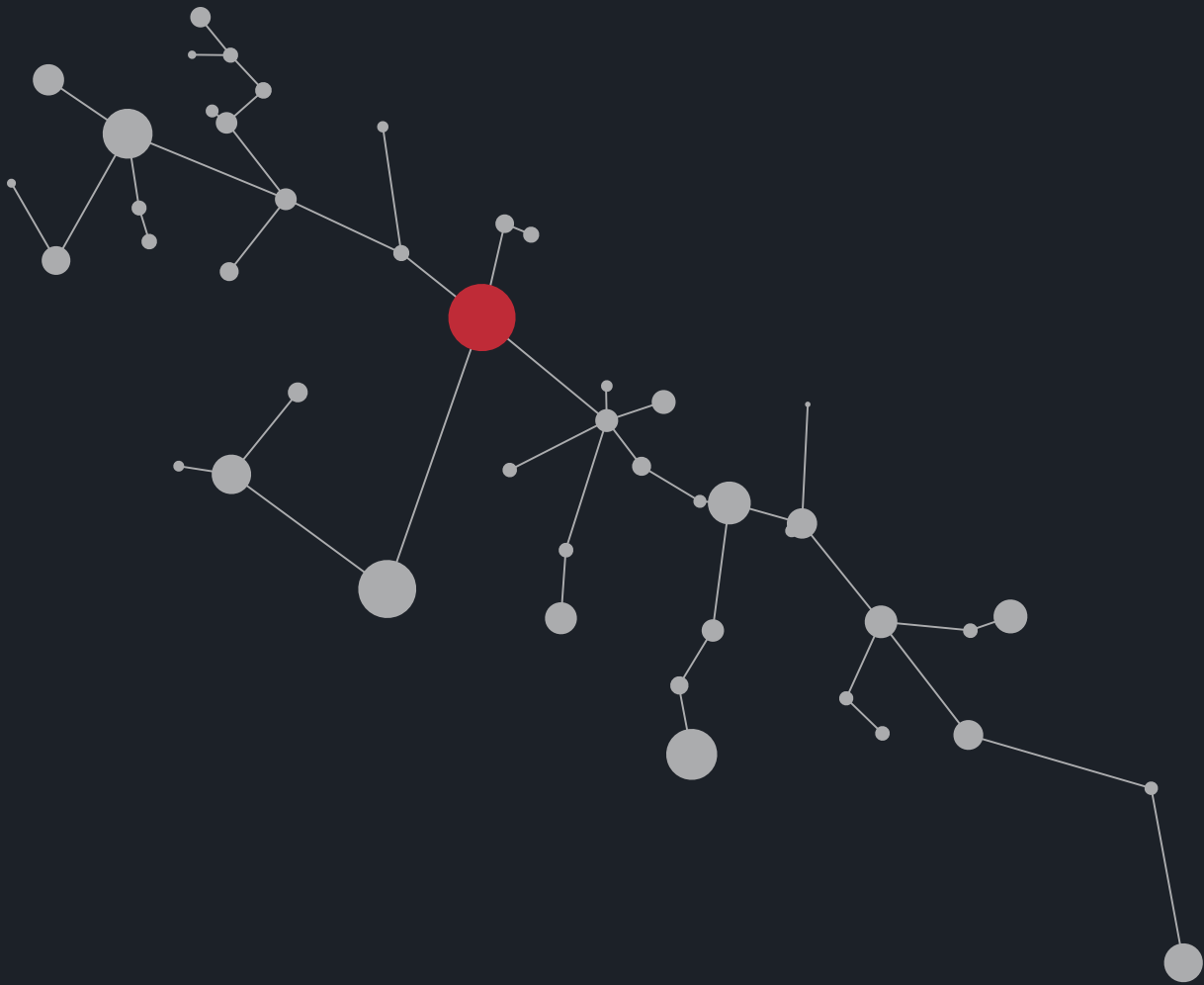



Annual Report

2019-2020



Commission scolaire English-Montréal
English Montreal School Board



The 2019–2020 Annual Report
is a publication of the
Communications and Marketing Division of the
English Montreal School Board

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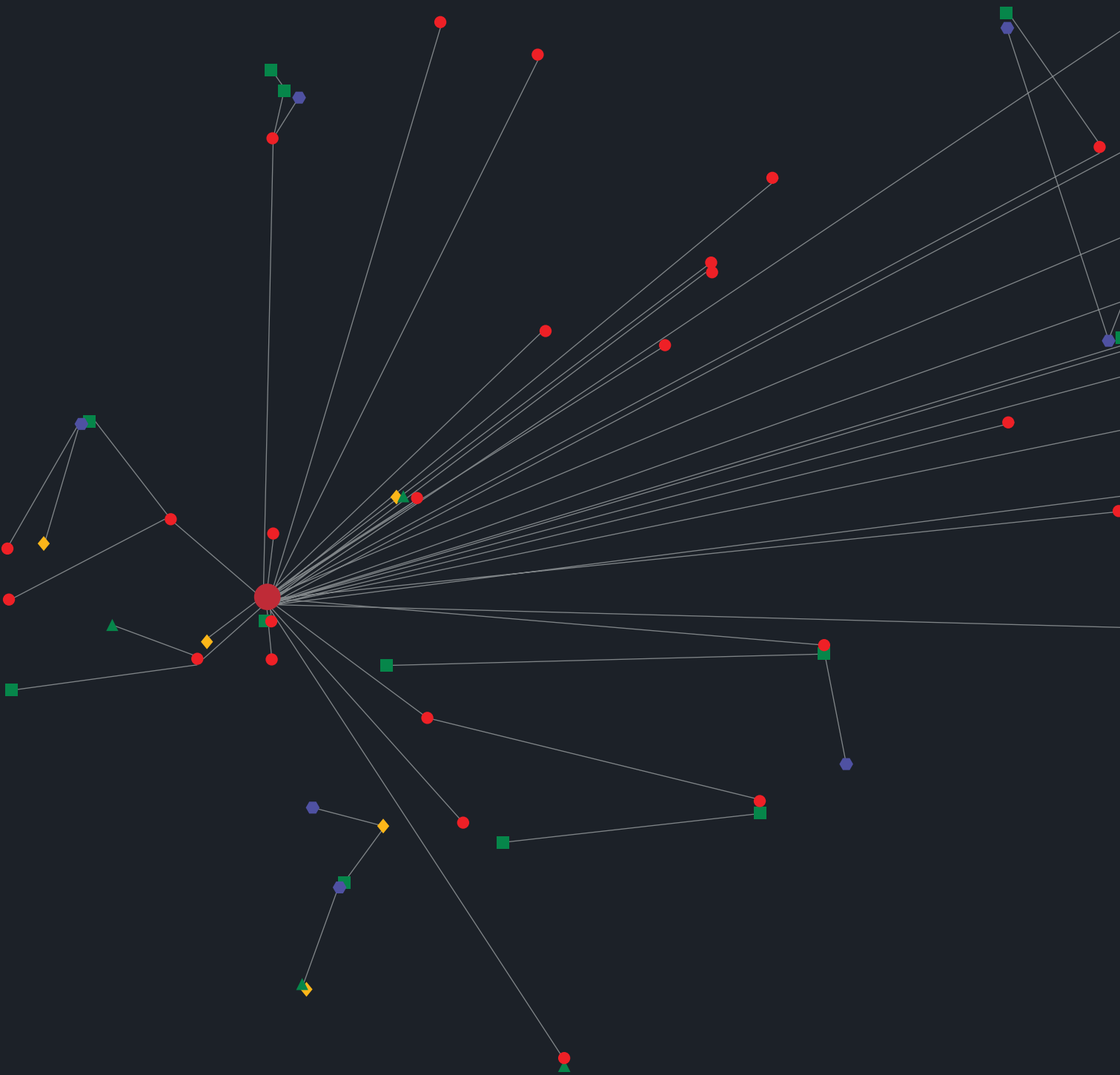
Translation and Proofreading: Manon Bourassa

Design: Zülfiye Erdem

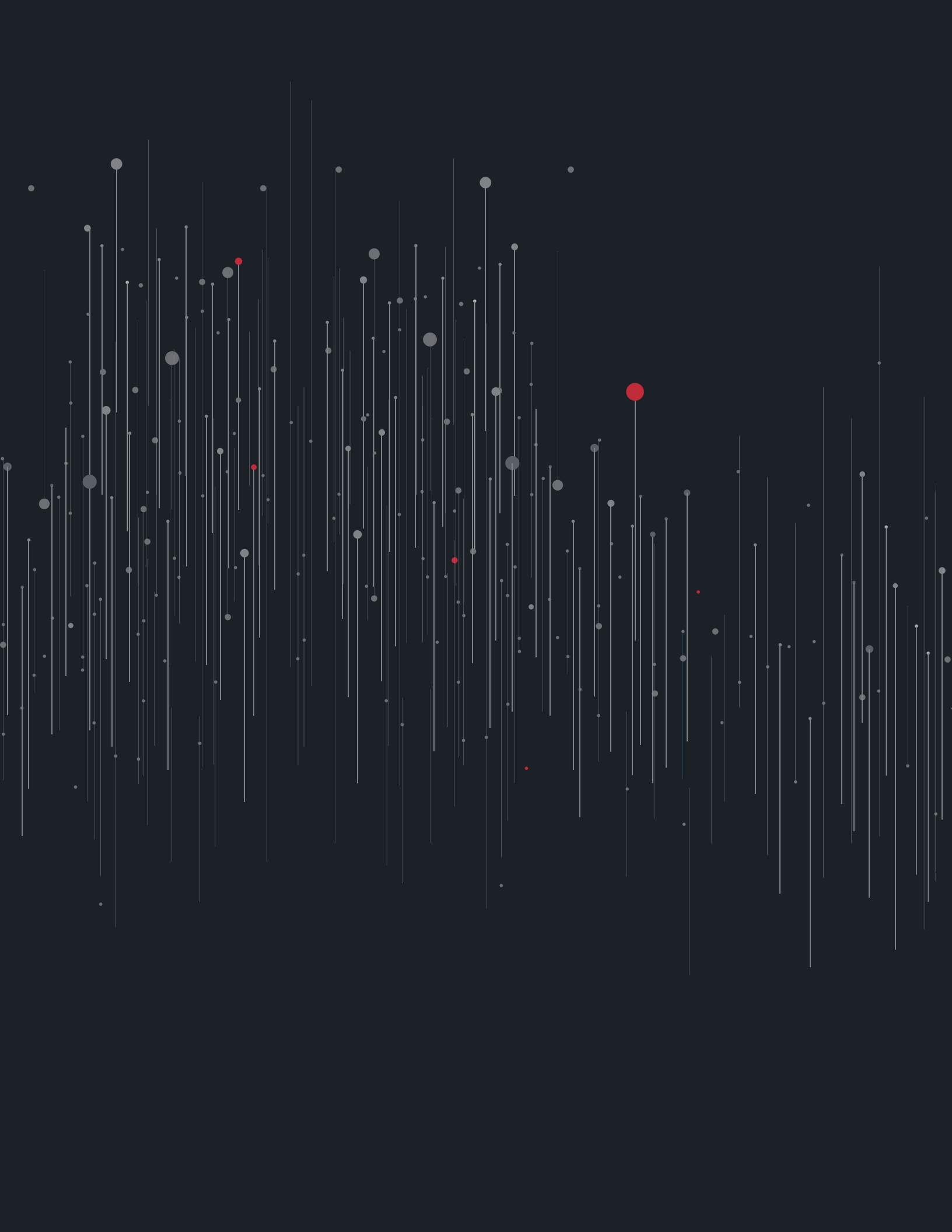


TABLE OF CONTENTS

Section I	EMSB Network	4-5
	Mission Statement	7
	EMSB Numbers	8-9
	EMSB Commissioners	10
	EMSB Senior Administrators	11
	Highlights	13-17
	Enrolment Numbers	19-21
	Ombudsman's Report	22-23
	Code of Ethics	24-39
	Ethics Commissioners' Report	40-43
Section II	Commitment-to-Success Plan	45-55
Section III	Financial Report	57-78
Section IV	Bill 15	80-83



