as a result of which the reputation of KIDS will now be elevated on a global scale.

Crisis Prevention Intervention (CPI)

EMSB staff were trained on how to prevent destructive behaviour by communicating with individuals respectfully with an ongoing concern for their well-being. 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.

Self/Peer Exploitation

Noni Classen from the Canadian Centre for Child Protection provided a workshop on the topic of Self/Peer Exploitation which was intended for school administrators, professionals, and teachers. The EMSB was the first school board in Quebec to organize a workshop with this organization.

“Beyond the Hurt” Prevention Program

This was a two-day professional development session provided by the Canadian Red Cross, which included spiritual community animators, guidance counsellors, teachers, and child care workers. The two-day training covered the basics of bullying and harassment while providing opportunities for discussion and the sharing of best practices. This training provided a platform to better engage youth by training them to become agents of change within their respective schools.

Other programs included understanding transgender youth, mindfulness training, non-suicidal self-injury, Neufeld professional learning community group of Student Services Department professionals focusing on the Neufeld attachment-based developmental paradigm, staff training regarding Youth Protection, training of resource teachers and child care workers; understanding autism, training with respect to the PSII (Plan de Services Individualisé et Intersectoriel), anti-tobacco program training, understanding first episode psychosis, Bill 25 training and understanding ADHD (Attention Deficit Hyperactivity Disorder).

DEVELOP AND FOSTER ACTIVE COMMUNITY RELATIONS AND PARTNERSHIPS

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 Parkdale Elementary School to introduce a new anti-bullying initiative called KINDERgarten. The announcement was made on the eve of Kindergarten Registration Week and was listed as another reason why parents should choose the EMSB.

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

OBJECTIVE 4.2

4.2.1 Increase sponsorships from outside organizations.

Adult Education and Vocational Services

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

Division Offices

Outside partnerships have been very important in providing services that are necessary within the context of budget cuts for a board that is suffering financially because of the decreasing population and accompanying monetary reductions. In general, the Divisions have fostered partnerships with outside organizations such as the Leonardo da Vinci Centre, School Perseverance in the East and West Ends, the Buro Vision, The Montreal Police Department, CAPS-I (International Partnership), Blue Metropolis, the YMCA (Alternative Suspension Program), the Centre de santé et de services sociaux (CSSS) network, Batshaw Family and Social Services and the partners of Réseau Réussite Montreal.

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

Student Services

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

The SEEDS classes is a system class that was developed to be an early intervention program for “at risk” students presenting severe social, emotional, and behavioural difficulties that are interfering with their learning, social integration, and ability to function in a regular classroom. This program aimed to provide these fragile students with a highly structured and nurturing setting where they could learn specific strategies to self-regulate their emotions, learn effective social skills, and reach their academic potential. The SEEDS classes were created to answer the needs of those students who experienced trauma in their life and needed an intensive nurturing approach. The main target group have been those students in kindergarten and grade 1. Partnerships involved Student Services professionals, CSSS social workers and hospital personnel.

Work Experience Program

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

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

Career Fair

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

Other examples

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

Communications and Marketing

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

Code of Ethics and Professional Conduct

As required by the Education Act, the Council of Commissioners adopted a Code of Ethics and Professional Conduct. The Ethics Commissioner is Maître Michèle St-Onge and Maître Pierre Chagnon as the substitute. In 2014-2015, one complaint was received while an ongoing complaint dating back from 2011 was dismissed. The complete details of By-law Number 3, Code of Ethics and Professional Conduct for Members of the Council of Commissioners, can be found on the EMSB website in the governance section.

Student Ombudsman

In 2014-2015, no complaint regarding a decision upheld or revised by the Council of Commissioners or having reached the level of a final decision by the senior management of the Board was referred to the Student Ombudsman. The school personnel resolved all of the other issues that were reported to the Student Ombudsman or the complainant did not pursue them. There were no reports of bullying reported to the Student Ombudsman.

Date of the complaint	Date of recommendation or Decision	Alleged Breaches	Penalties Imposed
1. June 9, 2008 2. June 25, 2008	July 10, 2013	Sections 5.3 and 5.4 of the Code of Ethics	1. Recommendation: Reprimands 2. Recommendation: No intervention is warranted
January 7, 2013	August 26, 2013	Sections 5.2, 5.3 and 5.4 of the Code of Ethics	Recommendation: Reprimand
February 14, 2012	April 7, 2014	Sections 161, 176.1 and 177.1 of the Education Act, and EMSB policies designated as SG-9 and SG-10	Recommendation: Complaint dismissed
September 23, 2009	June 30, 2014	Sections 5.2, 5.3 and 5.4 of the Code of Ethics	Recommendation: Complaint dismissed
February 6, 2013	June 30, 2014	Sections 5.2, 5.3 and 5.4 of the Code of Ethics	Recommendation: Suspension of (1) month of all its attributions and functions of commissioner with the exception of the right to participate in the public meetings of the Council of Commissioners
October 29, 2013	June 30, 2014	Sections 5.1.2, 5.1.3, 5.1.4 of the Code of Ethics By-Law No. 3 (Resolution #13-04-24-7.1)	Decision: Suspension of (1) week of all the attributions and functions of a commissioner, except the right to participate and vote in the public meetings of the Council of Commissioners
February 10, 2014	June 30, 2014	Sections 5.1.2, 5.1.3, 5.1.4 of the Code of Ethics By-Law No. 3 (Resolution #13-04-24-7.1)	Decision: Call to order

Me Michèle St-Onge
Ethics Commissioner for the English Montreal School Board
November 28, 2014

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

Enrolment

ELEMENTARY SCHOOLS

	PRINCIPAL	ENROLMENT	NO. OF TEACHERS
Bancroft	Ms. Dorothy Ostrowicz	260	18.82
Carlyle	Ms. Anna Maria Borsellino.....	237	18
Cedarcrest	Ms. Nadia Sammarco.....	305	25
Coronation.....	Ms. Joanna Genevezos.....	213	18.82
Dalkeith	Mr. John Wright.....	135	11.80
Dante	Ms. Daniela Lattanzio.....	375.....	23.41
Dunrae Gardens.....	Ms. Darlene Kehyayan.....	388	24.40
East Hill	Ms. Myrienne Lusignan	545	30.36
Edinburgh.....	Ms.Sonia Marotta (interim).....	369	20.20
Edward Murphy	Ms. Franca Cristiano	217	20.55
Elizabeth Ballantyne	Mr. Otis Delaney	221	18.93
FACE	Mr. Frederic Boudreault (V.P.).....	185	12.63
Gardenview	Ms. Evelyne Alfonsi.....	796	44.72
General Vanier	Mr. Joseph Schembri.....	190.....	14.41
Gerald McShane	Ms. Nancy Richer.....	217	15.78
Hampstead	Ms. Hilda Hackyaner (interim)	181.....	20.68
Honoré Mercier.....	Ms. Donna Manos	462.....	28.41
John Caboto Academy.....	Ms. Lucy Buscemi.....	177	11.91
Leonardo Da Vinci Academy	Mr. Michael Talevi	508.....	28.41
Merton	Ms. Raizel Candib.....	274.....	17.83
Michelangelo International.....	Ms. Anna Della Rocca.....	364	22.47
Nesbitt.....	Ms. Elena Zervas.....	363	29.31
Our Lady of Pompei.....	Mr. Steven Rebelo	219	15.78
Parkdale	Ms. Marylene Perron.....	349.....	32
Pierre de Coubertin.....	Ms. Ida Pisano	518	30.34
Pierre Elliott Trudeau.....	Ms. Anna Sanalidro	294	19.45
Roslyn.....	Mr. Nicholas Katalifos.....	577.....	30.80
Royal Vale.....	Ms. Nathalie Lacroix-Maillette.....	435	22.52
Sinclair Laird	Mr. Marco Gagliardi	195	18.27
St. Dorothy	Ms. Sandra Léveillé	161.....	11.80
St. Gabriel.....	Mr. Jim Daskalakis.....	171.....	14.92
St. Monica	Ms. Irimi Margetis	237	13.90
St. Raphael	Ms. Gail Callender	26.....	6.12
Westmount Park	Mr. Robert Di Marco.....	495	35.33
Willingdon	Ms. Susie Douranos.....	453	22.83
	TOTAL	11,112	745.16

HIGH SCHOOLS

	PRINCIPAL	ENROLMENT	NO. OF TEACHERS
FACE	Mr. Frederic Boudreault (V.P.)	145	10.30
James Lyng	Mr. Derreck Cauchi	182	16.75
John F. Kennedy	Mr. Joseph Vitantonio.....	321	23
John Grant.....	Mr. James Fequet	98.....	14.50
John Paul I.....	Ms. Liboria Amato	468	31
LaurenHill Academy	Mr. Claude Dansereau.....	1272	75.20
Laurier Macdonald.....	Mr. Luigi Santamaria	808.....	47.25
Lester B. Pearson.....	Ms. Pelagia Nickoletopoulos.....	1030	61.50
Marymount Academy.....	Ms. Elizabeth Lagodich (interim)	409.....	23.30
M.I.N.D.	Ms. Dorothy Ostrowicz.....	43	5
L.I.N.K.S.....	Mr. James Fequet	64	8.50
Rosemount	Ms. Demetra Droutsas	364	22
Royal Vale	Ms. Nathalie Lacroix-Maillette	285	16.06
Royal West Academy	Mr. Tony Pita	881	46.70
Vincent Massey Collegiate.....	Mr. John Pevec	802	43.35
Westmount.....	Mr. Michael Cristofaro.....	841.....	50.50
TOTAL		TOTAL 8,013	494.91

OUTREACH SCHOOLS

	PRINCIPAL	ENROLMENT	NO. OF TEACHERS
Focus	Ms. Tya Collins ❄️ ♦️	13.....	4
Options I	Mr. John Devlin ❄️ ♦️	20	3
Options II	Mr. Pasquale Pietrantonio ❄️ ♦️	42	6
Outreach	Mr. Konstantinos Dafniotis ❄️ ♦️	34	3
Perspectives I	Ms. Barbara White ❄️ ♦️	36.....	5
Perspectives II	Ms. Lorena D'Allessandro ❄️ ♦️	57.....	6
Program Mile End	Ms. Jessica Hand ❄️ ♦️	42	4
Venture	Ms. Halina Waverchuck ❄️ ♦️	15.....	3
Vezina	Ms. Sharon Wurst ❄️ ♦️	21.....	5
		TOTAL 280	39

❄️ PRINCIPAL: MR. CRAIG OLENIK (INTERIM)

❄️ PRINCIPAL: MRS. PINA BENVENUTO-RIZZI

❄️ PRINCIPAL: MS. GAIL CALLENDER

♦️ HEAD TEACHER

ADULT AND VOCATIONAL EDUCATION CENTERS

	PRINCIPAL	STUDENTS	ETPS
Galileo Ad. Ctr.	Ms. Martina Schiavone.....	1980	509
High School of Mtl. Ad. Ctr.....	Mr. Bernard Fagan.....	3814.....	889
James Lyng Ad. Ctr.	Ms. Angela Spagnolo.....	2289	650
John F. Kennedy B. Ctr.	Mr. Rick David.....	1726	455
Laurier Macdonald Career. Ctr...	Mr. Lino Buttino	533	324
Marymount Ad. Ctr.	Mr. Jacques Monfette	2362	778
Rosemount Tech. Ctr.....	Mr. Harry Michalopoulos	1509	927
Shadd Health & Bus. Centre	Ms. Silvana Crigna	3018.....	1090
St. Laurent Adult Ctr.	Ms. Marysa Barassi	2089.....	685
St. Pius X Career Ctr.....	Ms. Alice Sideropoulos.....	2367	893
	TOTAL	21,687	7,200