EMSB NETWORK



MISSION STATEMENT

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

To fulfil its mission the EMSB will:

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

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

16

high schools

35

elementary schools

10

adult & vocational
schools

7

social affairs
schools

92.4%

highest success
rate among all
Anglophone school
boards in Quebec

8

alternative outreach
high schools

EMSB COMMISSIONERS

Angela Mancini

Chair

Joe Ortona

Vice-Chair

WARD 10

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

Mordechai Antal

WARD 1

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

Joseph Lalla

WARD 2

(Montreal West / NDG)

Julien Feldman

WARD 3

(Westmount / Southwest / Ville-Marie West)

Bernard Praw

WARD 4

(Hampstead / Côte Saint-Luc)

James Kromida

WARD 5

(St. Laurent)

Agostino Cannavino

WARD 6

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

Sylvia Lo Bianco

WARD 7

(Ahuntsic / Cartierville / Montreal North)

Mario Pietrangelo

WARD 8

(St. Léonard)

Rosario Ortona

WARD 9

(Anjou / Mercier / Hochelaga / Maisonneuve /
Rosemount-La-Petite-Patrie)

PARENT COMMISSIONERS

Pietro Mercuri

Elementary Schools

Norm Gharibian

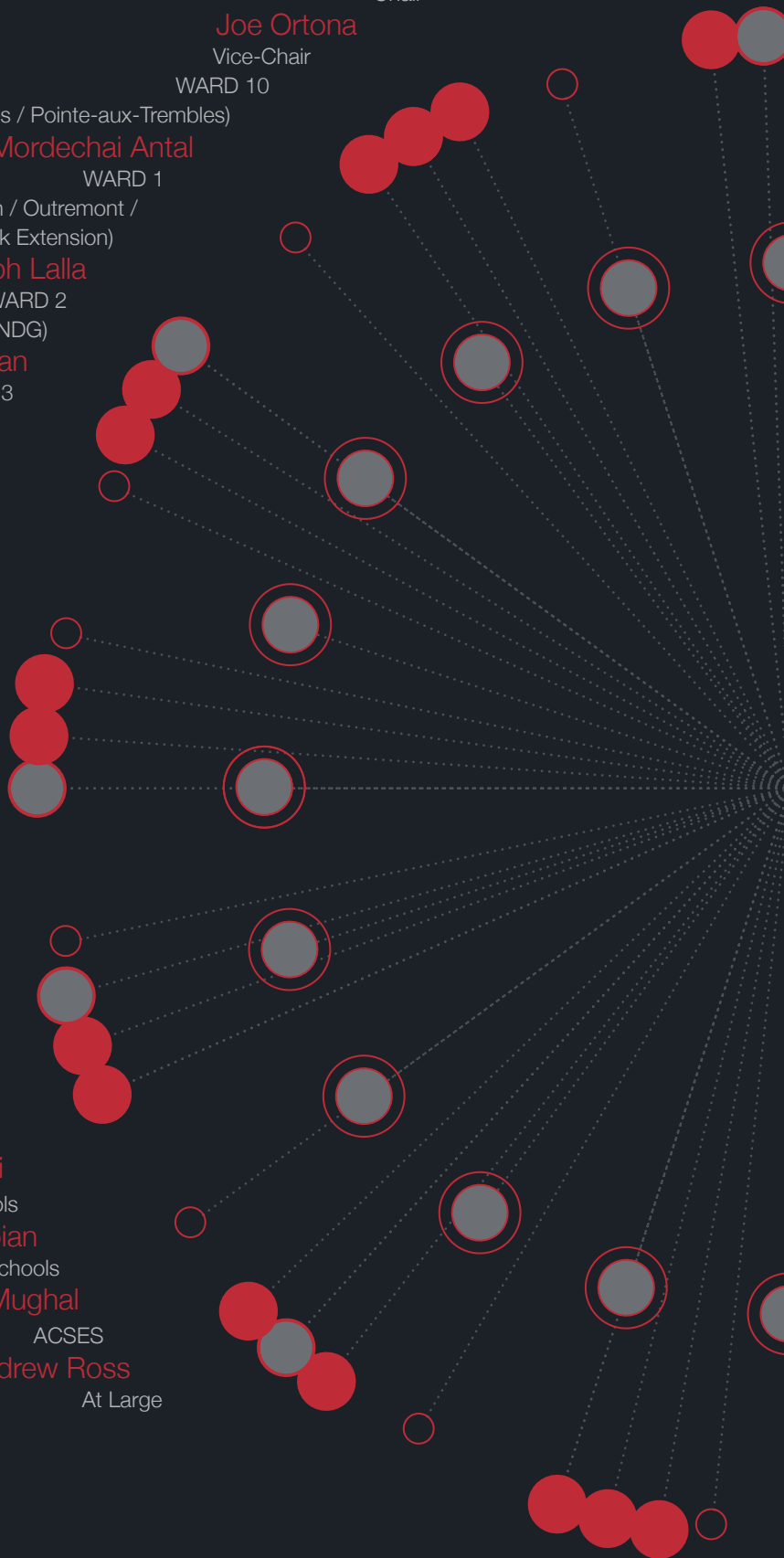
Secondary Schools

Mubeenah Mughal

ACES

Andrew Ross

At Large



SENIOR ADMINISTRATORS

Ann Marie Matheson

Director General

Benoît Duhême

Assistant Director General, Administration

Evelyne Alfonsi

Assistant Director General, Education

Nathalie Lauzière

Secretary General, Director of Archives, Translation and Communication Services

Lucie Roy

Director of Legal Services

Pela Nickolettopoulos

Regional Director, West Sector

Nathalie Lacroix

Regional Director, East Sector

Anna Sanalidro

Director of Educational Services

Athina Galanogeorgos

Assistant Director of Educational Services

Anna Villalta

Assistant Director of Educational Services

Bob Thomas

Director of Information Technology Services

Kacem Azzouni

Assistant Director of Information Technology Services

Livia Nassivera

Director of Financial Services

Valerie Forgetta

Assistant Director of Financial Services

Ann Watson

Director of Human Resources

Darlene S. Kehyayan

Assistant Director of Human Resources

Joseph Vitantonio

Assistant Director of Human Resources

Marie-Claude Drouin

Compliance Officer

Angela Spagnolo

Director of Adult Education and Vocational Services

Richard David

Assistant Director of Adult Education and Vocational Services

Mario Argiropoulos

Assistant Director of Adult Education and Vocational Services

Mario Cardin

Director of Material Resources

Costa Spyridakos

Assistant Director of Material Resources

Diana Nguyen

Assistant Director of Material Resources

Julie René de Cotret

Director of Student Services

Sabrina Petrocco

Assistant Director of Student Services



Sandra Léveillé

Director of School Organization



HIGHLIGHTS

COVID-19



With the declaration of the global pandemic in mid March, the EMSB has continued to put forth their best efforts to ensure their system continues to receive the services and support needed. In this context, the Director General communicated regularly with the EMSB community via School Messenger to keep employees, parents and students informed. During this time, an online learning site was developed by the Educational Services Department in collaboration with the Student Services Department. Schools and centres with students who had special needs were reopened in May. Adult education centres reopened for exams while vocational centres concluded the academic year on site for courses that could not be done remotely. Shadd Health and Business Centre responded to the Quebec government's call to allow healthcare students near graduation to enter the healthcare workforce and aid in the COVID-19 efforts.

TRUSTEE'S MANDATE

The Quebec government renewed the partial trusteeship of the EMSB and continued the mandate of trustee Marlene Jennings until November 6, 2020. The decree was adopted on April 29, 2020. Since the previous November, Ms. Jennings had fulfilled all the functions and assumed all of the powers of

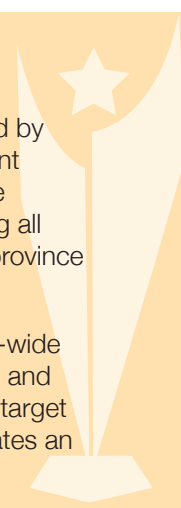
governance at the EMSB, except for the power to initiate and manage legal proceedings brought about by the Council of Commissioners.

MAJOR SCHOOL CHANGE

On June 26, 2019, the EMSB launched a Major School Change consultation in order to rationalize and consolidate the north east-end network of schools.

The trustee reviewed the recommendations in the briefs provided by the Long Range Planning Committee and after having listened to the presentations by various groups at the hearings held on January 8 and 9, General Vanier Elementary School and John Paul I Junior High School in St. Léonard had their deeds of establishment revoked. St. Dorothy Elementary School in St. Michel and Our Lady of Pompei Elementary School in Ahuntsic merged to occupy the Pompei facility on St-Michel Boulevard

SUCCESS RATE



Based on a seven-year cohort, figures published by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) show that at 92.4 percent, the EMSB achieved the highest success rate among all Anglophone public school boards in the entire province of Quebec.

This success rate figure surpasses the province-wide success rate at 81.8 which includes both public and private school results. The EMSB surpassed its target goal in achieving 92.4 percent which demonstrates an increase of 1.4 percent from the previous year.

HIGHLIGHTS

THANKING OUR VOLUNTEERS

The annual EMSB Parent Volunteer Appreciation Evening was scheduled to take place on April 21 at Buffet Amiens in St. Léonard during National Volunteer Week. Unfortunately, it was cancelled due to the COVID-19 pandemic. The event scheduled for 2021 will be held at the same venue on April 20 with the theme of “Volunteers. . . Compassion to Action.” At that time Volunteer of Distinction Mary Nitti from Pierre Elliot Trudeau Elementary School in Rosemount will also be recognized. She is a caring and devoted volunteer who works tirelessly at the school to ensure that students are nourished and cared for. For the 11th consecutive year, La Capitale Financial Services (www.lacapitale.com) served as the title sponsor for EMSB Volunteer Appreciation Week.

THE REMARKABLE MS. PENNY



The EMSB has more than 1,500 wonderful volunteers, however Penny Fenwick certainly stands out as she recently marked 50 years of service at Willingdon Elementary School in NDG. For a half century the woman affectionately known as Ms. Penny has donated time to young students and she has no intention of stopping. She began tutoring students in 1970 when her children were at the school. Ms. Penny first volunteered in the library when her daughter entered kindergarten.

PRESS CONFERENCE ON LIBRARIES

On the eve of Kindergarten Registration Week, the EMSB presented its newest initiatives for library transformation at a press conference called “EMSB

Libraries: Your Space to Explore.” Hosted at Nesbitt Elementary School in Rosemount, the annual showcase event welcomed the media, special guests, other school representatives and notable members of Montreal’s literary community. Among the morning’s festivities was a “human library,” formed by local authors and media figures. These selected “open book” guests answered questions from students, based on their personal and professional experience as children’s book authors and illustrators, playwrights and journalists. The EMSB is part of the worldwide surge towards library transformation. Our school libraries are transforming into innovative and multi-faceted learning spaces and embracing the philosophy of the Library Learning Commons. EMSB schools are incorporating digital literacy instruction, virtual library resources, collaborative learning and teaching spaces, and makerspaces into their libraries – and are ready to take on more!

LHA SCIENCE WHIZ

Harini Karthik, a Grade 10 student at LaurenHill Academy, entered the Youth Science Canada Online Stem Fair 2020 with a project related to the topic of COVID-19. After much disappointment that the Regional Science Fair was cancelled, Harini jumped on the opportunity to participate in this online national science fair which went live on May 19. This project was at first intended to enhance the efficiency of solar panels by working on the material they are made of. To do so, it must be able to minimize friction (or drag) due to fluids, such as water and gases. By experimenting with different morphological structures (patterns at microscopic scale) of natural components, Harini was able to reduce drag significantly (around 83 percent) between springtail (a specific type of insect) and flat surface. Harini was guided by her mentor Dr. Phillip Servio from McGill University and LaurenHill Science teacher Magy Dimitry.