SOCIAL AFFAIRS SCHOOLS

	PRINCIPAL	ENROLMENT	NO. OF TEACHERS
Cité des Prairies	Mr. Tim Hogan ❄️ ♦️	12.....	2.00
Elizabeth High School	Ms. Louise Chalouh ❄️ ♦️	18	2.30
Mackay Centre.....	Ms. Patrizia Ciccarelli.....	149.....	27.20
Mtl Children's Hosp.	Mr. Daniel Novak ❄️ ♦️	12.....	2.00
Mountainview Sch. Proj. Ctr. .	Mr. Alain Turgeon ❄️ ♦️	29.....	6.00
Philip E. Layton School.....	Ms. Patrizia Ciccarelli.....	45	16.40
Sir Mortimer B. Davis	Ms. Judith Labow Wugalter ❄️ ♦️	52.....	7.80
Batshaw.....	Ms. Beth Coviensky / Ms. Eva Feil.....	20	2.00
Jeanne Sauve Centre		9.....	0
Shriners' Hospital.....		8.....	1
Marie-Enfants.....		2.....	0
Hôpital Ste-Justine		3.....	0
	TOTAL	374	66.70

❄️ PRINCIPAL: MR. NICK STAMIRIS
 ❄️ PRINCIPAL: MR. ROBERT DI MARCO
 ♦️ HEAD TEACHER



Annual Report

2014-2015

Financial Statements



Commission scolaire English-Montréal
English Montreal School Board

English Montreal School Board
Financial Statements
June 30, 2015

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Raymond Chabot Grant Thornton

Independent Auditor's Report

Raymond Chabot Grant Thornton LLP

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National Bank Tower
600 De La Gauchetière Street West
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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, 2015 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, 2015 and the results of its activities, the changes in its net debt and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Raymond Chabot Grant Thornton LLP¹

Montréal
September 30, 2015

¹ CPA auditor, CA public accountancy permit no. A117472

English Montreal School Board

Statement of Financial Position

June 30, 2015

	2015	2014
	\$	\$
FINANCIAL ASSETS		
Cash	4,688,698	4,061,489
Temporary investments	29,807	
Operating grants receivable (Note 5)	35,277,413	44,620,573
Capital project grants receivable	31,893	31,893
Financing grants receivable	80,340,174	81,086,643
Accounts receivable (Note 6)	12,756,059	6,601,197
Inventory held for sale	133,835	143,350
Investments in corporate bonds, 1.85% to 4.25% (2.00% to 4.25% in 2014), maturing between 2015 and 2032	414,569	359,803
	<u>133,672,448</u>	<u>136,904,948</u>
LIABILITIES		
Accounts payable and accrued liabilities (Note 7)	44,194,349	30,810,222
Deferred contributions related to the acquisition of property and equipment (Note 8)	1,731,962	1,650,024
Deferred revenues	7,733,530	3,493,251
Accrued employee future benefits (Note 9)	17,810,742	18,492,025
Environmental liability	4,967,865	5,109,298
Other liabilities (Note 10)	165,263,481	174,951,813
	<u>241,701,929</u>	<u>234,506,633</u>
NET DEBT	<u>(108,029,481)</u>	<u>(97,601,685)</u>
NON-FINANCIAL ASSETS		
Property and equipment (Note 11)	157,653,471	141,733,132
Inventory – supplies	511,550	696,408
Prepaid expenditures	267,964	279,515
	<u>158,432,985</u>	<u>142,709,055</u>
ACCUMULATED OPERATING SURPLUS	<u>50,403,504</u>	<u>45,107,370</u>

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

English Montreal School Board

Statement of Operations

Year ended June 30, 2015

	<u>2015</u>	<u>2014</u>
	\$	\$
Revenues		
Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR) operating grants	198,855,396	192,974,240
Other grants and contributions	1,243,096	1,310,243
School taxes	58,751,697	58,648,301
Tuition and course-related fees	8,223,345	6,047,464
Sale of goods and services	17,371,297	16,428,725
Other revenues	14,778,725	12,394,849
	<u>299,223,556</u>	<u>287,803,822</u>
Expenditures		
Teaching activities	146,872,654	140,095,634
Educational support activities	63,903,824	61,785,052
Extra-curricular activities	21,622,053	21,478,847
Administrative activities	14,809,313	14,712,430
Property and equipment activities	33,526,450	31,305,626
Other	13,874,411	12,359,972
Expenses related to the variance of the provision for fringe benefits	(681,283)	738,067
	<u>293,927,422</u>	<u>282,475,628</u>
Excess of revenues over expenditures	<u>5,296,134</u>	<u>5,328,194</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, 2015

	<u>2015</u>	<u>2014</u>
	\$	\$
Accumulated operating surplus, beginning of year	45,107,370	39,779,176
Excess of revenues over expenditures	5,296,134	5,328,194
Accumulated operating surplus, end of year	<u>50,403,504</u>	<u>45,107,370</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, 2015

	<u>2015</u>	<u>2014</u>
	\$	\$
Net debt, beginning of year	<u>(97,601,685)</u>	<u>(97,279,054)</u>
Excess of revenues over expenditures	<u>5,296,134</u>	<u>5,328,194</u>
Variations due to property and equipment		
Property and equipment purchases	(25,105,264)	(13,773,555)
Property and equipment acquisitions from a related party		(1,062,390)
Amortization of property and equipment	9,184,925	8,629,443
Proceeds of disposal of property and equipment		643,906
	<u>(15,920,339)</u>	<u>(5,562,596)</u>
Variation due to prepaid expenditures and inventory	<u>196,409</u>	<u>(88,229)</u>
Increase of net debt	<u>(10,427,796)</u>	<u>(322,631)</u>
Net debt, end of year	<u>(108,029,481)</u>	<u>(97,601,685)</u>

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

English Montreal School Board

Statement of Cash Flows

Year ended June 30, 2015

	<u>2015</u>	<u>2014</u>
	\$	\$
OPERATING ACTIVITIES		
Excess of revenues over expenditures	5,296,134	5,328,194
Non-cash items		
Provisions for future payroll benefits	(681,283)	738,067
Prepaid expenditures and inventory – supplies	196,409	(88,229)
Amortization of deferred revenues on property and equipment	81,937	(90,452)
Amortization of property and equipment	9,184,925	8,629,443
Variations due to operating assets and liabilities	5,925,168	(1,687,517)
Cash flows from operating activities	<u>20,003,290</u>	<u>12,829,506</u>
INVESTING ACTIVITIES		
Cash outflow from the acquisition of property and equipment	(19,346,274)	(12,311,033)
Proceeds of disposal of property and equipment		643,906
Cash flows from investing activities	<u>(19,346,274)</u>	<u>(11,667,127)</u>
Net increase in cash and cash equivalents	657,016	1,162,379
Cash and cash equivalents, beginning of year	<u>4,061,489</u>	<u>2,899,110</u>
Cash and cash equivalents, end of year	<u><u>4,718,505</u></u>	<u><u>4,061,489</u></u>

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

English Montreal School Board

Notes to Financial Statements

June 30, 2015

1 - GOVERNING STATUTES

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

2 - SIGNIFICANT ACCOUNTING POLICIES

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

Accounting estimates

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

Cash and cash equivalents

The School Board's policy is to present in cash and cash equivalents bank balances, including bank overdrafts whose balances fluctuate frequently from being positive to overdrawn and temporary investments maturing in the next three months.

Financial assets

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

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

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

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

English Montreal School Board

Notes to Financial Statements

June 30, 2015

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Liabilities

Deferred investment subsidy and contributions 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 multiemployer plans are defined benefit plans with guaranteed retirement and death benefits. The School Board's contributions to these government retirement plans are assumed by the Government of Quebec and are not included in the financial statements.

Other employee future benefits

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

English Montreal School Board

Notes to Financial Statements

June 30, 2015

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Environmental liabilities

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

Furthermore, the Government of Quebec stated that it would assume the costs of decontamination of contaminated lands existing as at March 31, 2008 and inventoried as at March 31, 2011, as well as the variances of these liabilities as at June 30, 2015. Consequently, the School Board is able to recognize an account receivable from the Government of Quebec to offset the costs associated with these environmental liabilities. All liabilities recognized after March 31, 2011 for non-inventoried land at that date are assumed by the School Board and recorded in its results for the related fiscal year.

Non-financial assets

Property and equipment

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

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

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

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

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

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

English Montreal School Board

Notes to Financial Statements

June 30, 2015

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

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

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

Inventories

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

Prepaid expenditures

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

Revenue recognition

Subsidy revenue from the MEESR 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 Deferred revenues section.

The revenues from the school taxes and the subsidies in lieu of taxes are managed by the CGTSIM and recognized according to the share and confirmation received by the CGTSIM.

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

Revenues are recognized when the following criteria are met:

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

English Montreal School Board

Notes to Financial Statements

June 30, 2015

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

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

3 - ACCOUNTING CHANGE

During the year, the School Board applied the recommendations of new Section PS 3260, Liability for Contaminated Sites, of the *CPA Canada Public Sector Accounting Handbook*. This new section establishes standards on how to account and report a liability associated with the remediation of contaminated sites.

This new standard had no significant impact on the School Board's financial statements.

4 - BUDGET FORECAST PRESENTATION

According to the Education Act (R.S.Q., c. 1-13.3), the School Board has prepared budget forecasts for the current year which were duly adopted by the Council of Commissioners.

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

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

	Budget	Actual
	\$	\$
Revenues		
MEESR operating grants	189,999,006	198,855,396
School taxes	58,799,844	58,751,697
Tuition and course-related fees	2,925,300	8,223,345
Sale of goods and services	17,290,500	17,371,297
Other grants and contributions	560,000	1,243,096
Other revenues	11,333,336	14,778,725
	<u>280,907,986</u>	<u>299,223,556</u>
Expenditures		
Teaching activities	140,605,676	146,872,654
Educational support activities	65,589,252	63,903,824
Extra-curricular activities	22,600,923	21,622,053
Administrative activities	14,686,296	14,809,313
Property and equipment activities	30,260,574	33,526,450
Other	11,779,847	13,874,411
Expenses related to the variance of the provision for fringe benefits	619,068	(681,283)
	<u>286,141,636</u>	<u>293,927,422</u>
Excess (deficiency) of revenues over expenditures	<u>(5,233,650)</u>	<u>5,296,134</u>

English Montreal School Board

Notes to Financial Statements

June 30, 2015

5 - OPERATING GRANTS RECEIVABLE

	<u>2015</u>	<u>2014</u>
	\$	\$
MEESR		
Youth, adult education and vocational education	20,894,044	28,933,728
Debt service	35,842	(78,835)
Transportation	(229,055)	(39,440)
Ministère de l'Emploi et de la Solidarité sociale		1,426
Contaminated land	763,064	1,359,936
Other grants	142,978	773,218
Financing of employee future benefits	13,670,540	13,670,540
	<u>35,277,413</u>	<u>44,620,573</u>

6 - ACCOUNTS RECEIVABLE

	<u>2015</u>	<u>2014</u>
	\$	\$
Accounts receivable – CGTSIM	4,912,253	1,482,298
Accounts receivable – other	6,543,865	4,057,162
Sabbatical leave receivable	138,293	73,811
Commodity taxes receivable	1,426,414	987,926
Sub-total	13,020,825	6,601,197
Allowance for doubtful accounts	(264,766)	
	<u>12,756,059</u>	<u>6,601,197</u>

7 - ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	<u>2015</u>	<u>2014</u>
	\$	\$
Accounts payable and accrued liabilities	18,240,530	9,527,034
Salaries and benefits payable	22,626,207	18,445,045
Sabbatical leave payable	1,015,707	1,036,691
Holdbacks on contracts	2,311,905	1,801,452
	<u>44,194,349</u>	<u>30,810,222</u>

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

	<u>2015</u>	<u>2014</u>
	\$	\$
Balance, beginning of year	1,650,024	1,740,477
Amounts recognized as deferred contributions	207,530	31,892
Contributions recognized as revenues for the year	(125,592)	(122,345)
Balance, end of year	<u>1,731,962</u>	<u>1,650,024</u>

English Montreal School Board

Notes to Financial Statements

June 30, 2015

9 - ACCRUED EMPLOYEE FUTURE BENEFITS

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

	<u>2015</u>	<u>2014</u>
	\$	\$
Sick leave	864,409	931,493
Moneyable sick leave – teachers	6,203,638	5,935,604
Vacation	6,145,423	6,268,802
Other social benefits	2,059,419	2,748,772
Employer contributions	2,537,853	2,607,354
	<u>17,810,742</u>	<u>18,492,025</u>

10 - OTHER LIABILITIES

	<u>2015</u>	<u>2014</u>
	\$	\$
CSST's retrospective program provision	571,396	792,510
School Board's share of the debt that is subject to a subsidy commitment held by the CGTSIM	162,825,439	172,647,751
Other liabilities	1,866,646	1,511,552
	<u>165,263,481</u>	<u>174,951,813</u>

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

11 - PROPERTY AND EQUIPMENT

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

English Montreal School Board

Notes to Financial Statements

June 30, 2015

11 - PROPERTY AND EQUIPMENT (Continued)

			2014
	Cost	Accumulated amortization	Net carrying amount
	\$	\$	\$
Land development			
Land	17,834,735		17,834,735
Land development	6,668,461	578,722	6,089,739
Buildings			
Buildings	235,461,851	193,983,175	41,478,676
Major building improvements	70,128,511	7,283,493	62,845,018
Material and equipment	22,738,724	13,888,683	8,850,041
Specialized pedagogical teaching equipment	5,838,652	1,997,689	3,840,963
Computer development	2,022,009	1,228,049	793,960
	<u>360,692,943</u>	<u>218,959,811</u>	<u>141,733,132</u>

The total amount of property and equipment includes \$14,443,692 of property and equipment in progress or development (\$4,362,529 as at June 30, 2014); \$339,638 for land development (\$348,603 as at June 30, 2014) and \$14,104,054 for major improvements and transformation (\$4,013,926 as at June 30, 2014). No amortization is taken on this property and equipment.

As at June 30, 2015, accounts payable and accrued liabilities include \$8,283,902 that relate to acquisition of tangible capital assets (\$2,524,912 as at June 30, 2014).

12 - RISK MANAGEMENT AND FINANCIAL RISKS

Risk management policy

The School Board is exposed to various risks related to its financial instruments. The following provides a measure of risks at the date of the financial position, that is as at June 30, 2015.

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.

Credit risk associated with cash is considered negligible, since it is held in recognized financial institutions with good quality external credit rating.

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

English Montreal School Board

Notes to Financial Statements

June 30, 2015

12 - RISK MANAGEMENT AND FINANCIAL RISKS (Continued)

Interest rate risk

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

13 - COMMITMENTS

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

- An amount of \$32,403,431 for construction, renovations and land improvement agreements to be completed during 2015-2016;
- An amount of \$6,160,945 for long-term lease agreements for the rental of photocopier machines and other contracts maturing at different dates between 2015 and 2020. Minimum lease payments for the next five years are \$3,549,636 in 2016, \$2,195,784 in 2017, \$354,036 in 2018, \$52,700 in 2019 and \$8,789 in 2020;
- An amount of \$13,837,436 for school transportation contracts maturing in 2016-2017. Minimum payments for the next years are \$6,918,718 per year.

14 - CONTINGENCIES

A number of union grievances have been filed. However, the financial impacts will be recognized when the School Board is able to more accurately measure the cost thereof.

15 - RELATED PARTY TRANSACTIONS

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

English Montreal School Board

Supplementary Information

Year ended June 30, 2015

(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>2015</u>	<u>2014</u>
	\$	\$
EXPENDITURES BY NATURE		
Teaching activities		
Salaries and fringe benefits	135,539,153	130,245,180
Other expenditures	11,333,501	9,850,454
	<u>146,872,654</u>	<u>140,095,634</u>
Educational support activities		
Salaries and fringe benefits	52,664,583	52,249,331
Other expenditures	11,239,241	9,535,721
	<u>63,903,824</u>	<u>61,785,052</u>
Extra-curricular activities		
Salaries and fringe benefits	9,239,351	8,865,355
Other expenditures	12,382,702	12,613,492
	<u>21,622,053</u>	<u>21,478,847</u>
Administrative activities		
Salaries and fringe benefits	11,510,087	11,738,284
Other expenditures	3,299,226	2,974,146
	<u>14,809,313</u>	<u>14,712,430</u>
Property and equipment activities		
Salaries and fringe benefits	10,000,558	9,813,757
Amortization of property and equipment	9,184,925	8,629,443
Other expenditures	14,340,967	12,862,426
	<u>33,526,450</u>	<u>31,305,626</u>
Other activities		
Salaries and fringe benefits	629,650	1,600,522
Debt services	146,818	185,176
Environmental liabilities	484,663	(208,632)
Allowance for doubtful accounts	327,833	67,329
Other expenditures	12,285,447	10,715,577
	<u>13,874,411</u>	<u>12,359,972</u>
Provisions for future payroll benefits	<u>(681,283)</u>	<u>738,067</u>
	<u>293,927,422</u>	<u>282,475,628</u>

English Montreal School Board

Supplementary Information

Year ended June 30, 2015

(Unaudited)

	<u>2015</u>	<u>2014</u>
	\$	\$
ACCUMULATED OPERATING SURPLUS		
Accumulated operating surplus, beginning of year	<u>45,107,370</u>	<u>39,779,176</u>
Total revenues	299,223,556	287,803,822
Total expenditures	293,927,422	282,475,628
Excess of revenues over expenditures	<u>5,296,134</u>	<u>5,328,194</u>
Accumulated operating surplus, end of year	<u>50,403,504</u>	<u>45,107,370</u>
Accumulated operating surplus		
Land	17,834,735	17,834,735
School Board	28,378,446	22,296,035
Schools and centres	<u>4,190,323</u>	<u>4,976,600</u>
Accumulated operating surplus, end of year	<u>50,403,504</u>	<u>45,107,370</u>
Excess (deficiency) of revenues over expenditures for the year		
School Board	6,082,411	6,453,682
Schools and centres	<u>(786,277)</u>	<u>(1,125,488)</u>
Excess (deficiency) of revenues over expenditures for the year	<u>5,296,134</u>	<u>5,328,194</u>



Annual Report 2014-2015

Partnerships



Commission scolaire English-Montréal
English Montreal School Board



Commission scolaire English-Montréal
English Montreal School Board

ENGLISH MONTREAL

SCHOOL BOARD (EMSB)

PARTNERSHIP AGREEMENT

ANNUAL REPORT

2014-2015

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

Objectives:

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

Context:

Objective 1 is to increase the number of students under the age of 20 who graduate or obtain certification and qualifications. There are 4 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 5 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 2008, the baseline 7 year graduation and qualification rate for students before the age of 20 was 82.9% compared with 68.5% for public sector school boards and 72.3% for the entire province as a whole (private and public). The baseline graduation rate was set at 82.9%, representing the benchmark for improvement in subsequent years to come. The English Montreal School Board's (EMSB) target graduation and qualification rate for the year 2020, has been established by the Ministère de l'Éducation, de l'Enseignement Supérieur et de la Recherche (MEESR) at 88.0%. The EMSB has set a target graduation rate of 86.0% by June 2015, the end of its first Partnership Agreement (See Figure 1).

In 2015, 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 Semiskilled Trade (TCST) were considered for certification. Only the first diploma obtained by the student is used to calculate the graduation and qualification rate.

In order to obtain a high school leaving diploma, students must be successful in secondary IV & V core courses. Students not successful in these core courses are at risk of not obtaining a high school leaving diploma and therefore at risk of dropping out. Objectives 2 and 3 address the necessity of increasing the success rate of students on the Mathematics secondary IV MEESR uniform examinations competency 2 (CS&T 414) and History and Citizenship Education secondary IV MEESR uniform examinations (History 404).

Initially, for the purpose of the Partnership Agreement, in analyzing our data, we looked at the success rates for compulsory sanctioned courses required for certification in the youth sector. The data indicated, that while our success rates in English language arts, Science & Technology

and French were relatively high (80% and above) this was not the case with Mathematics and History & Citizenship Education. A large proportion of our students had difficulties with both these two courses and they were not successful on end-of year MEESR uniform examinations. In both of these courses, there is room for improvement. Therefore, in order to increase our graduation rate we targeted improvements in secondary IV Mathematics & History & Citizenship.

In order to improve our results in secondary IV Mathematics we reasoned that not only did we have to improve the success rate of our secondary students but we that we had to improve the Mathematical knowledge and skills of our elementary student throughout their schooling. Therefore, our strategy includes improvement in elementary Mathematics, cycles 1, 2 & 3 as a way of ensuring success in the longer term.

Objective 4 is to reduce the number of student leavers under the age of 20, without certification or qualification. A student leaver is defined by MEESR as a secondary I student registered in a school as of September 30th of a given year who after 7 years of schooling has not received certification or qualification and is not registered anywhere in any institution in Quebec the following year. In 2008, the base line year of the partnership agreement, the MEESR reported in the portrait des statistiques ministérielles, October 2009 that the EMSB had 335 students 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.

To determine the forecasted target reduction of leavers for 2015, we started with the desired target graduation rate in 2015 (86%). This was multiplied by the number of students enrolled in secondary I, 7 years prior, which represents the (2008 secondary I cohort). The September 30th 2008 enrollment of secondary I students was 2,057 (EMSB enrollment report September 30, 2008). Therefore, in order to achieve a target of 86.0% graduation rate in 2015, we must graduate $2,057 \times 86.0\% = 1,769$ students from the 2008 secondary I cohort. The difference between 2,057 and 1,769 is 288 student leavers. Therefore we need to reduce our leavers from 335 to 288, a reduction of 47 students by 2015.

It is important to note that this calculation is a rough forecast done for the purpose of establishing a theoretical target reduction of leavers. However, in this number there are factors that are out of the school board's control that could negatively affect whether or not the target is achieved. The leaver rate not only include those students who have truly dropped out of the system in addition to those students who have left the EMSB to return back to their country of origin (international students), those students who have moved out of the province of Quebec, returned to a school in a native community (native students) or who are deceased. The MEESR has set a provincial target of reducing the number of dropouts by 5000 students by 2020. The EMSB's share of this forecasted target is the reduction of approximately 194 students by 2020.