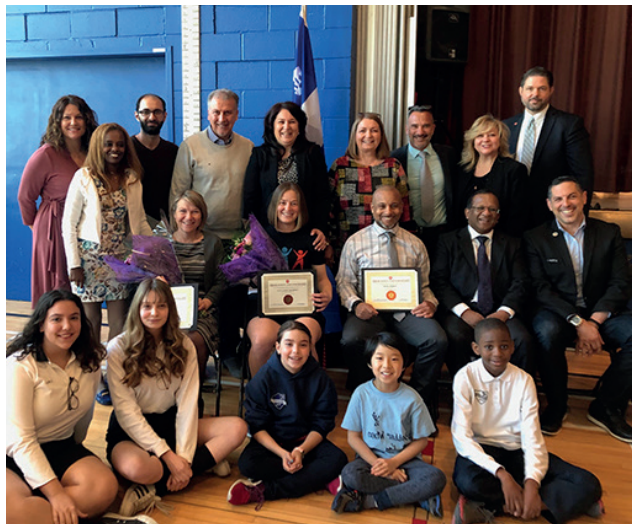
MODULARS AT EDINBURGH

The brand-new classrooms at Edinburgh Elementary School in Montreal West are in operation! Students began occupying the school’s new addition on October 22, less than nine months after the idea of “modulars” first surfaced. Along with other west-end elementary schools, Edinburgh was forced to find alternatives due to high enrolment. Three years ago, the school –with a regular capacity of 330 students– housed 409 students, causing a space issue.

Since then the school experienced the loss of classrooms such as dedicated music and science rooms.

Edinburgh and its Governing Board opted for the installation of the modular or mobile units, among the other choices presented by the EMSB in the fall of 2018, as a solution to the space issue. These units are prefabricated building units on wheels. The installation of these modular units have allowed for teachers and students to be back in their dedicated classrooms. The EMSB's plan is to reduce the mobile units by one each year, until the school is brought back down to its capacity and can function accordingly within its regular school building.

EMSB TEACHER RECOGNITION



Six years ago, the EMSB launched the “EMSB Teacher Recognition Day” to coincide with National Teachers Day in the United States. In May, three teachers were presented with special awards from P.F. Chang’s and La Cage Brasserie Sportive, as well as certificates and gift cards to Chapters/Indigo. The winners were profiled on promotion co-sponsor CityNews Montreal. The EMSB received many nominations from parents for the awards, which fall into three categories: youth sector, adult sector and physical education and health. Groupe Sportscene, which owns P.F. Chang’s and La Cage, awarded \$100 gift cards to teachers Daniel Gaudette (Physical Education and Health) from Leonardo Da Vinci Academy in RDP; Sandra Cicalo from Michelangelo International School in RDP; and Douglas Gilletz from Pius Culinary & Business Centre in Ahuntsic (AEVS).

ROBOTICS WINNERS



At the Flip 2020 Robotics Competition that took place between February 13 and 15, Royal West Academy in Montreal West showed some impressive results. Their finest one was a shining first place in programming in the high school division. In the same category, the team placed third overall. They ranked fifth overall in their division of all the different events, and 15th among all competitors.

SPIRIT OF GIVING

The EMSB recently wrapped up another successful Spirit of Giving campaign, collecting non-perishable goods, toiletries and toys to fill over 1,500 boxes, which were donated to local charities. For more than a decade, the EMSB has partnered with CTV Montreal to coordinate this campaign. Annually, more than 40 schools and centres participate and their hard work benefits the Batshaw Youth and Family Centres, Sun Youth, La Mosaïque, Mile-End Community Mission, MultiCaf, the Nazereth Community House, the NDG Food Depot, Renaissance Montreal, Share the Warmth and the West Island Assistance Fund. CTV Montreal broadcasts live from six schools, highlighting the incredible and creative work of the students and staff to collect donations.

HIGHLIGHTS

DUNRAE TURNS 90

Dunrae Gardens Elementary School in TMR held a beautiful 90th anniversary evening on December 5, welcoming back students and staff from past years. Principal Despina Michakis, her predecessor Elena Zervas, Regional Director Pela Nickoletopoulos, TMR Mayor Philippe Roy and others addressed the gathering. The Dunrae Gardens Glee Club performed. William Weaver, a student at Carlyle Elementary School at the time, named the school through a contest where students and parents were asked to submit suggestions. He remembers receiving an expensive water colour set as a prize for his submission when the commissioners at the time selected the name "Dunrae Gardens." Initially established as an English school, Dunrae Gardens expanded in 1951, and began providing a French immersion program in 1975. It gained popularity quickly and students were transported by bus from TMR, Park Extension, the Plateau and Outremont. In 2006, a \$925,000 extension to the building was completed.

PECK AWARDS



Five students from Royal West Academy in Montreal West and one from LaurenHill Academy in St. Laurent were presented with the 2019 Robert Alfred Peck Prizes for Excellence in French. Present day Grade 11 students Roxana Barin, Allison Engo, Alessandro Ferraro, Ronit Bathsheba Gelbart and Jesse Sutherland of Royal West and Siena Blier of LaurenHill each attained the mark of 100 percent. They received medals and cheques in the amount of \$150.

CAREER FAIR

More than 2,000 Secondary V students attended the 19th annual EMSB Career Fair on October 16 and 17 at St. Pius X Career Centre in Ahuntsic. Jack Dym of Pipe and Piling Supplies Ltd. and RBC Royal Bank were the event's title sponsors. Several on air personalities from the media were on hand to talk to students about careers in this field and serve as guest emcees. They included: Sabrina Marandola of CBC Radio One, Meghan Kelly from The Beat 92.5 FM, Tim Sargeant and David Sedell from Global TV, Christine Long from CTV and Fariha Naqvi-Mohamed from CityNews.

CARNIVAL OF MARVELS AND MONSTERS



On October 23, elementary school students from over 25 schools in the Montreal area were given the star treatment. Transported by limo to the Palace Reception Hall in Laval, these young performers attended an invitation only launch party. They were greeted on a red carpet lined with their greatest fans, excited parents, teachers and school administrators. Smiling and waving as the local press and photographers' flashes lit up the lobby, it was their day to shine. The Carnival of Marvels and Monsters is a massive international co-production of Chroma Musika (Montreal) and the renowned Quebec Publisher Planète Rebelle, written by Mihalis Makropoulos, illustrated by Katerina Veroutsos and set to music and lyrics written by Giannis Georgantelis. The EMSB was represented by nine elementary schools: Gardenview and Cedarcrest in St. Laurent; Pierre de Coubertin and Honoré Mercier in St. Léonard; Edinburgh in Montreal West; Roslyn in Westmount; and Royal Vale, Willingdon and St. Monica in NDG. Schools sold copies of The Carnival of Marvels and Monsters, with proceeds benefiting the schools themselves.

GLEE SHOWDOWN



The Clef Notes team from Vincent Massey Collegiate in Rosemount won the annual Just For Kids Foundation High School Glee Showdown. Over 450 guests were in attendance as nine high schools showcased their creative talent and charitable spirits. This was JFK Glee's 10th anniversary, and the energy in the theatre was truly palpable. This amazing event has raised over \$1.2 million over the past 10 years. Vincent Massey came in second in terms of funds raised (\$14,373). All proceeds will help purchase high-priority medical equipment, and support initiatives that improve the quality of care for patients of the Montreal Children's Hospital. Royal West Academy in Montreal West was also entered. VMC students Vivian Naccarello and Stefania Zambardi were second and third in terms of funds raised individually.

SCHOLASTIC CHAMPION

Here is yet another success story from LaurenHill. Fourteen-year-old Adam Coleman, from the Junior Campus in St. Laurent, was this year's Quebec Provincial Champion of the Scholastic Challenge contest. The Scholastic Challenge is a Canada-wide contest for Grade 8 students designed as an enrichment activity to stimulate students' interest in knowledge, thinking and learning, and to offer a challenge to top-achieving students. The contest has been offered nationwide since 1998. The test consists of 100 on-line questions,

and lasts one hour. The six categories covered in the test are: General Knowledge (food, art, sports, music, current events, entertainment, mythology, etc.), Language and Literature, History, Geography, Science and Math. LaurenHill invites 30 of its top-achieving Grade 8 students to participate in this contest each year. The LaurenHill students have always performed very well, with the majority of participants scoring above the national average, and this is the fifth time that they have had a provincial champion.

THE BIG REVEAL

On Wednesday, January 22, Galileo Adult Education Centre in Montreal North revealed its new state-of-the-art multisensory room. This program was sponsored by Vanessa Grimaldi's No Better You Foundation, Italiani di Montreal e Amici and the iconic Chez Ma Tante Restaurant. Vanessa was a special needs teacher at Galileo before she went on to international fame on the ABC reality show *The Bachelor*. After much hard work and dedication, Galileo is the first adult centre within the EMSB to provide a multisensory room. While initially created for the school's 150 Social Integration Services (SIS) and Sociovocational Integration Services (SVIS) students, some 100 academic and 400 common core basic education students will also benefit from it. Situated in a large classroom on the school's second floor, the room can accommodate six to eight adults at one time.





ENROLMENT NUMBERS

ELEMENTARY SCHOOLS	PRINCIPAL	TEACHER ALLOCATION	ENROLMENT
Bancroft	Ms. Dorothy Ostrowicz	25.15	394
Carlyle	Ms. Dina Vourdousis	29.97	324
Cedarcrest	Ms. Elena Zervas	23.10	320
Coronation	Mr. Mike Talevi	28.39	303
Dalkeith	Mr. John Wright	18.3	179
Dante	Mr. Joseph Schembri	20.98	292
Dunrae Gardens	Ms. Despina Michakis	21.5	340
East Hill	Ms. Liboria Amato	26.94	431
Edinburgh	Ms. Chantal Juhasz	24.44	362
Edward Murphy	Ms. Rania Delis	27.49	293
Elizabeth Ballantyne	Mr. Michael Brown	22.6	274
F.A.C.E.	Ms. Jennifer Harriet (V.P.)	10.54	181
Gardenview	Mr. Gaetano Sifoni	44.72	791
General Vanier	Mr. Joseph Schembri	10.69	139
Gerald McShane	Ms. Christina Chilelli	22.72	263
Hampstead	Ms. Lucy Buscemi	21.47	238
Honoré Mercier	Ms. Sonia Marotta	26.06	390
John Caboto Academy	Mr. David Servello	16.11	185
Leonardo Da Vinci Academy	Ms. Nadia Sammarco	27.89	407
Merton	Ms. Rosana Caplan	19.15	318
Michelangelo International	Ms. Marisa Mineiro	31.0	497
Nesbitt	Mr. Nicholas Romano	27.19	312
Our Lady of Pompei	Ms. Lisa Ancona	12.21	170
Parkdale	Mr. George Koutsoulis	33.68	343
Pierre de Coubertin	Ms. Ida Pisano	30.86	435
Pierre Elliott Trudeau	Ms. Tanya Alvares	32.36	330
Roslyn	Ms. Joanna Genovezos	41.84	647
Royal Vale	Mr. Mauro Zampini	27.0	473
Sinclair Laird	Mr. Derrek Cauchi	17.68	143
St. Dorothy	Ms. Denise Maroun	11.0	111
St. Gabriel	Mr. Jim Daskalakis	21.9	231
St. Monica	Ms. Silvana Crigna	23.74	323
St. Raphael	Ms. Gail Callender	7.9	36
Westmount Park	Mr. David Lee	45.21	566
Willingdon	Ms. Carmen Nicolas	37.0	575
TOTAL			11616

ENROLMENT NUMBERS

HIGH SCHOOLS	PRINCIPAL	TEACHER ALLOCATION	ENROLMENT
F.A.C.E.	Ms. Jennifer Harriet (V.P.)	10.8	133
James Lyng	Mr. Lino Buttino	15.0	100
John F. Kennedy	Mr. Otis Delaney	24.4	317
John Grant	Ms. Jennifer LeHuquet	15.0	75
John Paul I	Ms. Cristina Celzi	20.8	295
LaurenHill Academy	Ms. Donna Manos	73.0	1170
Laurier Macdonald	Mr. Claude Dansereau	29.3	527
Lester B. Pearson	Mr. Steven Rebelo	61.0	997
Marymount Academy	Mr. James Fequet	24.5	481
M.I.N.D.	Ms. Dorothy Ostrowicz	5.0	50
L.I.N.K.S.	Ms. Maria Calderella	9.6	62
Rosemount	Mr. Marco Gagliardi	28.8	414
Royal Vale	Mr. Mauro Zampini	23.3	463
Royal West Academy	Ms. Angela Vaudry	48.5	897
Vincent Massey Collegiate	Ms. Franca Cristiano	45.0	803
Westmount	Ms. Demetra Droutsas	56.4	837
TOTAL			7621

SOCIAL AFFAIRS SCHOOLS	PRINCIPAL	TEACHER ALLOCATION	ENROLMENT
Cité des Prairies	Mr. Craig Olenik	2.0	6
Elizabeth High School	Mr. Craig Olenik	2.3	3
Mackay Centre	Ms. Irini Margetis	30.4	154
MTL Children's Hosp.	Ms. Gail Callender	2.0	
Mountainview Sch. Proj. Ctr.	Mr. Craig Olenik	7.0	25
Philip E. Layton School	Ms. Irini Margetis	17.6	43
Sir Mortimer B. Davis	Ms. Gail Callender	7.8	46
TOTAL			277

ENROLMENT NUMBERS

OUTREACH SCHOOLS	PRINCIPAL	TEACHER ALLOCATION	ENROLMENT
Focus	Mr. Craig Olenik	5.0	21
Options	Mr. Craig Olenik	5.0	31
Outreach	Mr. Craig Olenik	3.0	17
Perspectives I	Mr. Craig Olenik	4.5	20
Perspectives II	Mr. Craig Olenik	6.0	36
Programme Mile End	Mr. Craig Olenik	6.0	46
Venture	Mr. Craig Olenik	4.0	21
Vezina	Mr. Craig Olenik	5.0	28
TOTAL			220
ADULT EDUCATION	PRINCIPAL	STU*	ETPs*
Galileo Adult Education Ctr.	Ms. Martina Schiavone	1285	406
High School of Mtl. Adult Ed. Ctr.	Mr. Harry Michalopoulos	3158	704
James Lyng Adult Ed. Ctr.	Ms. Civita Tudino	1085	502
John F. Kennedy Adult Ed. Ctr.	Ms. Elizabeth Lagodich	1291	424
Wagar Adult Education Ctr.	Mr. Nick Katalifos	1307	723
St. Laurent Adult Education Ctr.	Mr. Jimmy Giannacopoulos	1237	568
AEVS Testing Ctr.		242	
TOTAL		9605	3327
VOCATIONAL EDUCATION	PRINCIPAL	STU*	ETPs*
Laurier Macdonald Career Ctr.	Ms. Anna Maria Borsellino	658	340
Rosemount Technology Ctr.	Mr. John Pevec	933	463
Shadd Health & Business Ctr.	Mr. Giuseppe Cacchione	1012	454
St. Pius X Career Ctr.	Ms. Alice Sideropoulos	6013	1810
TOTAL		8616	3067
TOTAL AEVS		18221	6394

* Covid-19

Final numbers for AEVS after MEES certification is issued

Numbers fluctuate during the year due to ongoing registration, abandons, change of programs, etc.

Source: PBI & JADE

STUDENT OMBUDSMAN

The Student Ombudsman is an independent, neutral and impartial individual nominated by the Council of Commissioners and mandated to inform students or parents about the complaint examination procedure while directing their enquiries to the appropriate person in accordance with the By-Law. She does not provide legal opinions to parents, students or the School Board personnel. The Student Ombudsman has jurisdiction over a complaint, when someone has exhausted all internal recourses, filed by a parent or student which concerns the services the school board provides under the Education Act.

As required by section 220.2 of the Education Act of Quebec and section 8.4 of EMSB By-Law No. 8, Ombudsman Me Isabelle Turgeon provided assistance to 70 parents or students. It should be noted that of these complaints, nine were not under the EMSB Student Ombudsman's jurisdiction. She received and made 170 follow-up calls, responded to 829 emails and attended a couple of meetings with parents and students.

There were two investigations carried out by the Student Ombudsman, which confirmed the decisions rendered by the administration of the EMSB or the trustee regarding the relocation/transfer of a student. As a result, the Student Ombudsman submitted to the trustee the following recommendations:

1. November 22, 2019

That the school board adopts a policy or guideline that would include a list of decisions (where the nature of the decision has a significant effect on students and parents) that requires a written ruling from the school board or representative of a school. A paragraph should also be added to inform the parents of their right to contest the decision and state the level of complaint (principal, regional director, director general, etc.). After the review of the investigation report, the trustee maintained the decision to relocate the student by resolution 19-12-19-3.3 adopted December 19, 2019. To date, there has not been any follow-up on Recommendation 1.

2. January 16, 2020

A policy regarding requests for reconsideration under section 9 of the Act should be adopted. This should, notably, include the right of the parents and/or the student to be informed of all facts raised by the administration and brought to the attention of the Council in the reconsideration process. The Student Ombudsman also recommends that the policy provides for a committee of at least three people to be assigned to investigate the request for reconsideration. A report should be submitted to Council of its findings and accompany this, if it seems appropriate to do so, with recommendations (section 11 of the Education Act). To date, there has not been any follow-up on Recommendation 2.

The time spent on managing complaints and providing information to parents or students was 182.3 hours. The table below represents the data regarding the requests for assistance in 2019-2020.

Category	Elementary	Secondary	Adult	Total
Administrative decisions (placement/suspension/relocation/transfer)	2	9	1	12
Services and resources for students with special needs and accommodations	3	5	2	10
Transportation	4			4
Teacher/principal/schools personnel behaviour	3	1	2	6
School fees		1	1	2
Management of violence/bullying	5	1		6
Administrative decision/schedule			7	7
Delay in response to information request or complaint	2	1		3
Administrative decision/rule application		7		7
Quality of services		2	1	3
Total	19 (31.67%)	27 (45.0%)	14 (23.33%)	60


In the majority of cases, the Student Ombudsman is contacted by phone versus email. Most calls are to obtain information regarding the complaint examination procedure or to explain their issues and concerns regarding a particular situation.

The Student Ombudsman listens to the concerns of parents and students and refers them to the appropriate person in accordance with the regulation regarding the complaint examination procedure. In the vast majority of cases, the Student Ombudsman does not hear from the complainant again after the referral or after she is informed that the issue has been resolved.

REPORT OF THE INVESTIGATOR OFFICER FOR THE PERIOD OF JULY 1, 2019 TO JUNE 30, 2020

During the period of July 1, 2019 to June 30, 2020, Me Michele St-Onge, the Investigator Officer, received ZERO (0) complaints filed under former Policy DG-26 regarding Employees Disclosure Protection. The information stated in the chart below is provided in accordance with section 13 of former Policy DG-26 regarding Employees Disclosure Protection.

Date of the complaint	Date of recommendation or action taken	Nature of the complaint	Measures recommended and action taken



Me Michele St-Onge

Investigator Officer for the English Montreal School Board
September 8, 2020

BY-LAW NO. 3 (2020)

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

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

1. OBJECTIVE OF THE BY-LAW

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

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

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

2. LEGAL FRAMEWORK

Provincial Legislation:

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

EMSB Internal By-Laws:

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

EMSB Internal Policies:

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

3. DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

4. DUTIES AND OBLIGATIONS OF COMMISSIONERS

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

4.1 All Commissioners

4.1.1 Commissioners have the following duties and obligations:

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

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

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

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

4.1.2 Obligation to Attend Mandatory Professional Development

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

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

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

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

4.1.3 Decisional Authority

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

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

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

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

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

4.1.4 Use of Confidential Information

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

4.1.5 Conflict of Interest

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

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

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

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

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

4.1.6 Undue Advantage

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

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

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

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

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

4.2 Chair and Vice-Chair of the EMSB

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

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

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

5. BREACH TO THE CODE OF ETHICS

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

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

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

6. REMUNERATION

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

7. PROTECTION AGAINST CERTAIN FINANCIAL LOSSES

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

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

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

8. ENFORCEMENT MECHANISM

8.1 Ethics Commissioner

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

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

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

8.2 Term of Mandate of the Ethics Commissioners

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

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

8.3 Coordination by the Secretary General

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

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

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

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

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

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

8.4 Assignment of an Ethics Complaint

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

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

8.5 Filing of an Ethics Complaint

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

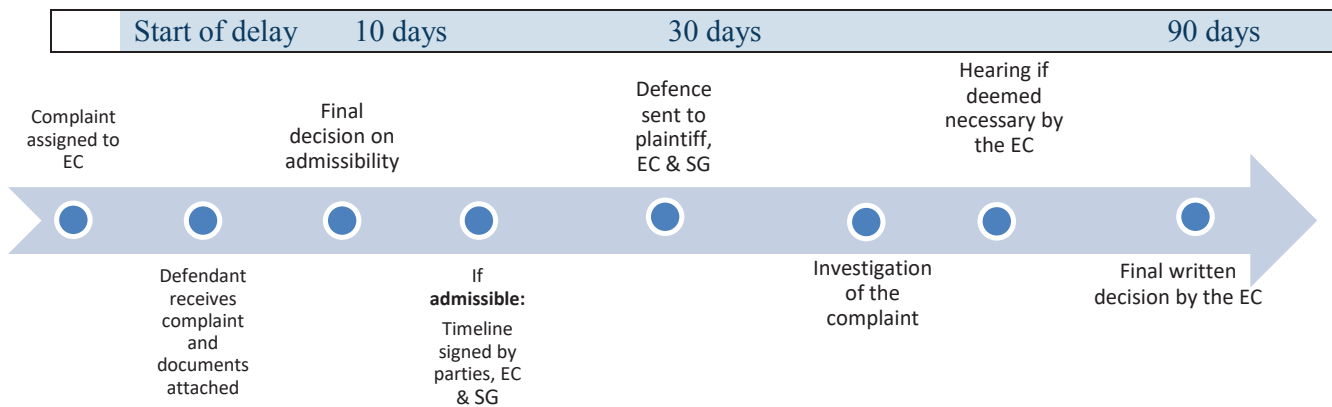
8.6 General Powers and Functions of the Ethics Commissioner

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

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

8.7 Process of an Ethics Complaint

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



8.7.3 Request for Extensions

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

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

8.7.4 Deliberation of the Ethics Commissioner

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

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

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

8.8 Decision and Sanctions

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

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

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

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

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

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

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

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

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

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

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

9. PROTECTION AND CONSERVATION OF DOCUMENTS

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

10. ANNUAL REPORT

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

11. ACKNOWLEDGEMENT OF RECEIPT OF CODE OF ETHICS

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

12. COMING INTO FORCE

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

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

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

ETHICS COMMISSIONERS' REPORT

ANNUAL REPORT 2019-2020

During the 2019-2020 school year (July 1, 2019 to June 30, 2020)

Number of complaints received: None

Follow up: One complaint is under investigation and a decision will follow

Breaches determined during the year: Breach of section 5.1.2 and 5.1.3 of the Code of Ethics and section 159 of the Education Act

Penalties imposed: A public reprimand and a suspension for 2 weeks of all of the attributions and functions of a commissioner, except the right to participate and vote in the public meetings of the Council of Commissioners

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

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



Me Anthony Battah, Ethics Commissioner

ANNUAL REPORT 2019-2020

During the 2019-2020 school year (July 1, 2019 to June 30, 2020)

Number of complaints received: 1

Follow up: 0 complaint under investigation

Breaches determined: 0

Penalties imposed: None

Names of commissioners divested of office by a court: 0

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

Signed this 8th day of September 2020



Michele Meleras

Ethics Commissioner for the English Montreal School Board

ANNUAL REPORT 2019-2020

During the 2019-2020 school year

Number of complaints received: 0

Number of investigations completed: 1

Follow up: 0

Breaches of the Code of Ethics and Professional Conduct for the Members of the Council of Commissioners determined during the year: 5.1.4

Penalties imposed: Public reprimand

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

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

Saint-Bruno-de-Montarville, SEPTEMBER 8, 2020

A handwritten signature in blue ink, reading "Michèle St-Onge", written over a horizontal line.