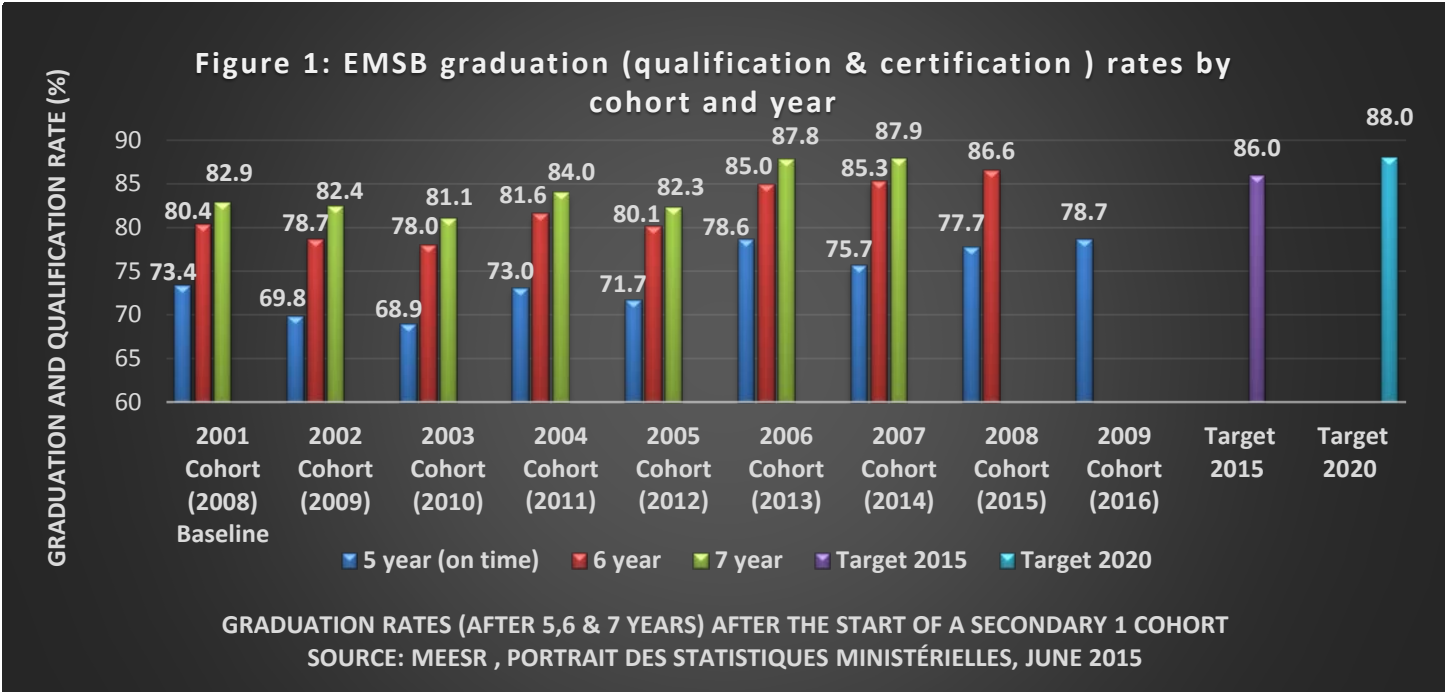


Table 1: Summary of Objectives, Targets and Current Results for Goal 1

Objectives	Current Results			
	Baseline Year	Target 2015	Board 2014	Province 2014
1. To increase the graduation and qualification rate of students under the age of 20	82.9% (2008)	86.0%	87.9%	73.8% [¶]
2. To increase the success rate of students on the Mathematics secondary IV MEESSR uniform examinations competency 2 (414-CS&T)	43.0%* (2009)	60.0%*	41.2%*	45.2%*
Overall subject success rate***	65.6%***	-	50.8%***	54.4%***
3. To increase the success rate of students on the History and Citizenship Education secondary IV MEESSR uniform examinations (History-404)	65.1%** (2008)	75.0%**	62.8%**	63.9%**
Overall subject success rate***	86.7%***	-	65.5%***	67.2%***
4. To reduce the number of student leavers without certification and qualifications	335	288	345 (2012)	11,189 (2012)

* Results are based on MEESSR uniform examinations for secondary IV Mathematics 414 CS&T) –

Source: Charlemagne Data Base, September 2015

** Results are based on MEESSR uniform examination for secondary IV History & Citizenship Education (History 404) –

Source: Charlemagne Data Base, September 2015

*** The overall success rate represents the percentage of students who passed the subject in 2014-2015 for Mathematics 414 And History & Citizenship Education 404 in 2014-2015- Source: Charlemagne Data Base, September 2015

¶ Provincial graduation rates are for public schools only- Source: MEESSR, portraits des statistiques ministérielle June 2015

Tracking our progress:

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

The June 2008 graduation rate of 82.9% has been established as our baseline. In June 2009, 2010, 2011, 2012 and 2013 the 7 year graduation and qualification rate for students before the age of 20 was 82.4% (2009), 81.1% (2010), 84.0% (2011), 82.3% (2012), 87.8% (2013) and 87.9% (2014) respectively. This is compared to a graduation rate of 67.6% (2009), 67.9% (2010), 69.3% (2011), 71.0% (2012), 71.9% (2013), and 73.8% (2014) respectively for public sector school boards and 71.9% (2009), 72.3% (2010), 73.4% (2011) and 75.0% (2012), 75.8% (2013) and 77.7% (2014) respectively for the entire province as a whole (private and public). See to figure 1.

The graduation rate in 2014 was 87.9%. This reflects an increase of 0.1% from the previous year's rate of 87.8%. (See figure 1). There exist some variability in the graduation rate between the years of 2008 and 2012. The exact nature of this variability is difficult to pinpoint, however, a positive linear trend is beginning to emerge leading us to believe that our chosen strategies to increase the graduation rate are beginning to have a positive impact.

The graduation rate target for 2015 has been set at 86.0%. The school board has exceeded its 2015 target by 1.9%. The 2020 target of 88.0% established by MEESR has almost been achieved 5 years prior to the target date. The main challenge for the school board will be to sustain and possibly exceed the MELS target in the coming years.

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:

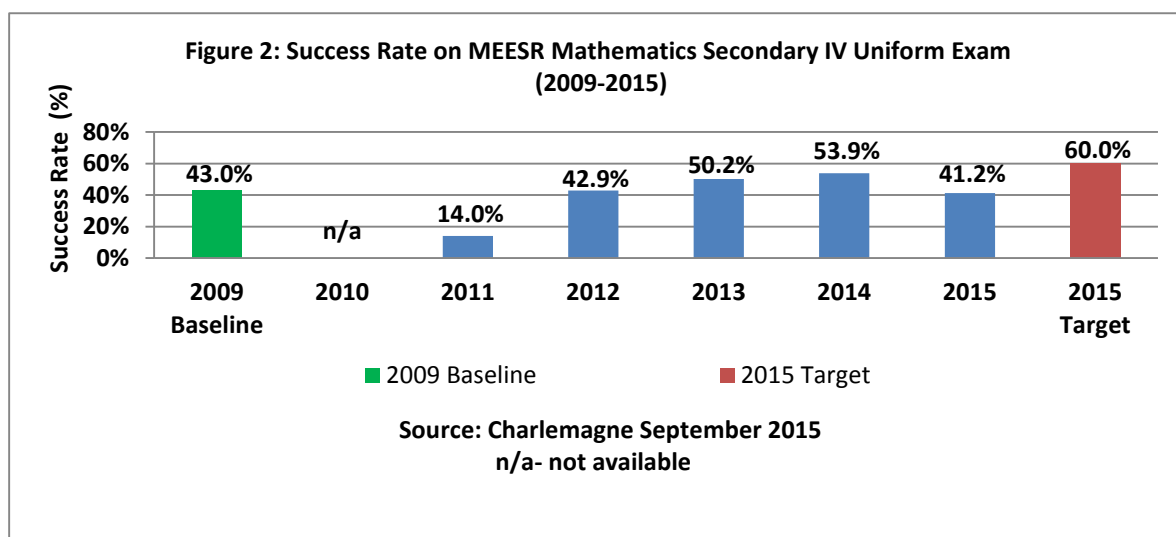
- implement its plan of supporting all of its schools in the implementation of Professional Learning Communities (PLCs) with a focus on building common formative assessments;
- increase the literacy levels of elementary and secondary students via the balanced literacy initiative with a specific focus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

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

Students wrote MEESR uniform exams in June 2014 for both secondary IV sanctioned courses: Mathematics and History & Citizenship Education. In Mathematics, the success rate achieved was 41.2%, slightly below the provincial success rate of significantly higher than the provincial success rate of 45.2%. In tracking our progress from last year, the success rate decreased 12.7% from the previous year's success rate of 53.9%. The June 2015 target success rate was established

at 60.0%. Although the target was not achieved, the school board continues to make significant improvement since 2009, the base line success rate of 43.0% (See figure 2). The June 2015 Mathematics exams was significantly more difficult than previous year's exam as reported by many secondary IV math teachers and the math consultant. This somewhat explains the drop in the result in 2015. The MEESR, has changed the course content in 2015-2016. It is hope that this change will result in teachers having more time to teach difficult content and translate into better results in the future.

The overall trend in improvement is positive with an exception 2015. The challenge will be to further improve in order to achieve the target. The overall global success rate (rate of students passing the course) in mathematics was 50.8% compared to the overall global provincial success rate (rate of students passing the course) of 54.4%. Here again, a decrease of 2.9% is observed in comparison to the previous year's overall global success rate of 57.3%.



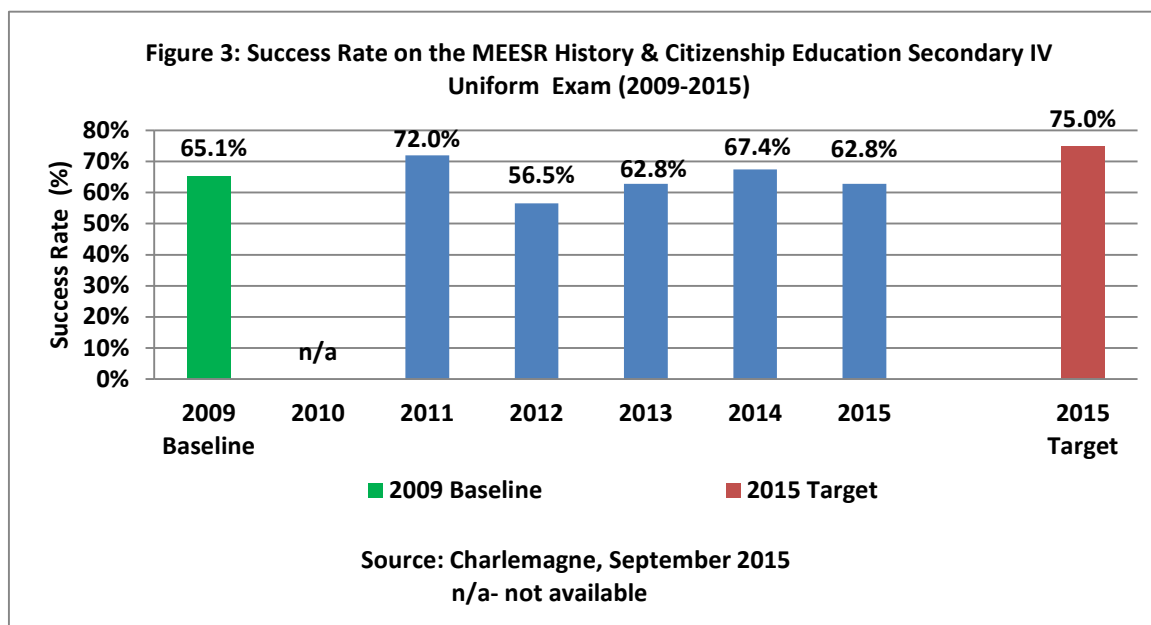
In History and Citizenship Education, the success rate achieved was 62.8%, slightly lower than the provincial success rate of 63.9%. In tracking our progress from last year, the success rate decreased 4.6% from the previous year's success rate of 62.8%. The June 2015 target success rate was established at 75.0%. Although the target was not achieved, the school board has made significant improvement since 2009, the base line year success rate of 65.1% (See figure 3).

It is important to note that the History & Citizenship Education course was first subjected to a sanctioned MEESR uniform exam in June 2012. The June 2015 target of improvement was established based on June 2009 results of the examination which at the time was only a compulsory examination. Therefore, the first result obtained under sanctioned uniform examination for History was 56.5%. If we use this benchmark for comparison, we see that although we have not achieved our target the school board has made significant gains since June 2012 and a positive improvement trend has emerged. The overall global success rate (rate of students passing the course) in History & Citizenship Education was 65.5% compared to the overall global provincial success rate (rate of students passing the course) of 67.2%, slightly below the provincial average. Here again, a decrease of 2.6% is observed in comparison to the previous year's overall global success rate of 64.6%.

The content and format of the History & Citizenship examination, under the reform, remain challenging. The examination included about 50 documents (texts, graphs, tables, pictures, diagrams, etc.) that had to be interpreted in order to successfully answer the questions, so literacy skills are becoming increasingly more important. Also, the examination was divided into three

separate booklets; questions; documents and answer booklet. Given that the documents were not in the same order as the questions, this remains a procedural challenge for many students. Therefore, students should be given the opportunity to practice these examinations, by using available resources and past exams.

The secondary social science consultant will continue to meet with second cycle History teachers, to discuss results and propose strategies, and will continue to provide teachers with pedagogical resources and professional development workshops to improve the success rate.



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

- meet with Mathematics and History teachers in secondary schools where a gap of greater than 15% between the uniform exam mark and the school mark has been identified by the MEESR. The gap that exists generally negatively impacts the overall passing rate of students in sanctioned courses. Meeting with math and history teachers to order address the discrepancy and minimize the negative effects of moderation, is having a positive impact. Those schools who had huge discrepancies on the June 2014 examination marks were met with to discuss and understand the negative effects of moderation and as such these same schools have shown drastic reduction in discrepancies on the June 2015 school examination marks, thus minimizing the negative effects of moderation and increasing the global passing rate of students in these courses. These meeting were appreciated by rookie teachers of Math and History who were not aware of the potential effects of moderation. In examining the gap between the school and exam marks for Mathematics and History it appears that schools that in the past had a large gap have slowly and steadily closed the gap;
- generate detailed disaggregated item analysis data of the June uniform secondary IV Mathematics and History & Citizenship Education as well as elementary end-of-cycle Mathematics exams. Teachers have expressed gratitude in having this data that is enabling them to identify their student’s areas of weaknesses and prioritize areas of improvement. This data has also helped our Math consultants to tailor their professional development workshops specifically addressing areas of weakness in particular schools

and provide teachers with the support in the selection of research-based instructional strategies to improve the teaching of Mathematics and History;

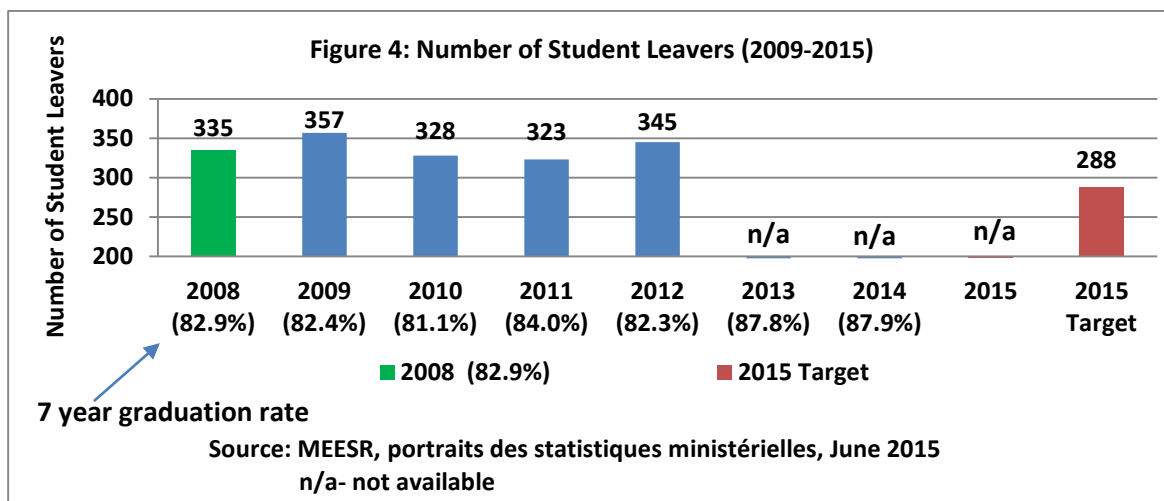
- develop, provide and make compulsory (January) midyear secondary Mathematics and History & Citizenship Education exams that provide and expose students to a model of the upcoming June exam in addition to provide students and teachers with midyear formative assessment data of students' current levels of understanding. Teachers have expressed satisfaction in using the school board prepared common assessment evaluations and feel that these evaluations are great preparation for the June sanctioned exams;
- develop instructional resources (study and pacing guides, bank of evaluation type assessments) in order to better help teachers plan instruction and ensure that classroom assessments are more closely aligned with MEESR June uniform examination of sanctioned courses. Teachers consistently using these school board prepared resources have shown drastic improvements in their students' success rates on the Mathematics and History & Citizenship Education uniform examinations;
- to offer secondary IV Mathematics and History & Citizenship Education intensive courses in summer school in order to ensure that those students who are not successful on the June exam have a second opportunity to write supplemental exams in August and be successful. Data on the success rate of students who attend summer school intensive sessions and who write the supplemental exam in August are more successful than students who just write the supplemental exam without attending summer school intensive sessions.
- encourage more schools to use the May 2016 Mathematics and History & Citizenship practice exam as an assessment tool to identify students needing interventions before the final June 2016 exam.

The strategies employed to increase the success rates of students on the Mathematics and History & Citizenship Education secondary IV uniform MEESR examinations appear to have had an impact as demonstrated by the improvement from the base line in 2009 the beginning of the implementation of the partnership agreement. There is no doubt that results based management has mobilized the secondary IV Math and History teachers to ensure that their students achieve success.

Objectives 4: Reduction of student leavers without certification and qualifications

The baseline 2008 number of student leavers determined by MEESR was 335. The 2015 target number of student leavers was forecasted at 288, a reduction of 47 students. The most up to date data that is available from the MEESR for student leavers for 2012 is 345. It is important to note that student leaver data generated by the MEESR 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 the most up to date year of 2012, we have observed an increase of 10 students (See figure 4). The overall trend that has emerged is that the school board's leaver rate increased in 2009 as our graduation rate decreased, declined in 2011 as the graduation rate increased, in 2012 and increased to a high of 345 student leavers as our graduation rate declined once again. The challenge in the coming years will be to sustain a decline in the leaver

rate. Given the general trend that as our graduation rate increases we can assume that our leaver rate will decrease concomitantly.



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

- to support schools in the administering of the Tell Them From Me Survey (TTFM) so that students are given a voice to inform the school on measures including: sense of belonging, student engagement, school climate and culture, relationships with peers and teachers, bullying and safety at school. The data gleaned from this tool allows schools to initiate interventions that support school perseverance, safety and bullying prevention. Many schools using the survey tool have expressed satisfaction with the data collected that has enabled schools to identify potential areas to improve.
- to support schools in the analysis of secondary school completion reports generated from students’ responses on the TTFM survey to monitor and identify groups of students who are “at risk” of dropping out of school. Longitudinal studies that have followed students through to the school-leaving age have identified a number of demographic and school-related factors related to school completion. Literacy skills, engagement, and pro-social behaviors are among the most important protective factors. Data on these factors will continue to be used to gauge students’ chances of completing secondary school;
- to collaborate with the AEVS department on a number of 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 collaborate with the AEVS department on promoting the “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
et de la Recherche, MEESR)

Objectives:

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

Context:

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

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

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

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

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

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

Objectives	Baseline 2010	Target 2015	Board 2015	Province 2015
FRENCH READING: 1. To improve French reading skills of all <u>Elementary</u> students.	EOC1 82.9% EOC2 83.6 % EOC3 77.6 %	A 90% success rates in <u>reading</u> for all students enrolled in elementary schools.	EOC1 75.9% EOC2 80.2% EOC3 75.4 %	No provincial results are available for elementary schools.
FRENCH WRITING: 2. To improve the French writing skills of all <u>Elementary</u> students.	EOC1 80.9% EOC2 75.7% EOC3 80.6%	EOC1 85.9% EOC2 80.7% EOC3 85.6%	EOC1 *N/A EOC2 89.1 % EOC3 88.9 %	No provincial results are available for elementary schools.
FRENCH READING: 3. To improve French reading skills of all high school students enrolled in the FLS base program by the end of <u>Secondary V.</u>	Sec. V FLS (base) 54.4 %	An 80% success rate in <u>reading</u> for all secondary school students enrolled in the FLS (de base) program by the end of Secondary V.	Sec. V FLS (base) 83.0 %	MELS FLS (de base) Sec. V Reading Result: 84.5 %
FRENCH WRITING: 4. To improve French writing skills of all high school students enrolled in the FLS base program by the end of <u>Secondary V.</u>	Sec. V FLS (base) 83.0 %	To maintain an 83.0% success rate in <u>writing</u> for all high school students enrolled in the FLS de base program by the end of Secondary V.	Sec. V FLS (base) 80.5 %	MELS FLS (de base) Sec. V Writing Result: 87.1 %

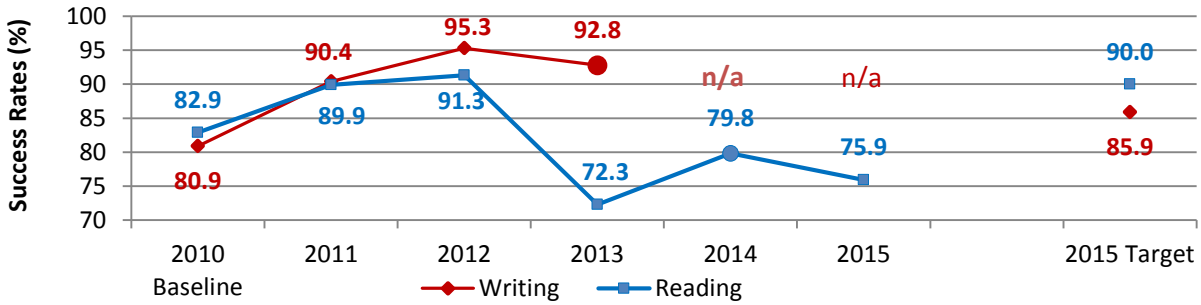
Source: Elementary EOC success rates, EMSB September 2015- Secondary MEESR converted success rates, Charlemagne, September 2015

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

Tracking our progress (Elementary French Reading & Writing):

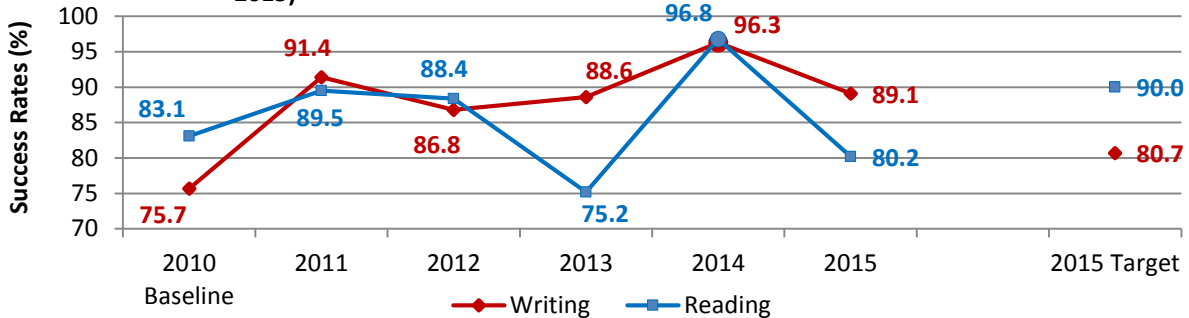
Objective 1 & 2: To improve French reading and writing skills of all elementary students

Figure 1: French Second Language END-OF-CYCLE 1 Exam Success Rate (2010-2015)