Me Michèle St-Onge, Substitute Ethics Commissioner

ANNUAL REPORT 2019-2020

During the 2019-2020 school year (July 1, 2019 to June 30, 2020)

	Me Battah	Me Meleras	Me St-Onge	Total	Comments
Number of complaints received	0	1	0	1	
Investigation completed	0	0	1	1	
Follow-up: under investigation	1	0	0	1	Received 2018-2019
Breaches determined	5.1.2 & 5.1.3 Code of Ethics Section 159 of the Education Act	none	5.1.4 Code of Ethics		
Penalties imposed	Public Reprimand/ 2 weeks suspension	none	Public Reprimand		
Names of commissioners divested of the office by a court	none	none	none		

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

Science lab!



THE COMMITMENT-TO-SUCCESS PLAN

Article 209.1 of the Education Act states:

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

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

Article 220 of the Education Act states:

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

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

MEES OBJECTIVE 1: Graduation and qualification

To increase the success rate of students by 2030:

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

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

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

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

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

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

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

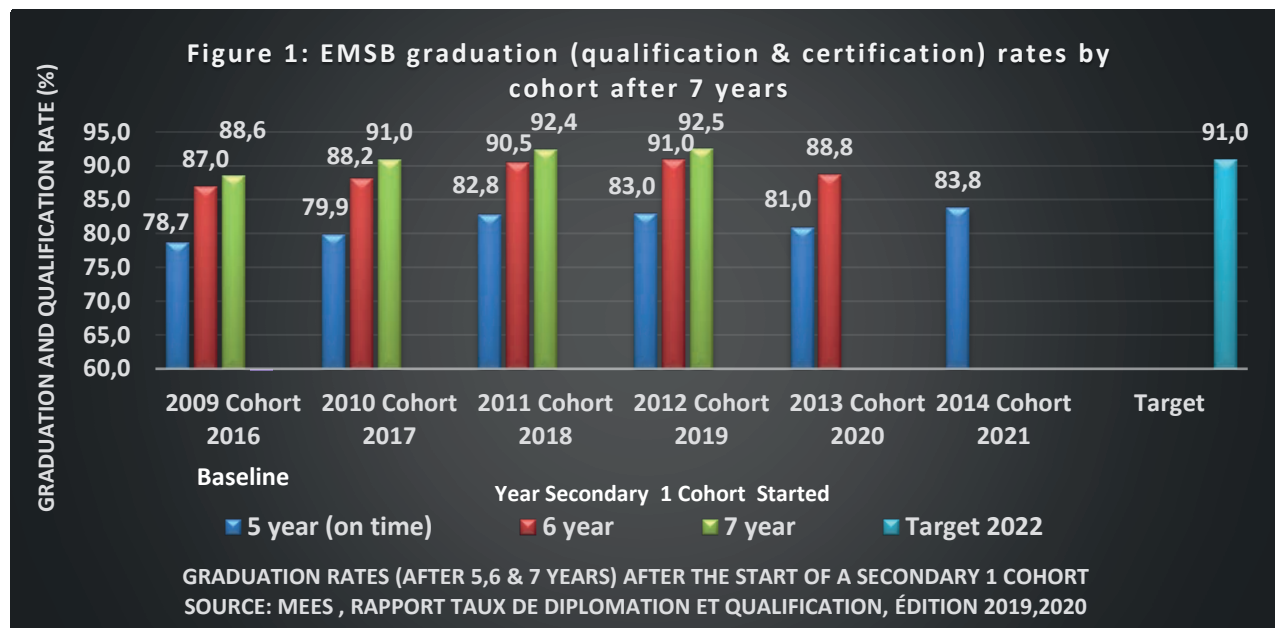


Figure 1 contains the graduation and qualification rates by cohort after 5 years, 6 years and 7 years. The 5-year graduation rate increased steadily from 78.7% in June 2014 to 83.8% in June 2019, with a slight decrease to 81.0% in June 2018. The 6-year graduation rate increased steadily from 87.0% in June 2015 to 91.0% in June 2018. It decreased slightly to 88.8% in 2019. The 7-year graduation rate increased from 88.6% in June 2016 to 92.5% in June 2019.

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

The Ministère de l'Éducation du Québec (MEQ) no longer provides detailed information regarding the contributions of each sector in the sixth and seventh year for individual school boards. Data indicates that the province-wide contribution from the adult education sector to the overall seven-year graduation rate has been in the order of 5-7% (*Rapport taux de diplomation et qualification, édition 2018*). Previous years' data for the contribution of the adult education sector to the EMSB graduation and qualification rate has been in the order of 6-7% (*Portrait des statistiques ministérielles, 2016*).

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

The seven-year graduation rate has increased from 88.6% in 2016 to 92.5% in 2019. The Board has fixed its target for 2022 at 91.0%. The target has been surpassed. Figure 1 also shows that the six-year graduation rate for the 2013 cohort is at 88.8%. This is slightly below the six-year rate for 2018.

The 92.5% graduation and qualification rate of the English Montreal School Board is impressive in light of the fact that about 32% of eligible students within its territory attend private school.

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

Alone we can do so little; together we can do so much. -Helen Keller

The EMSB has included additional objectives in the compulsory subjects required for graduation as indicators of student success. These courses are: Secondary 4 Cultural, Social and Technical Mathematics (CST); Secondary 4 Science & Technology; and Secondary 4 History of Quebec and Canada. English Language Arts and French Second Language will be dealt within Objective 4 (Mastery of Languages). At the elementary level, End of Cycle 3 Math is monitored to provide insight into student achievement before they begin secondary school. These indicators inform the Board to make appropriate early interventions in an effort to increase student achievement.

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

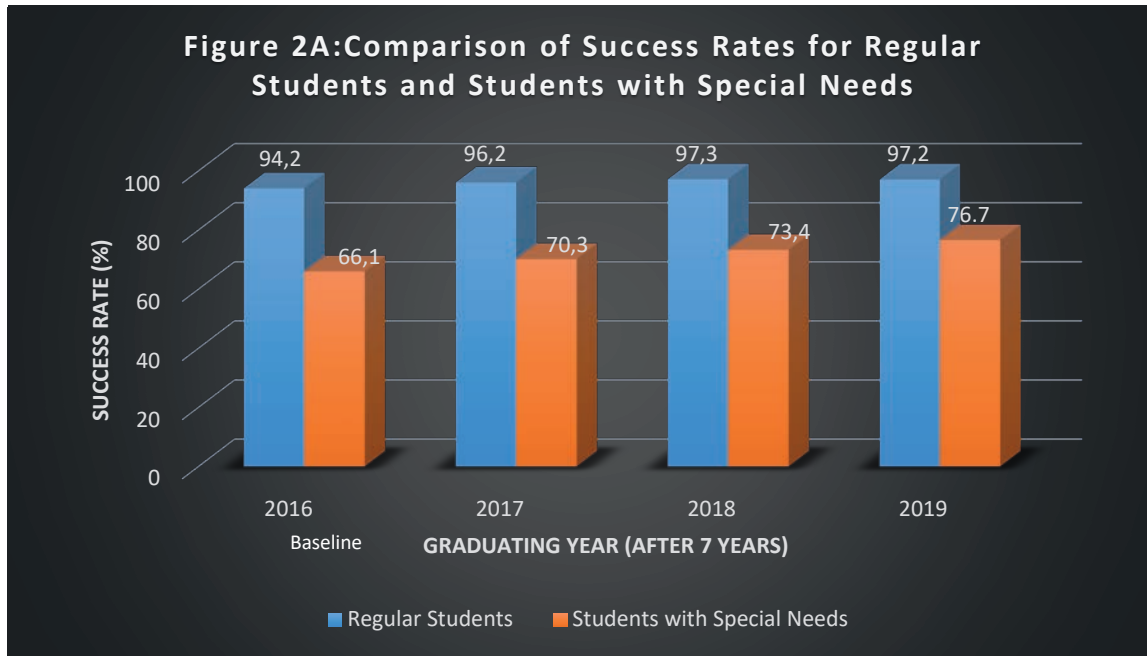
MEES OBJECTIVE 2: Equity

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

Objectives:

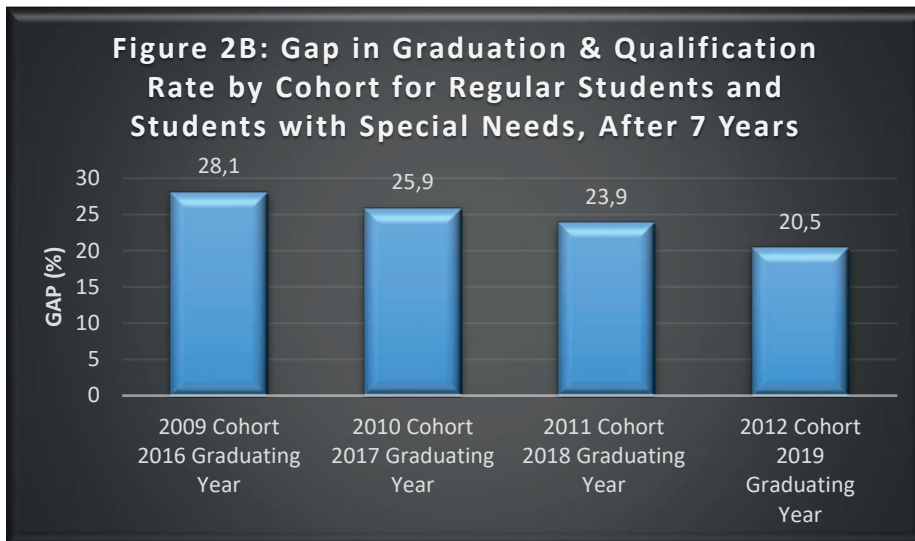
- to reduce the gap in success rates between regular students and students with special needs
 - to reduce the gap in the success rates between advantaged/intermediary schools and disadvantaged schools
 - to reduce the gap in the success rates between boys and girls
 - to reduce the gap in the success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

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



Source: *Diplomation et qualification par commission scolaire au secondaire, édition 2020*

The cohort of 2009 represents the baseline for this objective, that is, the 2016 graduating year (7 year). Figure 2A shows the success rate of regular students increased from 94.2% in 2016 to 97.2% in 2019. The success rate of students with special needs increased from 66.1% in 2016 to 76.7% in 2019.



Source : *Diplomation et qualification par commission scolaire au secondaire, édition 2020*

Figure 2B shows the gap between regular students and students with special needs decreased from 28.1% in 2016 to 20.5% in 2019, a total decrease of 7.6%. The EMSB is on track to achieve our target for 2022.

A further analysis of the data not shown here shows that the success rate for regular male students increased slightly from 96.1% in 2018 to 96.2% in 2019, while females were relatively stable at slightly over 98%.

This data also shows that the success rates for males with special needs increased from 71.7% in 2018 to 76.7% in 2019. The success rate for females increased slightly from 76.0% in 2018 to 77.0% in 2019. The success rate of special needs male students increased by 5%, while that of females increased by 1%.

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

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

	2011 Cohort (followed until 2017-2018)	2012 Cohort (followed until 2018-2019)
Public		
Disadvantaged Schools (decile 8-10)	73.2	73.5
Advantaged & Intermediary Schools (decile 1-7)	81.4	81.0
Gap in Success Rates between Students in Advantaged and Disadvantaged Schools	8.2	7.5
EMSB		
Disadvantaged Schools (decile 8-10)	83.5	87.3
Advantaged & Intermediary Schools (decile 1-7)	96.5	94.5
Gap in Success Rates between Students in Advantaged and Disadvantaged Schools	13.0	7.2

Source: *Diplomation et qualification par commission scolaire au secondaire, édition 2020*

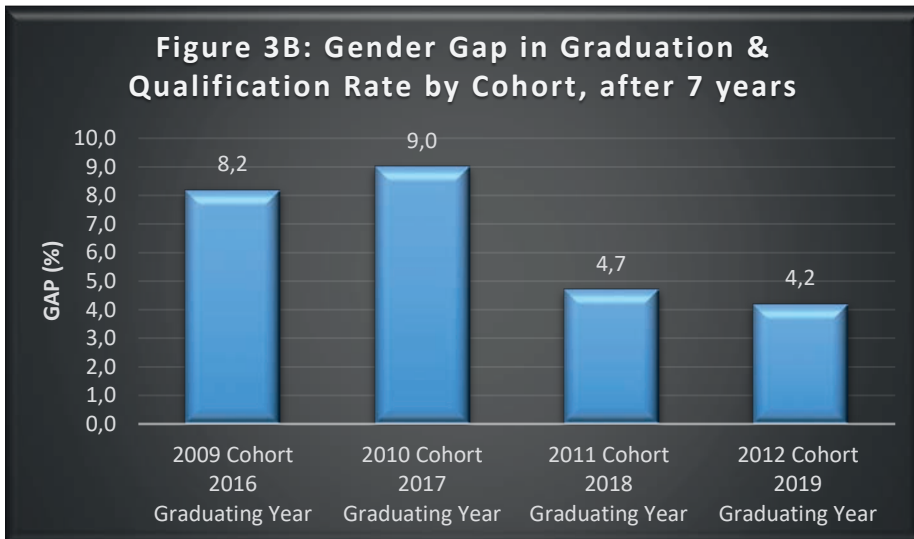
Table 1 shows that the success rate for Disadvantaged schools at the Board increased from 83.5% in 2018 to 87.3% in 2019. A further analysis of data not show here indicates that the success rate of males in Disadvantaged schools increased significantly from 80.2% in 2018 to 85.7% in 2019. The success rate of females in Disadvantaged schools slightly increased from 87.1% in 2018 to 89.4% in 2019. Although there was a slight decrease in the success rate of Advantaged schools from 96.5% in 2018 to 94.5% in 2019, these results are encouraging.

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



Source : *Diplomation et qualification par commission scolaire au secondaire, édition 2020*

Figure 3A shows the total graduation and qualification rate as well as the graduation and qualification rate for males and females of a cohort after seven years. The total rate increased steadily from 88.6% in the 2016 graduating year to 92.5% in the 2019 graduating year. Similarly, the graduation and qualification rate of males increased steadily from 84.8% in the 2016 graduating year to 90.6% in the 2019 graduating year. For females, the rate increased from 93.0% in the 2016 graduating year to 96.0% in the 2017 graduating year, with a slight decrease to 94.8% in the 2018 graduating year. The rate remained stable through 2019. Both males and females have increased in their graduation and qualification rates over the baseline year.



Source: *Diplomation et qualification par commission scolaire au secondaire, édition 2020*

Figure 3B shows the gap between males and females in the graduation and qualification rate after seven years. In the 2016 graduating year (the baseline year), the gap in graduation and qualification rates between males and females was 8.2%. There was a slight increase in the graduating year 2017 to 9.0%; however, there was a significant reduction in the gap to 4.7% due to a 3% increase in the rate of males, and a slight 1.2% decrease in the rate of females in 2018. In 2019, the gap reduced further to 4.2%. This decrease can be attributed to a slight increase in the graduation rate of males.

In the public sector (data not shown here), the graduation and qualification rate of males increased from 72.8% in the 2017 graduating year to 74.0% in the 2018 graduating year, while the females in the public sector increased from 83.0% in 2017 to 83.5% in 2018. In 2019, the rate of males decreased slightly to 73.4%, while the rate of females increased slightly. The overall gap decreased from 10.2% in 2017 to 9.5% in 2018. The overall gap in the graduation and qualification rate in public sector between males and females increased to 10.2% in 2019.

A further analysis of the initial data indicates that the graduation and qualification rate for the 2012 cohort after six years for males is 88.9%, and for females 93.4%, indicating that the gap after six years is 4.5%. The equivalent reduction in the gender gap, achieved first with the 2011 cohort, will likely be repeated in 2019.

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

MEES OBJECTIVE 3: Early Intervention

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

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

MEES OBJECTIVE 4: Language Proficiency

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

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

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

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

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

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

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

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

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

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

MEES OBJECTIVE 5: Language Proficiency (for Adults)

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

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

MEES OBJECTIVE 6: Educational Path

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

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

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

Proportion of Students Entering Secondary 1 Late	2017-2018	2018-2019
Public Sector (total)	11.3	11.7
Male	13.2	13.7
Female	9.3	9.7
EMSB (total)	5.0	5.8
Male	6.2	7.7
Female	3.7	3.6

Source : *Diplomation et qualification par commission scolaire au secondaire, édition 2020*

Table 2 shows the results for the proportion of students starting secondary school at age 13 or later. The Board’s proportion of late entry students increased slightly from 5.0% in 2018 to 5.8% in 2019. The increase can be attributed to a greater proportion of males entering secondary school late. Given that the proportion is slightly higher than the target for 2022, this objective will be monitored.

MEES OBJECTIVE 7: Living Environment

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

EMSB Objective 7.1: To reduce the Facility Condition Index (FCI) of EMSB buildings from 35.0% in 2016 to 20.0% by 2022.**Table 1: Facility Condition Index of EMSB Buildings**

Year	FCI (%)
2013	39.42
2014	38.89
2015	37.72
2016	35.00
2017	34.23
2018	26.37
2019	27.15

The Facility Condition Index (FCI) is a ratio of the 5-year maintenance costs for buildings compared to replacement costs. The Board's capacity to improve its buildings is highly dependent on capital grants from the MEES. The FCI reading in SIMACS for 2019-2020 is 27.15.

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

Over the past two years, the implementation of the new structure has quintupled the number of project managers with external resources. In order to maintain the project completion rate, this workforce will have to be consolidated in the next months with the new organizational structure. This will allow the Board to maintain strong project management methodology that focuses on achieving six main objectives. These are: ensuring the health and safety of the occupants, maintaining high quality standards, management of impact on operations, respecting budgets, respecting schedules and customer satisfaction.

ADDITIONAL OBJECTIVES

MEES ORIENTATION 5.1:

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

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

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

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

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

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

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

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

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

Due to the global pandemic Covid-19, the Board was unable to collect uniform data from each school concerning these factors related to school climate, as many schools had not completed the survey when the shutdown began.

MEES ORIENTATION 5.1:

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

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

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

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

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

During the 2019-2020 school year, the board focused on developing tools to address the identified areas of improvement. An action plan has been developed which includes providing resources to employees to improve their mental health and wellness. In addition to regularly promoting to employees the services provided by the Board's Employee Family Assistance Program, as well as mental health tips provided by the program, online seminars and webinars were researched and identified will be made available to employees. The topics covered are specific to mental health and wellness, such as emotional well-being, building resilience, coping with/overcoming workplace stress.

Additional tools and material will be made available during the 2020-2021 school year, to provide assistance to employees and their families. This information will be available in virtual format only, in view of the COVID-19 Pandemic.

MEES ORIENTATION 5.2: Physical Activity

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

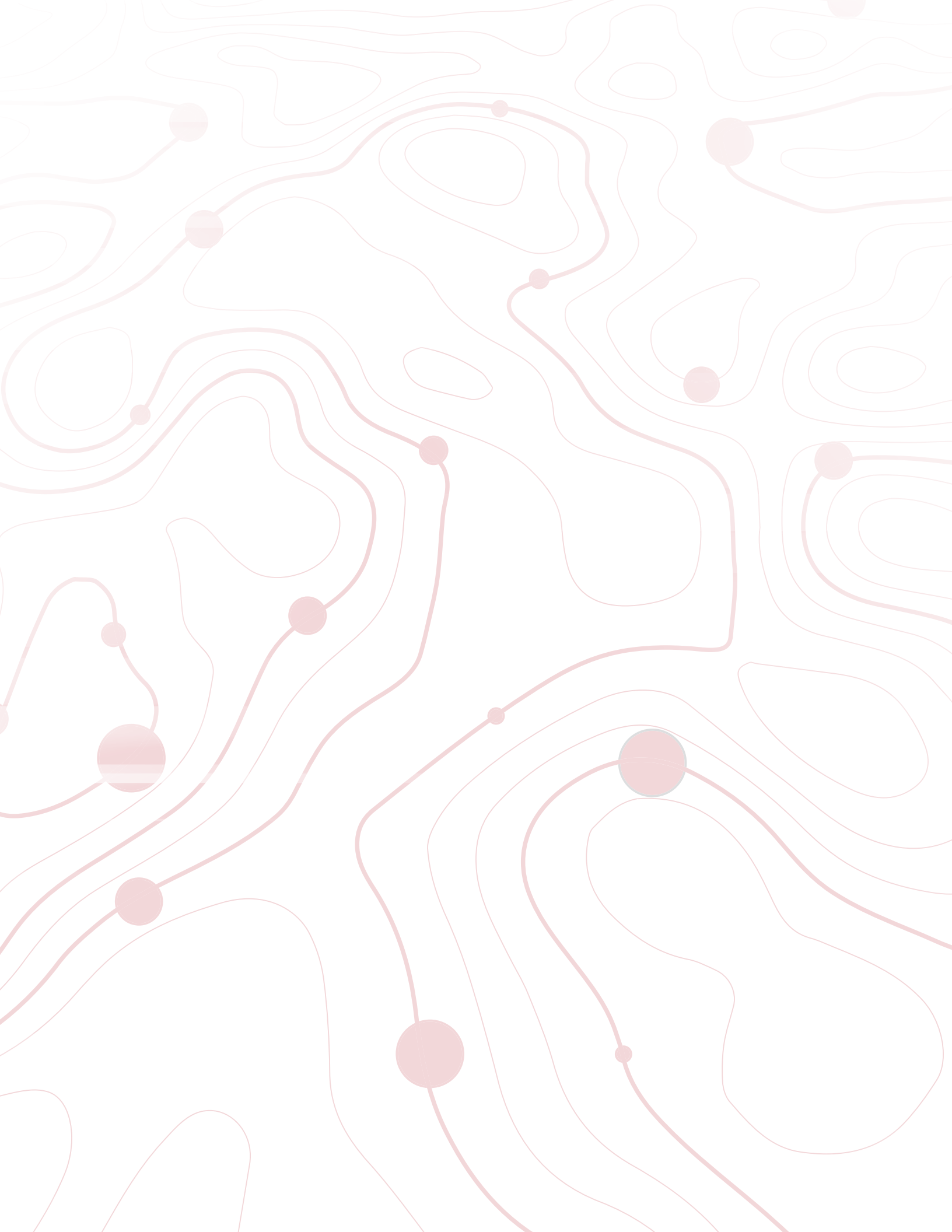
In 2019-2020, 7 additional elementary schools began participation in the Daily Physical Activity initiative, bringing the board-wide total to 21 elementary schools participating (since the first year of the initiative 2017-2018). The objective of the initiative remained consistent: increasing opportunities for students to be physically active throughout the school day and promoting the use of physical activity to support learning and overall student success.

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

In addition to the initiatives put in place by participating schools, the school board organized two professional development workshops to support this initiative. On November 8th, 2019, Chris Fenlon-McDonald from Ever Active Schools presented a workshop to primarily classroom teachers entitled Activity Permissive Learning Environments. A series of games and activities to optimize self-regulation was presented within the workshop. On January 24th, 2020 Coronation school, in partnership with the Educational Services Department, hosted a workshop by Mike Kuczala, author of *The Kinesthetic Classroom: Teaching and Learning through Movement*.