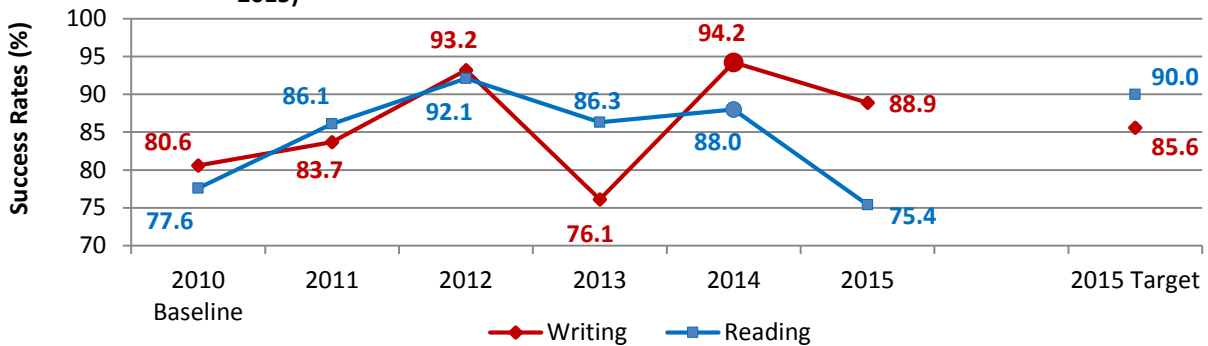
Source: EMSB, September 2015

Figure 2: French Second Language END-OF-CYCLE 2 Exam Success Rate (2010-2015)



Source: EMSB, September 2015

Figure 3: French Second Language END-OF-CYCLE 3 Exam Success Rate (2010-2015)



Source: EMSB, September 2015

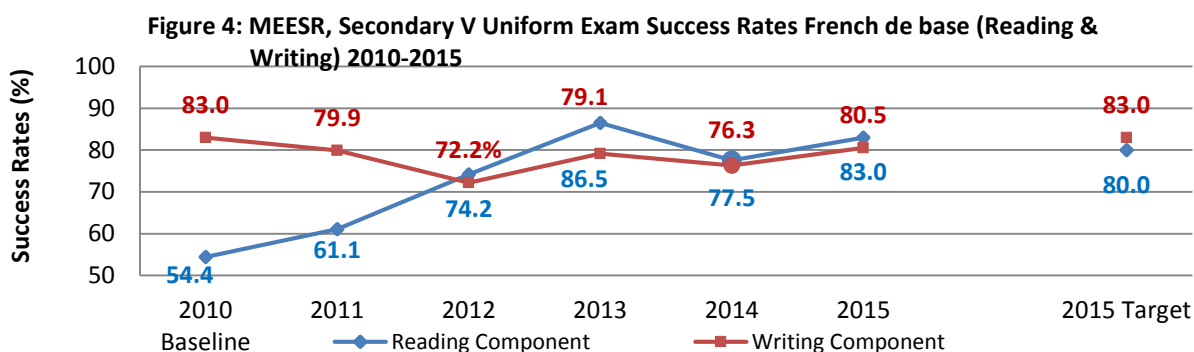
A decrease in the success rate for both reading and writing is observed for *Français langue seconde* (FLS), for all levels (EOC 1, 2 & 3) from the previous school year (See figures 1, 2 & 3). A possible reason for this is that in reading over the past few years, the reading comprehension examinations produced by the MEESR have gradually become more inferential in nature, a skill which require higher level thinking. Given this new reality, more emphasis on developing these higher level thinking skills of all our students will be required to ensure success in French. In writing, the templates provided by the MEESR for students to plan out their writing tasks during the written component of the examination have become less detailed than previous years, thus providing students less guidance and writing prompts. This gradual increase in writing independence require students to be more autonomous, a skill that is important and is in the process of being more fully developed in all students.

Although the EMSB has not met the *Français langue seconde* (FLS) 2015 targets set for elementary End-of-Cycle (EOC1, 2 & 3) we continue to implement strategies aimed at improving the school board’s mastery of *Français langue seconde*. These strategies include:

- the support of PLCs in all Youth Sector Schools aimed at fostering best teaching practices by using student results to identify student learning challenges and set SMART goals and select research-based instructional strategies;
- continue to offer marking centres for elementary end-of-cycles 2 and 3 evaluation situations in order to develop teachers knowledge and expectations of MEESR examination;
- involvement of end of cycle 2 French teachers, through a PDIG (Professional Development and Innovation Grant in the preparation of the 2015-2016 EOC2 examination which will include audio and visual texts;
- professional development to individual and small groups of teachers on the use of GB plus benchmark diagnostic tool to better determine appropriate reading level for appropriate placement and differentiated instruction;
- continue to offer professional development to all French teachers in the balanced literacy approach (BLI) in reading and writing;
- continue to work with new teachers to ensure a better understand the expectations and requirements of the French program through the progressions of learning and the framework of evaluation.

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



Source: Charlemagne, September 2015

In June 2015, the EMSB's student success rate on the MEESR *Français langue seconde* (FLS) Secondary V uniform examinations in reading and writing improved considerably from the previous years (See figure 4). For both reading and writing, we have exceeded our 2015 targets. For the past several years, the Secondary French consultants have been focussing on professional development in the areas of reading strategies. The focus for the current year, will be to continue to offer professional development in reading strategies with an emphasis on writing strategies.

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 learning evaluation situations (LES) with secondary I teachers that are aligned more closely to the MEESR Progressions of Learning (POLs) and the Frameworks of evaluations;
- creation of interactive digital reading resources for secondary I & II students with an emphasis on increasing the motivation of reluctant readers;
- creation of interactive digital dictée writing resources for secondary III, IV & V students with an emphasis on promoting writing of reluctant writers;
- professional development workshops offered to all secondary French teachers on instructional strategies in reading comprehension and writing.

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

Objectives	Baseline 2010	Target 2015	Board 2015	Province 2015
ENGLISH READING: 1. To improve English reading skills of all <u>Elementary</u> students.	EOC1 (Cohort 1) CAT 4: 72.0% EOC2 (June 2013) 66.9% EOC3 EXAM COMP. 73.3 %	90.0% by the end of grade 6 76.9% 78.3%	Cohort 1 (grade 6) CAT IV* : n/a EOC2 85.6% EOC3 EXAM COMP. 75.4%	CAT IV : n/a (Canadian Norm) No provincial results are available for elementary end-of-cycle exams.
ENGLISH WRITING: 2. To improve the English written skills of all <u>Elementary</u> students.	EOC1 NO RESULTS EOC2 (June2013) 87.7% EOC3 EXAM COMP. 85.0 %	92.9% 90.0%	EOC1 NO RESULTS EOC2 92.6% EOC3 EXAM COMP. 88.9%	No provincial results are available for end-of-cycle elementary exams.
ENGLISH READING: 3. To maintain yet always aiming to improve English reading skills of all high school students by the end of <u>Secondary V.</u>	Sec.V MEESR Uniform Exam 90.1 %	90.1 %	Sec. V MEESR Uniform Exam 93.2 %	Sec.V MEESR Uniform Exam 90.5 %
ENGLISH WRITING: 4. To maintain yet always aiming to improve English writing skills of all high school students by the end of <u>Secondary V.</u>	Sec.V MEESR Uniform Exam 91.1 %	91.1 %	Sec.V MEESR Uniform Exam 96.3 %	Sec.V MEESR Uniform Exam 94.8%

Source: - Elementary EOC success rates, EMSB September 2015. Secondary MEESR converted success rates, Charlemagne, September 2015

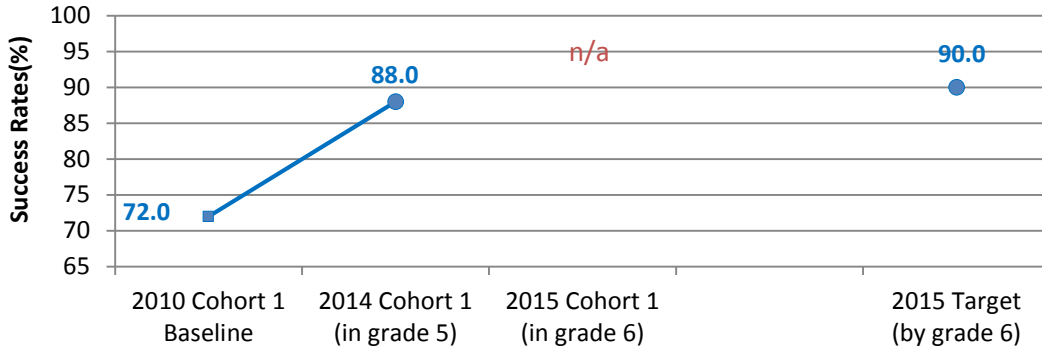
*The EOC 1 CAT IV is no longer being administered in the second year of the cycle (Grade 2) because it is now administered in the first year of the cycle (Grade 1). This early recognition measure allows the EMSB and classroom teachers to detect any possible learning gaps in reading at the beginning of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

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

Tracking our progress (English Reading & Writing):

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

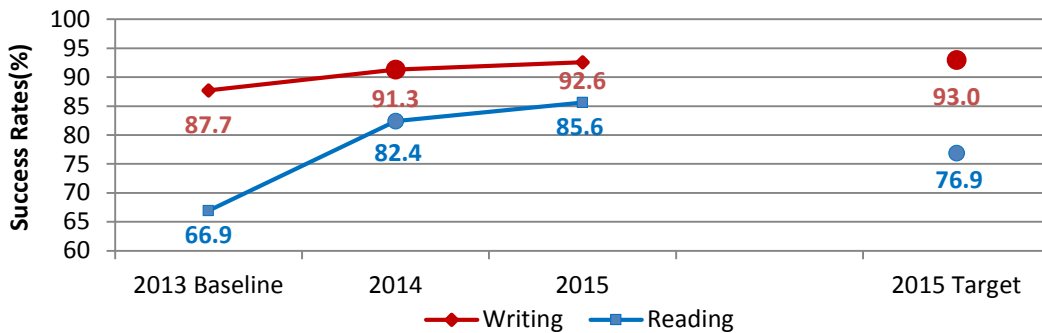
Figure 5: Cohort 1 CAT 4 *Success Rates



* Success rates are based on Cohort 1 students who score a Stanine 4 or above

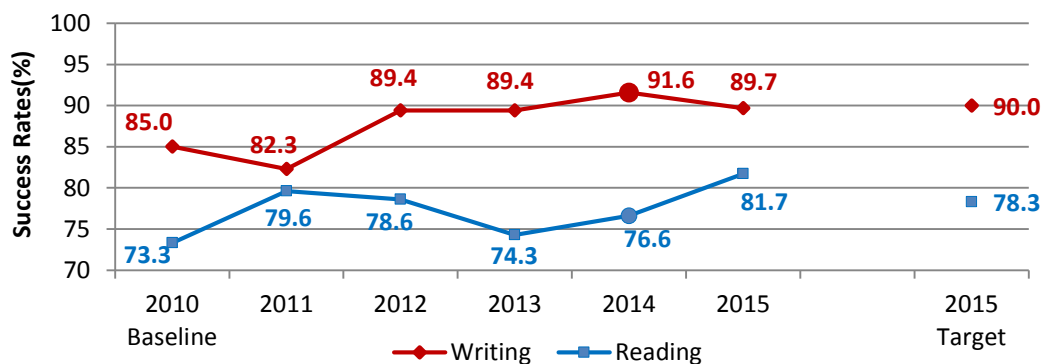
Source: Canadian Assessment Test, Testing Service, June 2014

Figure 6: English Language Arts END-OF-CYCLE 2 Exam Success Rate (2013-2015)



Source: EMSB, September 2015

Figure 7: English Language Arts END-OF-CYCLE 3 Exam Success Rate (2010-2015)



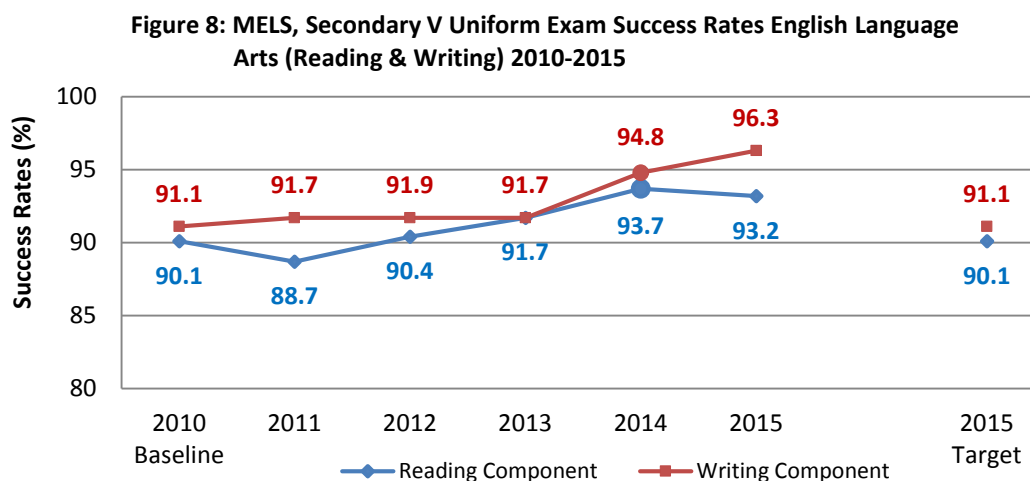
Source: EMSB, September 2015

Although the success rate for reading in English Language Arts in elementary Cycle 2 has slightly decreased from the previous year, possibly due to the reading selection itself, the EMSB target for reading response in 2015 was surpassed. In the area of writing there was an increase from the previous year and the success rate was a fraction below the EMSB target (4/10th of one

percent). (See figure 6). In elementary Cycle 3 reading performance an increase from the previous year is observed and notably surpassed the EMSB target for 2015. In the area of writing there was slight decrease from the previous year and the success rate was just shy of the EMSB target (3/10th of one percent). (See figure 7).