Coronation's entire staff attended the workshop, in addition to teachers and staff members from other participating EMSB schools who were invited.

We anticipate more elementary schools embarking on this initiative in the 2020-2021 school year.





FINANCIAL STATEMENTS

JUNE 30, 2020

Independent Auditor's Report	58-60
Financial Statements	61-76
Statement of Financial Position	61
Statement of Operations	62
Statement of Accumulated Operating Surplus	63
Statement of Changes in Net Debt	64
Statement of Cash Flows	65
Notes to Financial Statements	66-76
Supplementary Information	77-78

Independent Auditor's Report

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To the Trustee of
English Montreal School Board

Opinion

We have audited the financial statements of English Montreal School Board (hereafter "the School Board"), which comprise the statement of financial position as at June 30, 2020, and the statement of operations, the statement of accumulated operating surplus, the statement of changes in net debt and the statement of cash flows for the year then ended, and notes to financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School Board as at June 30, 2020, and the results of its activities, the changes in its net debt and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for opinion

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

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

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

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

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

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

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

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

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

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

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

Raymond Chabot Grant Thornton LLP¹

Montréal
October 15, 2020

¹ CPA auditor, CA public accountancy permit no. A117472

English Montreal School Board

Statement of Financial Position

June 30, 2020

	<u>2020</u>	<u>2019</u>
	\$	\$
FINANCIAL ASSETS		
Cash	849,236	2,881,562
Operating grants receivable (Note 6)	28,469,417	47,551,383
Grants related to the acquisition of property and equipment	13,720	86,819
Financing grants receivable	65,096,127	68,959,874
Accounts receivable (Note 7)	66,638,862	16,424,723
Inventories held for resale	241,213	228,405
Investments in fixed income, 1.75% to 2.5% (2.22% to 2.5% as at June 30, 2019), maturing between 2021 and 2022	422,156	321,377
	<u>161,730,731</u>	<u>136,454,143</u>
LIABILITIES		
Accounts payable and accrued liabilities (Note 8)	51,643,496	47,250,185
Deferred contributions related to the acquisition of property and equipment (Note 9)	2,684,483	2,464,877
Deferred revenues	11,752,724	14,376,512
Allowance for employee benefits (Note 10)	16,629,784	17,887,681
Liability for contaminated sites	2,051,948	2,066,326
Other liabilities (Note 11)	287,549,775	240,046,637
	<u>372,312,210</u>	<u>324,092,218</u>
NET DEBT	<u>(210,581,479)</u>	<u>(187,638,075)</u>
NON-FINANCIAL ASSETS		
Property and equipment (Note 12)	282,358,202	268,764,497
Inventory – supplies	885,144	1,158,363
Prepaid expenses	479,590	656,502
	<u>283,722,936</u>	<u>270,579,362</u>
ACCUMULATED OPERATING SURPLUS	<u>73,141,457</u>	<u>82,941,287</u>

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

English Montreal School Board

Statement of Operations

Year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
	\$	\$
Revenues		
Ministère de l'Éducation (MEQ) operating grants	250,130,951	252,370,287
Other grants and contributions	1,496,467	1,493,737
School taxes	69,719,438	70,238,824
Tuition and course-related fees	10,267,934	16,203,765
Sales of goods and services	12,942,715	19,042,137
Other revenues	4,327,897	5,940,905
	<u>348,885,402</u>	<u>365,289,655</u>
Expenses		
Teaching activities	171,008,199	174,187,159
Educational support activities	89,274,081	87,840,002
Extracurricular activities	23,292,381	25,591,743
Administrative activities	18,902,526	16,822,384
Property and equipment activities	38,968,807	40,011,133
Other	18,497,135	17,975,554
Expenses related to the variation of the allowance for employee benefits (Note 10)	(1,257,897)	(247,758)
	<u>358,685,232</u>	<u>362,180,217</u>
Excess (deficiency) of revenues over expenses	<u>(9,799,830)</u>	<u>3,109,438</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, 2020

	<u>2020</u>	<u>2019</u>
	\$	\$
Accumulated operating surplus, beginning of year	82,941,287	79,831,849
Excess (deficiency) of revenues over expenses	(9,799,830)	3,109,438
Accumulated operating surplus, end of year	<u>73,141,457</u>	<u>82,941,287</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, 2020

	<u>2020</u>	<u>2019</u>
	\$	\$
Net debt, beginning of year	<u>(187,638,075)</u>	<u>(170,654,927)</u>
Excess (deficiency) of revenues over expenses	<u>(9,799,830)</u>	<u>3,109,438</u>
Variations due to property and equipment		
Acquisition of property and equipment	(34,351,044)	(33,229,715)
Amortization of property and equipment	13,802,587	13,297,013
Disposition of property and equipment	6,954,752	
	<u>(13,593,705)</u>	<u>(19,932,702)</u>
Variation due to prepaid expenses and inventory	450,131	(159,884)
Increase in net debt	<u>(22,943,404)</u>	<u>(16,983,148)</u>
Net debt, end of year	<u>(210,581,479)</u>	<u>(187,638,075)</u>

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

English Montreal School Board

Statement of Cash Flows

Year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
	\$	\$
OPERATING ACTIVITIES		
Excess (deficiency) of revenues over expenses	(9,799,830)	3,109,438
Non-cash items		
Allowance for employee future benefits	(1,257,897)	(247,758)
Prepaid expenses and inventory – supplies	450,131	(159,884)
Amortization of deferred contributions – property and equipment	(169,114)	(235,207)
Amortization of property and equipment	13,802,587	13,297,013
Variations due to operating assets and liabilities	19,266,393	21,200,781
Cash flows from operating activities	<u>22,292,270</u>	<u>36,964,383</u>
INVESTING ACTIVITIES		
Acquisition of property and equipment	(31,279,348)	(36,738,488)
Disposition of property and equipment	6,954,752	
Cash flows from investing activities	<u>(24,324,596)</u>	<u>(36,738,488)</u>
Net increase (decrease) in cash	(2,032,326)	225,895
Cash, beginning of year	<u>2,881,562</u>	<u>2,655,667</u>
Cash, end of year	<u><u>849,236</u></u>	<u><u>2,881,562</u></u>

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

English Montreal School Board

Notes to Financial Statements

June 30, 2020

1 - GOVERNING STATUTES AND NATURE OF OPERATIONS

An Act to amend mainly the Education Act with regard to school organization and governance (Bill 40) was adopted and assented to on February 8, 2020. Its main purpose is to review the organization and governance of school boards, which are becoming school service centres administered by an organization of directors composed of parents, community representatives and school service centre staff members. The mandate of French-language school board commissioners ended on February 8, 2020 when the bill received royal assent. As of February 8, 2020 and until October 15, 2020 (Order in Council 522-2020), the director general assumes the duties of the council of commissioners until the new French-language school service centre's board of directors takes office on October 15, 2020. For the English-language network, the commissioners' mandate is maintained.

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

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

2 - IMPACTS RESULTING FROM THE COVID-19 PANDEMIC

In March 2020, the World Health Organization declared an outbreak of a new coronavirus (COVID-19) as a global pandemic, which continues to spread in Canada and around the world. The COVID-19 pandemic and the measures taken in response to its outbreak resulted in significant temporary disruptions to the School Board's operations. The School Board has taken and will continue to take steps in the aftermath of these events to minimize their impact. However, as of the date of finalization of the financial statements, the duration and impact of COVID-19 remains unknown. As a result, it is not possible to reliably estimate the impact that the duration and severity of the pandemic could have on the financial results, cash flows and financial position of the School Board for future fiscal years.

3 - SIGNIFICANT ACCOUNTING POLICIES

Basis of accounting and basis of presentation

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

English Montreal School Board

Notes to Financial Statements

June 30, 2020

3 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Accounting estimates

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

Financial assets

Cash and cash equivalents

The School Board's policy is to present in cash and cash equivalents bank balances, including bank overdrafts whose balances frequently fluctuate from being positive to overdrawn, and investments with a maximum maturity of three months from the acquisition date or redeemable at any time without penalty.

Investments

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

Accounts receivable

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

Inventories held for resale

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

Liabilities

Deferred contributions allocated for property and equipment acquisition

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

Deferred revenues

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

English Montreal School Board

Notes to Financial Statements

June 30, 2020

3 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

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

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

Pension plans

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

Allowance for employee benefits

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

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

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

Liability for contaminated sites

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

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

English Montreal School Board

Notes to Financial Statements

June 30, 2020

3 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Furthermore, the Government of Quebec stated that it would assume the costs of decontamination of contaminated land existing as at March 31, 2008 and inventoried as at March 31, 2011, as well as the variances of these liabilities as at June 30, 2020. Consequently, the School Board is able to recognize an account receivable from the Government of Quebec to offset the costs associated with this environmental liability. All liabilities recognized after March 31, 2011 for non-inventoried land at that date are assumed by the School Board and recorded in its operations for the related fiscal year.

Non-financial assets

Property and equipment

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

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

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

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

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

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

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

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

English Montreal School Board

Notes to Financial Statements

June 30, 2020

3 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Inventory of supplies

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

Prepaid expenses

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

Revenue recognition

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

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

The School Board's main sources of revenues, other than contributions, are student fees, external sales and the recovery of direct costs that are presented in Tuition and course-related fees, Sales of goods and services, and Other revenues. Revenues are recognized when the following criteria are met:

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

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

Inter-entity transactions

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

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

English Montreal School Board

Notes to Financial Statements

June 30, 2020

4 - BUDGET FORECAST PRESENTATION

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

These budget data are not prepared with the same level of details 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 2019-2020	Actual 2019-2020
	\$	\$
Revenues		
MEQ operating grants	263,447,473	250,130,951
Other grants and contributions	1,000,000	1,496,467
School taxes	69,837,730	69,719,438
Tuition and course-related fees	14,025,500	10,267,934
Sales of goods and services	17,801,672	12,942,715
Other revenues	2,566,297	4,327,897
Total revenues	<u>368,678,672</u>	<u>348,885,402</u>
Expenses		
Teaching activities	180,577,711	171,008,199
Educational support activities	96,150,436	89,274,081
Extracurricular activities	23,832,133	23,292,381
Administrative activities	17,635,948	18,902,526
Property and equipment activities	41,343,884	38,968,807
Other	16,024,119	18,497,135
Expenses related to the variation of the allowance for employee benefits	405,303	(1,257,897)
	<u>375,969,534</u>	<u>358,685,232</u>
Deficiency of revenues over expenses	<u>(7,290,862)</u>	<u>(9,799,830)</u>

5 - CASH FLOWS

	2020	2019
	\$	\$
Interest paid during the year	53,121	38,284
Interest received during the year	160,951	221,878

English Montreal School Board

Notes to Financial Statements

June 30, 2020

6 - OPERATING GRANTS RECEIVABLE

	<u>2020</u>	<u>2019</u>
	\$	\$
MEQ		
Youth, adult education and vocational education	14,744,591	32,428,498
Debt service	88,140	41,410
Transportation	(269,461)	61,142
Contaminated sites	469,129	759,629
Other grants	245,518	632,003
Financing of employee future benefits	13,191,500	13,628,701
	<u>28,469,417</u>	<u>47,551,383</u>

7 - ACCOUNTS RECEIVABLE

	<u>2020</u>	<u>2019</u>
	\$	\$
Accounts receivable – CGTSIM	62,185,011	10,160,032
Accounts receivable – other	3,788,278	5,081,612
Sabbatical leave receivable	299,895	165,863
Commodity taxes receivable	762,250	1,823,351
	<u>67,035,434</u>	<u>17,230,858</u>
Allowance for doubtful accounts	(396,572)	(806,135)
	<u>66,638,862</u>	<u>16,424,723</u>

8 - ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	<u>2020</u>	<u>2019</u>
	\$	\$
Trade accounts payable and accrued liabilities	11,616,778	13,402,229
Salaries and benefits payable	26,649,382	23,715,261
Sabbatical leave payable	2,815,097	2,642,152
Holdbacks on contracts and accounts payable – property and equipment	10,562,239	7,490,543
	<u>51,643,496</u>	<u>47,250,185</u>

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

	<u>2020</u>	<u>2019</u>
	\$	\$
Balance, beginning of year	2,464,877	1,938,873
Amounts recognized as deferred contributions	388,720	761,211
Contributions recognized as revenues for the year	(169,114)	(235,207)
Balance, end of year	<u>2,684,483</u>	<u>2,464,877</u>

English Montreal School Board

Notes to Financial Statements

June 30, 2020

10 - ALLOWANCE FOR EMPLOYEE BENEFITS

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

	<u>2020</u>	<u>2019</u>
	\$	\$
Vacation	7,087,451	6,985,615
Other sick leave	797,906	885,939
Salary insurance	1,072,658	1,504,946
Other social benefits	109,830	168,734
Sick leave convertible into cash – teachers	5,090,014	5,723,242
Employer contributions payable	2,471,925	2,619,205
	<u>16,629,784</u>	<u>17,887,681</u>

11 - OTHER LIABILITIES

	<u>2020</u>	<u>2019</u>
	\$	\$
CNESST's retrospective program provision	1,170,857	903,202
School Board's share of the long-term debt subject to a pledge of grant held by the CGTSIM	283,219,051	236,515,612
Class action	75,535	75,535
Other	3,084,332	2,552,288
	<u>287,549,775</u>	<u>240,046,637</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 subject to a pledge of grant is confirmed by the CGTSIM.

English Montreal School Board

Notes to Financial Statements

June 30, 2020

12 - PROPERTY AND EQUIPMENT

	2020		
	Cost	Accumulated amortization	Net carrying amount
	\$	\$	\$
Land and land development			
Land	17,358,823		17,358,823
Land development	19,119,641	3,688,379	15,431,262
Buildings			
Buildings	258,601,181	197,382,496	61,218,685
Major building improvements	199,060,144	29,305,435	169,754,709
Material and equipment	25,640,721	14,687,136	10,953,585
Specialized pedagogical teaching equipment	13,959,870	6,994,944	6,964,926
Computer development	1,543,934	867,722	676,212
	<u>535,284,314</u>	<u>252,926,112</u>	<u>282,358,202</u>
			2019
	Cost	Accumulated amortization	Net carrying amount
	\$	\$	\$
Land and land development			
Land	17,597,404		17,597,404
Land development	17,527,854	3,075,095	14,452,759
Buildings			
Buildings	265,350,996	201,224,382	64,126,614
Major building improvements	178,024,799	24,673,480	153,351,319
Material and equipment	27,621,778	16,214,687	11,407,091
Specialized pedagogical teaching equipment	13,183,269	5,980,982	7,202,287
Computer development	1,511,850	884,827	627,023
	<u>520,817,950</u>	<u>252,053,453</u>	<u>268,764,497</u>

The total amount of property and equipment includes \$34,368,742 of property and equipment in progress or development (\$14,722,290 as at June 30, 2019), \$5,058,818 for land development (\$2,527,536 as at June 30, 2019) and \$29,309,924 for major improvements and transformation (\$12,194,754 as at June 30, 2019). No amortization is taken on these property and equipment.

As at June 30, 2020, accounts payable and accrued liabilities include \$10,562,239 that relate to the acquisition of property and equipment (\$7,490,543 as at June 30, 2019).

13 - RISK MANAGEMENT AND FINANCIAL RISKS

Risk management policy

The School Board is exposed to various risks related to its financial instruments. The following provides a measure of risks at the year-end date, being June 30, 2020.

English Montreal School Board

Notes to Financial Statements

June 30, 2020

13 - RISK MANAGEMENT AND FINANCIAL RISKS (Continued)

Financial risks

Credit risk

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

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

Interest rate risk

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

Liquidity risk

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

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

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

14 - CONTRACTUAL OBLIGATIONS AND RIGHTS

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

Contractual obligations

- An amount of \$33,282,271 for construction, renovation and land improvement agreements to be completed during 2020-2021;
- An amount of \$33,167,196 for long-term lease agreements for the rental of photocopiers and other contracts maturing at different dates between 2020 and 2032. Minimum lease payments for the next five years are \$7,975,868 in 2021, \$5,891,007 in 2022, \$2,791,065 in 2023 \$2,042,462 in 2024 and \$1,941,306 in 2025.

English Montreal School Board

Notes to Financial Statements

June 30, 2020

14 - CONTRACTUAL OBLIGATIONS AND RIGHTS (Continued)

- An amount of \$1,865,755 for professional development to be completed during 2020-2021;
- An amount of \$544,598 for apprenticeship programs to be completed during 2020-2021;
- An amount of \$16,675,749 for school transportation contracts, which mature on June 30, 2022. Minimum payments for the next two years are \$8,337,874 per year.

Contractual rights

The School Board has concluded leases of premises providing for rents totalling \$1,656,331. These are due as follows: \$829,151 in 2021 and \$827,180 in 2022.

15 - CONTINGENCIES

As at June 30, 2020, outstanding claims against the School Board amount to \$15,651,200 and consist of various claims on construction contracts and other. In order to cope with potential losses from such claims, a provision of \$256,829 was recorded in liabilities in the financial statements. Any variation resulting from the outcome of these contingencies will be recognized in the statement of operations in the current fiscal year.

16 - RELATED PARTY TRANSACTIONS

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

During the year, the School Board ceded at its net book value, land and buildings to another entity controlled by the Government of Quebec, for a monetary contribution of \$6,954,752.

Except the operation above, the School Board has not entered into any commercial transactions with any of these related parties, other than in the normal course of its operations and under normal commercial terms. These transactions are not reported separately in the financial statements.

English Montreal School Board

Supplementary Information

Year ended June 30, 2020

(Unaudited)

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

	<u>2020</u>	<u>2019</u>
	\$	\$
EXPENSES BY NATURE		
Teaching activities		
Salaries and fringe benefits	160,384,044	160,478,431
Other expenses	10,624,155	13,708,728
	<u>171,008,199</u>	<u>174,187,159</u>
Educational support activities		
Salaries and fringe benefits	76,273,580	71,043,052
Other expenses	13,000,501	16,796,950
	<u>89,274,081</u>	<u>87,840,002</u>
Extracurricular activities		
Salaries and fringe benefits	11,555,902	11,808,938
Other expenses	11,736,479	13,782,805
	<u>23,292,381</u>	<u>25,591,743</u>
Administrative activities		
Salaries and fringe benefits	14,817,695	12,973,796
Other expenses	4,084,831	3,848,588
	<u>18,902,526</u>	<u>16,822,384</u>
Property and equipment activities		
Salaries and fringe benefits	11,093,500	10,791,156
Amortization of property and equipment	13,802,587	13,297,013
Other expenses	14,072,720	15,922,964
	<u>38,968,807</u>	<u>40,011,133</u>
Other activities		
Salaries and fringe benefits	1,933,917	2,152,102
Debt service	445,730	391,687
Environmental liability	9,611	258,975
Allowance for doubtful accounts	553,178	85,061
Other expenses	15,554,699	15,087,729
	<u>18,497,135</u>	<u>17,975,554</u>
Allowance for employee benefits	<u>(1,257,897)</u>	<u>(247,758)</u>
	<u>358,685,232</u>	<u>362,180,217</u>

English Montreal School Board Supplementary Information

Year ended June 30, 2020

(Unaudited)

	<u>2020</u>	<u>2019</u>
	\$	\$
ACCUMULATED OPERATING SURPLUS		
Accumulated operating surplus, beginning of year	<u>82,941,287</u>	<u>79,831,849</u>
Total revenues	348,885,402	365,289,655
Total expenses	358,685,232	362,180,217
Excess (deficiency) of revenues over expenses	<u>(9,799,830)</u>	<u>3,109,438</u>
Accumulated operating surplus, end of year	<u>73,141,457</u>	<u>82,941,287</u>
Accumulated operating surplus		
Land	17,358,823	17,597,404
School Board	42,464,788	53,983,126
Gain on disposal of property and equipment	7,187,480	7,187,480
Schools and centres	<u>6,130,366</u>	<u>4,173,277</u>
Accumulated operating surplus, end of year	<u>73,141,457</u>	<u>82,941,287</u>
Excess (deficiency) of revenues over expenses for the year		
School Board	(11,756,919)	1,591,128
Schools and centres	<u>1,957,089</u>	<u>1,518,310</u>
Excess (deficiency) of revenues over expenses for the year	<u>(9,799,830)</u>	<u>3,109,438</u>



BILL 15

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

CONTEXT

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

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

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

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

The School Board reported to the MEQ the number of employees paid by category, as well as the total hours paid for each pay period from January 1 to December 31, 2014. The MEQ initially identified these figures as our baseline to be respected. On June 3, 2020, the MEQ sent the Board a letter, indicating that it had reviewed the data submitted covering the school years periods 2016-2017 to 2019-2020. As a result, the MEQ revised our baseline to reflect the period covering from April 1, 2019 to March 31, 2020.

The revised baseline for EMSB, which represents the total number of hours paid, to all employees, for the period of April 1, 2019 to March 31, 2020 was established at 5 966 127,47.

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

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

- Difference between the 2019-2020 revised baseline and the 2019-2020 actual data
- Reasons and comments to support the difference
- Measures to rectify situation (or to justify an increase if any)

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

Therefore, when comparing the revised baseline with the actual 2019-2020 data, we report that the EMSB has met the Ministry's expectations in maintaining or reducing the total number of working hours. For the period of April 1, 2019 to March 31, 2020, the baseline according to the Ministry is 5 966 127,47 paid hours whereas our actual figures for the same period reflect a total of 5 920 211,89 paid hours, resulting in a positive difference of 45 915,58 paid hours.

ANALYSIS

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

However, since we have not been provided with specific data to compare with the actual data, it is difficult to determine exactly to which categories of employee groups we can attribute the difference in paid working hours.

Notwithstanding the above, the Board can report that, in comparing the revised baseline to the actual data for the reference period of April 1, 2018 to March 31, 2019, the School Board experienced a slight decrease in the total number of hours paid to employees, namely due to the shortage of available personnel in all occupation groups to fulfill the needs of the board. Notwithstanding the slight decrease, the EMSB continues to experience the following factors:

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

CONCLUSIONS

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

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

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

CURRENT DATA COLLECTION

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

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

Revised baseline from MEQ considering original 2018-2019 data:

Total of number of paid working hours: 5 966 127.47

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

2018-2019 | April 1, 2019 to March 31, 2020 (ACTUAL DATA)

887000 English-Montréal	AVRIL 2018 À MARS 2019			
	Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1 Personnel d'encadrement	298 559,81	0,00	298 559,81	178
2 Personnel professionnel	331 414,43	497,50	331 911,93	233
3 Personnel infirmier	0,00	0,00	0,00	0
4 Personnel enseignant	2 970 863,72	671,07	2 971 534,79	3 071
5 Personnel de bureau, technicien et assimilé	1 682 046,65	4 065,58	1 686 112,23	1 799
6 Agents de la paix	0,00	0,00	0,00	0
7 Ouvriers, personnel d'entretien et de service	492 343,68	18 746,17	511 089,85	332
8 Étudiants et stagiaires	0,00	0,00	0,00	0
Total	5 775 228,29	23 980,32	5 799 208,61	5 613

Respectfully submitted by

Ann Watson

Director – Human Resources Department

AW/aw (December 2, 2020)

ANNUAL ACCOUNTABILITY FOR SERVICE CONTRACTS

Service Contracts of \$25,000 or More Awarded Between July 1, 2019 and June 30, 2020

	Natural Persons (Individuals)	+	Corporations (Companies) > \$25,000
Number of Contracts Awarded			29
Value of Contracts Awarded			\$4,444,389.38

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



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English Montreal School Board

www.emsb.qc.ca