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

In Secondary V English Language Arts, once again in 2015, our students improved their performances in writing, while a slight decrease of 5/10th of one percent was observed in reading. In both reading and writing, the EMSB has surpassed its 2015 targets considerably. (See figure 8).



Source: Charlemagne, September 2015

Although the EMSB has not met the *English Language Arts* (ELA) 2015 targets set for elementary EOC 2 writing, a significant increase from the June 2014 results is observed in ELA reading and writing at both the elementary and secondary school levels. In order to continue improving in those areas where the targets were not met, strategies aimed at improving the school board’s mastery of English Language Arts (reading and writing) - Elementary & Secondary will continue to be a priority. Based on the increases in the June 2015 success rates, the school board will continue to support in following initiatives:

- the support of PLCs in all Youth Sector Schools aimed at fostering best teaching practices by using student results to identify student learning challenges, set SMART goals and select research-based instructional strategies to address needs;
- marking centers for elementary end-of-cycles 2 and 3 ministry exams and Secondary V ELA MEESR uniform examinations, as an important and valuable opportunity for professional development and sharing of best practices;
- a balanced literacy approach in all schools encouraging a model of gradual release of responsibility for reading and writing. Including the use of leveled books for guided practice and the integration of literacy centers at the elementary levels and a pilot Advance-5 literacy initiative in Secondary I an IV secondary and Outreach schools;

- workshops aimed at closing the moderation gap by aligning pedagogical practices with the QEP end-of cycle evaluation criteria and by using those ministry exams as a basis for in-class expectations.

Goal 3: Improve student retention and success of certain target groups, particularly students with handicaps, social maladjustment or learning disabilities (Ministère de l'Éducation, de l'Enseignement Supérieur et de la Recherche, MEESR)

Objectives:

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

Context:

Our data shows that, between September 2013 and September 2014, our overall student population continues to decrease: the population of high school students decreased by more than 300 students. We observed that the proportion of students with Special Needs increased slightly from 18.0% in 2010 to 19.2% in 2014. 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, 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, moderate to severe intellectual, mild motor or organic impairment, language disorder, visual impairments, hearing impairments, 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 and Sept. 30, 2014

Category of students	September 30, 2010		September 30, 2011		September 30, 2012		September 30, 2013		September 30, 2014	
Total EMSB High School enrollment	9857		9448		9104		8726		8369	
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 %
Students with Handicap Codes only in all HS	314	3.2%	344	3.6%	376	4.1%	394	4.5%	419	5.0%
Students with LD & BD codes only in all HS	1459	14.8 %	1368	14.5%	1374	15.1%	1303	14.9%	1189	14.2 %

Source: JADE & GPI, September 2015

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

Category of Students	June 30, 2011		June 30, 2012		June 30, 2013		June 30, 2014		June 30, 2015	
Total Enrollment in Sec. V	2141		1954		1956		1807		1764	
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%

Source: JADE & GPI, September 2015

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

Category of Students	June 30, 2011		June 30, 2012		June 30, 2013		June 30, 2014		June 30, 2015	
Students with Handicap Codes	31		35		39		32		30	
Students with Handicap Codes who Graduated with SSD	14	45.2%	15	42.2%	24	61.5%	17	53.1%	16	53.3%
Students with LD & BD Codes	238		241		238		228		220	
Students with LD & BD Codes who Graduated with SSD	137	57.6%	153	63.5%	151	63.4%	97	42.5%	134	61.0%
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%

Source: JADE & GPI, September 2015

Table 2 indicates the number of EMSB Secondary V students on the Secondary School Diploma track. Although data indicates a decrease in total Sec V enrollment from 2013 to 2015 (1956 to 1764), there was no change in the percentage of students with special needs in Sec.V (14.2%).

Table 3 indicates the total of students with Special Needs who graduated with a Secondary School Diploma. Since our baseline year of 2011, there has been a 3.9% increase in graduation rate for students with special needs (56.1% to 60.0 %).

An increase of 3.4% in graduation rate for Students with LD & BD codes was noted. The greatest increase in graduation rate was observed in the handicapped population with an increase of 8.1% (from 45.2% in 2011 to 53.3% in 2015). The target goal of 5% increase was surpassed for this group.

Upon further analysis, of the 40.0% of students who did not graduate in June 2015, 71.1% are either currently enrolled in Adult Education or repeating secondary 5. 28.9% of the students who did not graduate have either left the education system or have registered in another school board. Data was extracted from Key Information Data System (KIDS) on November 9th, 2015.

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

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

Source: JADE & GPI, September 2015

*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%.

The Pre-Work Training program is offered at our 2 special needs high schools. It is important to note that 50% of students at John Grant and 75% of students at LINKS have a handicap code and a significant number of these students require extra time in order to complete their certification requirements. Therefore, of those students in year 3 who did not receive certification, we can expect that, with an additional year, they will complete the requirements of the program. This explains some of the variation in the percentage of students receiving Pre-Work Training certification. It also contributes to the variation in percentages of students getting Pre-Work Training certification (12 students enrolled in Year 3 at John Grant and 5 at LINKS).

The Semi-Skills Program is offered at James Lyng, Mountainview, Programme Mile End and John F. Kennedy. A total of 21 students were registered in this program. Once again, the small numbers of students registered in this program results in high variation in percentages.

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 2015, 60% of students with special needs enrolled in Secondary 5 obtained their Secondary School Diploma. Of the 40.0% who did not graduate, 71.1% are either currently enrolled in Adult Education or repeating secondary 5. It is expected that this will positively impact the overall number of students who will graduate with a Secondary School Diploma.

Strategies aimed at improving the graduation rate of students with special needs will continue to be a priority. As such, the school board will promote the following initiatives:

Within the Resource Literacy Teachers Network (RLTN), Student Services and Educational and Technology Services will continue to actively collaborate with schools to promote the best practices to reach all learners in the classroom.

Over the past year, the consultant responsible for the Transition Ecole Vie Active (TEVA) dossier has worked closely with school teams including administration, teachers, parents, students, and outside agencies. This work has focused on guiding students and their families in order to ensure successful transition to post-secondary education. The teams have 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.

For the past two years, LaurenHill Academy has run a Cycle 1 Allongé program. The goal of this one year program is to provide students with intensive support in order to help them successfully transition from elementary school to high school. From its onset, more than 50% of students registered in this program have moved on to regular Cycle 1. This targeted intervention is expected to increase the number of students with special needs who will graduate with a secondary school diploma. Based on the success of this initiative, we plan to open similar programs in other high schools.

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

The WOTP (Pre-Work and Semi-Skills Programs) has proven to consistently and positively contribute to EMSB's success rate. The percentage of students in the Pre-Work and Semi-Skills Programs who obtain certification has steadily increased from 0.1% in 2010 to 0.9% in 2014 (Source: MEESR, DSID, système Charlemagne, diplomation et qualification par commission scolaire, édition 2015). Given the fact that this program is relatively new, it has taken time for administration, guidance counsellors and teachers to gain a good understanding of the program and to determine appropriate candidates. Over the past five years, the value of the WOTP has come to be recognized as a credible option for student success. As a result, we foresee more students benefitting from the WOTP and, therefore, it will be offered in more schools.

In the interest of promoting the professional development of teachers involved in the WOTP program, this year they participated in the WOTP mentoring network offered through MEESR. The goal is for teachers to have the opportunity to develop an extended support network and to share their best practices. The Educational and Technology Services will offer professional development to the teachers.

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 June 2013, 25 students out of 29 (86.2%) obtained certification. This represents the first cohort that graduated from the Pre-Work Training Program, and therefore is our baseline. In June 2015, 11 students out of 17 (64.7%) obtained certification. Given the make-up of the students who are registered in our Pre-Work Training program, we have recognized that they require more time and specialized instruction in order for them to succeed. We are currently exploring different options in order to better accommodate our students' special needs.

We are currently planning to open additional Pre-Work Training Programs at our regular high schools. This would encourage more students who are at risk of not meeting diploma requirements to continue their studies and receive certification. Eventually, we would like to expand this program to more high schools.

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 June 2015, 18 students out of 21 obtained certification for Semi-skilled Trades (85.7%). The 2011 baseline was 45.8% and the target was 55.8% for 2015. Success rates in certification exceeded our target and may be related to better guidance from school teams regarding placement in the Semi-skilled Trades Program. Once again, the small numbers of students registered in this program (a total number of 21 students registered in 2014-2015) results in high variation in percentages. 18 of the 21 students, or 85.7% received certification; if only 16 of the 21 students had received certification, the percentage would have dropped to 76.2%, a drop of almost 10%.

We would like to explore the possibility of offering the Semi-Skills Training Program at more high schools. This would encourage more students who are at risk of not meeting diploma requirements to continue their studies and receive certification.

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

Objectives:

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

Context:

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

Research tells us that communities need to increase protective factors for youth in order to prevent bullying and counteract its negative impact. For schools, this means creating and sustaining inclusive and supportive learning environments with policies and practices that promote early intervention practices, effective response measures and evidence-based prevention and intervention strategies.

In the year 2014-2015, the EMSB continued to promote services, approaches & practices aimed at reducing the occurrence of bullying and the impact of violence-related trauma on youth. As part of a board-wide strategy to adopt a whole-school approach to violence prevention and in line with the requirements of Bill 56 (Quebec's anti-bullying legislation), EMSB schools and centers assessed their school climate by conducting the Tell Them From Me Survey (TTFM) and subsequently updated their safe school action plans.

In total, 27 elementary schools surveyed 4050 students and 22 secondary schools surveyed 5 518 students. The following pages briefly discuss the TTFM survey results with respect to two specific indicators: 1) victimization from moderate to severe bullying, and 2) student sentiment of safety.

Tracking Our Progress

Elementary School Students Victimized by Bullying:

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

The TTFM data indicate that 26% of EMSB elementary school student respondents were victimized by moderate to severe bullying during the year 2014-2015. The comparative norm is also 26%. The comparative norm is drawn from a database of hundreds of thousands of students that match the socio-economic profile of EMSB students. The EMSB's 26% rate indicates a

slight decrease from the 27% rate recorded the previous year. The rate varies from 13% to 52 % across EMSB elementary schools.

Overall, there was a marked difference between the demographic groups of gender with 22% of girls and 30% of boys indicating that they were victims of moderate to severe bullying. The comparative norm is 27% for girls and 28% for boys.

The data suggest that bullying was most widespread amongst grade 4 boys who reported the highest rate of victimization amongst their peers at 36%. The comparative norm for this group is 30%. Consistent with national findings, EMSB elementary school students indicated that verbal and social bullying were the most prevalent forms of bullying and suggested that these forms of bullying occurred most frequently outside on school property during recess and lunch time.

Secondary School Students Victimized by Bullying:

At the secondary level, the survey is administered to grades 7 - 11 students. The TTFM data indicate that 17% of EMSB secondary school student respondents were victimized by moderate to severe bullying which is below the comparative norm of 22%. The rate varies from 7% to 33% across EMSB secondary schools. Over the last few years, this measure has remained close to its baseline with no significant movement towards the established target of 10% (Table 1).

Overall, there was a slight difference between the demographic groups of gender with 16% of girls and 18% of boys indicating that they were victims of moderate to severe bullying. The comparative norm is 21% for girls and 26% for boys.

When we disaggregate the overall results, we recognize that the highest levels of victimization were reported by the demographic group of students who had repeated two or more years of schooling.

The data suggest that verbal and social forms of bullying were most prevalent followed by cyber-bullying and physical bullying. Cyber-bullying was more prevalent among secondary school students than elementary school students. This is understandable as youth generally have more access to social media technology as they get older. Students reported that bullying occurred most frequently outside on school property and in hallways after-school and during break periods.

Elementary School Students' Sentiment of Safety at School:

The Tell Them From Me (TTFM) survey asks students whether they feel safe at school, and safe going to and from school. The survey is administered to grades 4, 5 and 6 elementary students

The data indicate that in the year 2014-2015, 87% of student respondents felt safe attending school. The comparative norm is 86%. The rate varies from 60% to 98% across EMSB elementary schools. The overall rate of 87% signifies an increase from the 85% rate recorded in the year 2013-2014. It also reflects an improvement from the baseline and it exceeds the established target of 86% (Table 1).

The data indicate slight variation between the demographic groups of gender with a rate of 86% for boys and 89% for girls. The replica norm is 85% for boys and 88% for girls. The data do not reflect significant variation between grade levels.

Secondary School Students' Sentiment of Safety at School:

The TTFM data indicate that in the year 2014-2015, 83% of secondary school students felt safe in their school environment; the comparative norm is 85%. The rate for this measure varies from 67% to 95% across EMSB secondary schools. The rate of 83% represents an improvement from the previous year but falls 3% short of the established target (Table 1).

The data reflect no variation between the demographic groups of gender. The rates across the grades vary from 79% to 85%.

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

Objectives	School Sector	Baselines	Results	Results	Targets
		2010-11	2013-14	2014-15	
To achieve a 5% reduction in the rate of victimization resulting from (moderate to severe) bullying.	Elementary	26%	27%	26%	21%
	Secondary	15%	17%	17%	10%
To achieve a 5% increase in the rate of students who feel safe attending school.	Elementary	81%	85%	87%	86%
	Secondary	81%	81%	83%	86%

Source: Tell Them from Me Student Survey, 2014-15

Next Steps:

In the year 2014-2015, the EMSB Student Services Department continued to support its schools by offering: relevant resources and information on best practices; guidance on the development and implementation of their individual safe school action plans; consultations on the prevention and handling of bullying incidents and opportunities for professional development.

Highlights for 2014-2015 included the launch of the *KINDERgarten* campaign and training workshops on self-peer exploitation, led by Noni Classen, Educational Director of the Canadian Centre for Child Protection (CCCP).

The *KINDERgarten* campaign received significant media attention as a promising initiative for the promotion of social - emotional learning in the early years. The initiative was awarded funds from the Professional Development and Innovation Grants (PDIG) to support the participation of kindergarten teachers from seven elementary schools.

Numerous EMSB administrators and professionals, as well as invited guests from the Service de Police de la Ville de Montreal (SPVM), public health and the larger community, attended the CCCP training workshop held on January 30th, 2015. Television and print media spoke of the event as particularly relevant with the emergence of the Conservative government's anti- cyberbullying legislation Bill C-13.

In the coming year, the EMSB Student Services Department will focus on issues such as the improvement of supervision and organization of the school yard, the prevention of peer self-exploitation and the handling of incidents that may require a police response. The need for potentially greater support for students who have repeated a grade or more will also be explored.

Members of the EMSB Student Services Department play a key role in investigating and resolving any claim of bullying and/or violence in the schools. The Director and Assistant Director of Student Services, the Violence Prevention Consultant and the Project Harbor Team routinely work with administrators, guidance counselors and other professional staff in ensuring that all appropriate steps are taken when an incident occurs.

Grievances presented at the School Board level for the school year 2014-2015 were handled successfully under the direct supervision of the Deputy Directors General. 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, de l'Enseignement Supérieur et de la Recherche, MEESR)

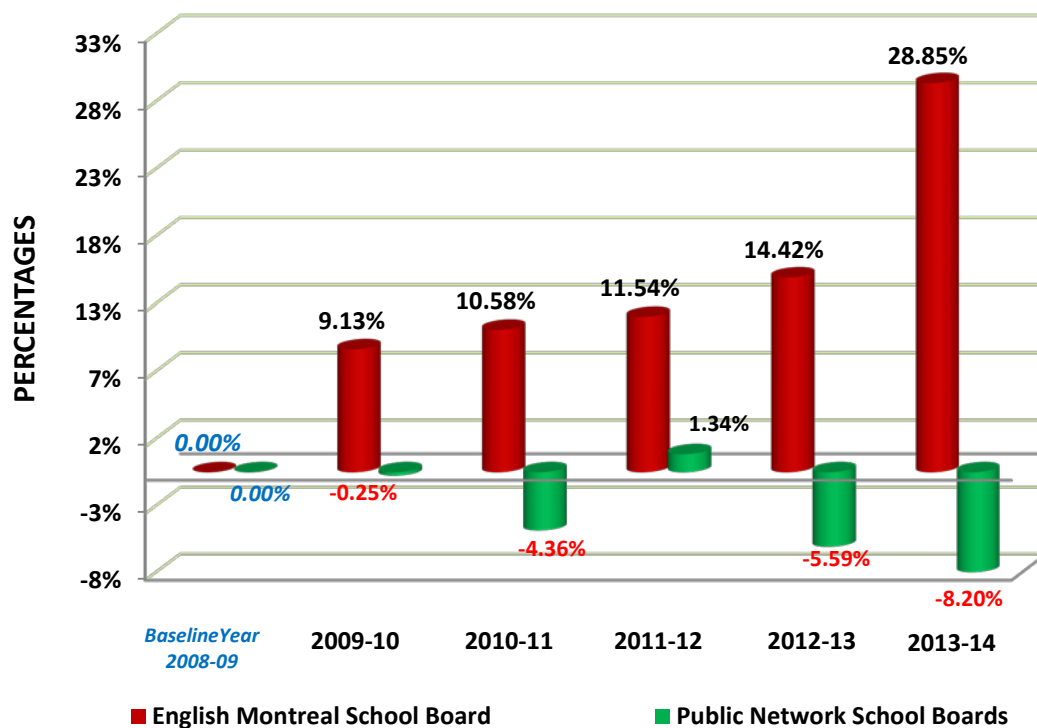
Objective:

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



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

The new data received from MELS 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 Ministère de l'Éducation, de l'Enseignement Supérieur et de la Recherche (MEESR), 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 2015.

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

Objective	Current Results			
	Baseline Year 2008	Target Year 2015	Board 2015	Province 2015
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	★518	*N/A

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

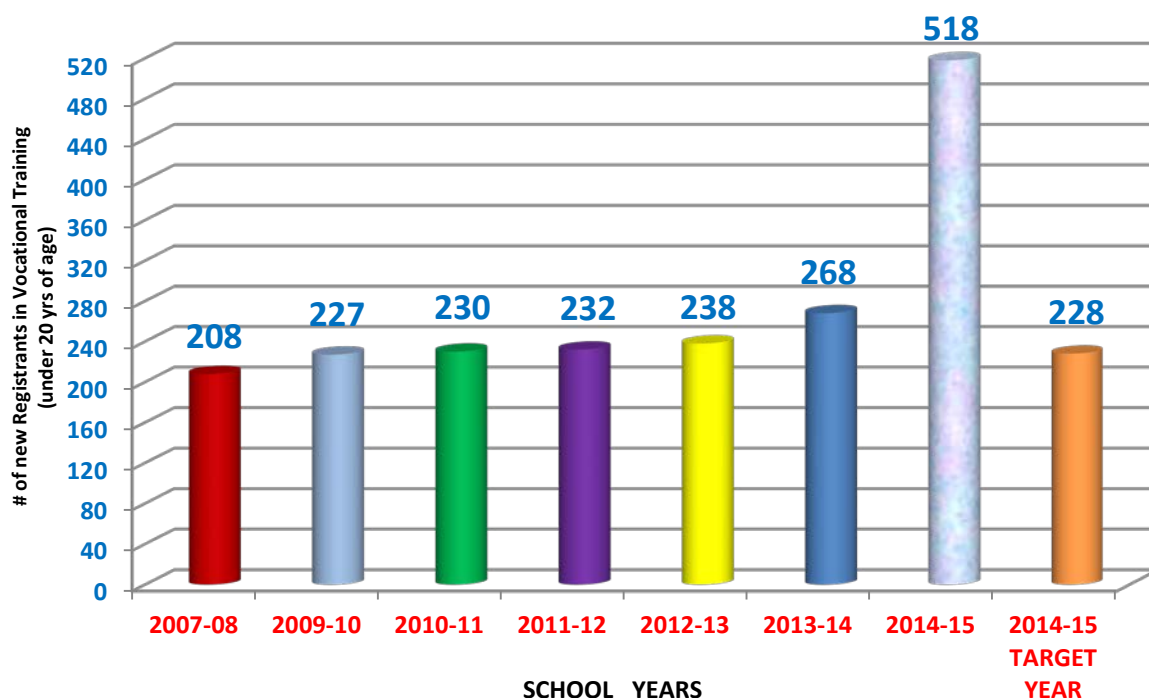
Tracking our progress:

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

After careful analysis of the data that was received from MEESR indicates that the EMSB has surpassed the initial target set at 228 students for the school year of 2014- 2015. Furthermore, data that was extracted by the Information Technology (IT) 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 518 students in 2014-2015.

The number of new registrants under 20 years of age from the base year (2007-2008) of 208 increased to 518 for the school year of 2014-2015. The following increase of 310 students from the base year of 2008 to the school year of 2014-2015 translates into a 149.1% increase.

Figure 2: Number of New Registrants in Vocational Training for 2007-2015



In 2014-2015, the strategic path taken by the AEVS department was to sensitize the EMSB stakeholders within our youth sector and provide them with activities that promote Vocational Training as a viable educational pathway. The primary objective of this strategy was to target the youth sector students that were enrolled in Secondary IV & V high schools. In addition, the Guidance Counselors, Youth Sector Administrators and teachers were all prominent participants in making the following activities a success. Focusing primarily on this target audience we were able to enlighten all potential students and stakeholders about the infinite possibilities available to them in Vocational Training.

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

- **Career Fair 2014-2015:**

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

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

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

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

- **Transitions:**

During the 2014-2015 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 several 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 rather than having guest speakers come to their schools. For programs such as professional cooking and printing, the students are able to benefit by seeing the environment in which these programs thrive.

The data collected through LUMIX illustrates that 43.8% of the students registered in EMSB Vocational Training programs under the age of 20 years old for the school year 2014-2015 are from our own EMSB network of schools and would have participated in the activities mentioned above during or in past years.

In 2015-2016, 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.