



ANNUAL REPORT

2021-2022



Commission scolaire English-Montréal

English Montreal School Board

The 2021 – 2022 Annual Report
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Elementary Schools

Bancroft
Carlyle
Cedarcrest
Coronation
Dalkeith
Dante
Dunrae Gardens
East Hill
Edinburgh
Edward Murphy
Elizabeth Ballantyne
F.A.C.E. Elementary
Gardenview
Gerald McShane
Hampstead
Honoré Mercier
John Caboto Academy
Leonardo da Vinci Academy
Merton
Michelangelo International
Nesbitt
Our Lady of Pompei
Parkdale
Pierre de Coubertin
Pierre Elliott Trudeau
Roslyn
Royal Vale Elementary
Sinclair Laird
St. Gabriel
St. Monica
St. Raphael
Westmount Park
Willingdon

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High Schools

F.A.C.E. High School
James Lyng
John F. Kennedy
John Grant
LaurenHill Academy
Laurier Macdonald
Lester B. Pearson
L.I.N.K.S.
Marymount Academy
M.I.N.D.
Rosemount
Royal Vale
Royal West Academy
Vincent Massey Collegiate
Westmount

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Social Affairs Schools

Cité des Prairies
Elizabeth High School
Mackay Centre
Montreal Children's Hospital
Mountainview School Project Centre
Philip E. Layton School
Sir Mortimer B. Davis

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Alternative Outreach High Schools

Focus
Options
Outreach
Perspectives I
Perspectives II
Programme Mile End
Venture
Vezina

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Adult Education & Vocational Training Centres

Galileo Adult Education Centre
HSM Adult Education Centre
James Lyng Adult Education Centre
John F. Kennedy Adult Education Centre
Laurier Macdonald Career Centre
Rosemount Technology Centre
Shadd Health & Business Centre
St. Laurent Adult Education Centre
St. Pius X Career Centre
Wagar Adult Education Centre

Section 01



92.5%

highest success rate
among all Anglophone
school boards in Québec



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.

Message from the director general and the chair

We are pleased to present our annual report for the 2021-2022 academic year.

The EMSB continues to boast the highest Success Rate in Graduation and Qualification among public school boards on the island of Montreal, based on a seven-year cohort at 90.3 percent. These figures were released by the Ministère de l'Éducation. While the majority of students graduated after five years, the Ministry allows each cohort to be followed for an additional two years, to ensure that students have every opportunity to graduate or obtain a first qualification. In addition to having the highest Success Rate on the island of Montreal, the EMSB is also second in the province in the public network and among English boards. The province-wide Success Rate, which includes both public and private school results, remained stable at 81.8 percent in 2020. Since the EMSB's six-year rate is already at 89.6 percent, we are poised to surpass this year's results in 2021.



We remain very proud of the quality of French instruction offered in our schools. A case in point were the six students who were presented with the Robert Alfred Peck Prizes for Excellence in French. Attaining the mark of 100 percent in the previous academic year were students Melina Aravantinos, Amélie Chambon and Helena Senécal, Royal West Academy; Sophie Paradis, Royal Vale; Rita Petrecca, Laurier Macdonald; and Stefania Teresa Zambardi, Vincent Massey Collegiate. They will be receiving medals and cheques in the amount of \$100. Amélie and Helena were still at Royal West, in Secondary V.

Another feature we added this year was a French podcast, hosted by two of our excellent consultants – Marlène Boudreault and Nicolas Doyon. This was a wonderful opportunity to have many of our students engage in conversation exclusively in French.

During the year we unveiled a new campaign, entitled “Celebrating Diversity and Inclusivity.” We kicked things off during Elementary and Kindergarten Registration Week. The EMSB community is made up of a diverse population and welcomes students of all backgrounds and identities. This virtual celebration showcased six host schools on EMSB social media platforms, each offering the public a glimpse into school life and an example of the programming that promotes diversity and inclusion all year round in our schools.

Schools continued to mark Black Heritage Month in February. We also recognized Jewish and Asian Heritage Months in May, National Indigenous History Month in June and a number of others. In addition, we solidified our ties with the Quebec Board of Black Educators, with a presence at their annual dinner where some of our students were honoured.

Our Material Resources Department once again did an outstanding job on major renovation projects at our buildings. The Student Services Department placed special emphasis on the dossier of Mental Health and Wellness.



Bravo to all of our staff and students for how they coped with another academic year under the pressure of a pandemic. We were initiators at the start of the year for The Quebec Online Alliance (QOA) – the online campus for students with medical exemptions from the English school boards across Québec. This was a remarkable achievement as it marked the first time seven English school boards of the province come together to offer a unified online service to those students who had been granted a medical exemption for the 2021-22 school year.

We also completed the process of installing approximately 2,000 carbon dioxide (CO₂) sensors in all schools and centres. To ensure that air quality is monitored in all schools in Québec, the Ministère de l'Éducation asked that educational organizations install CO₂ sensors in every classroom used for pre-school, elementary, high schools and for vocational training and adult education.

The Russian invasion of Ukraine made its way into our classroom as a living example to students of a real war. Not only did our staff and students stand together in terms of organizing fundraisers and other programs: at the end of the academic year we accepted more than a dozen Ukrainian children as students who had been granted language exceptions to study at English schools in Québec.

In this year's annual report we have included some other highlights from the year, reports from our Ombudsman, Ethics Commissioners and on Chapter G-1.011 (Act Respecting Workforce Management and Control Within Government Departments, Public Sector Bodies Networks and State-Owned Enterprises), financial statements and our very detailed Commitment-to-Success Plan.

Nick Katalifos & Joe Ortona

EMSB commissioners

Joe Ortona

Chair

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

Agostino Cannavino

Vice-Chair

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

Ellie Israel

Member of Executive Committee and Governance & Ethics Committee
Ward 1 Côte-des-Neiges, Snowdon, Outremont, Town of Mont-Royal, Parc-Extension

Joseph Lalla

Member of Human Resources Committee (Chair)
Ward 2 Montreal West, Notre-Dame-de-Grâce

Julien Feldman

Member of Governance & Ethics Committee (Chair) and Human Resources Committee (Vice-Chair)
Ward 3 Westmount, Southwest, Ville-Marie West

Jamie Fabian

Member of Quebec English School Boards Association and Audit Committee
Ward 4 Hampstead, Côte Saint-Luc

James Kromida

Member of Audit Committee (Chair) and Executive Committee
Ward 5 St-Laurent

Sophie De Vito

Member of Governance & Ethics Committee
Ward 7 Ahuntsic, Cartierville, Montreal North

Mario Pietrangelo

Member of Governance & Ethics Committee (Vice-Chair) and Human Resources Committee
Ward 8 St-Léonard

Mario Bentrovato

Member of Executive Committee (Vice-Chair) and Human Resources Committee (Chair)
Ward 9 Anjou, Mercier, Hochelaga, Maisonneuve, Rosemount-La Petite-Patrie

Pietro Mercuri

Member of Executive Committee and Transportation & Safety Advisory Committee
Ward 10 Rivière-des-Prairies, Pointe-aux-Trembles

Maria Corsi

Parent Commissioner - Elementary Schools
Member of Executive Committee

Tony Speranza

Parent Commissioner - Secondary Schools
Member of Audit Committee (Vice-Chair) and Transportation & Safety Advisory Committee

Mubeenah Mughal

Parent Commissioner - ACSES (Advisory Committee on Special Education Services)
Member of Human Resources Committee

Daniel Tatone

Parent Commissioner - At Large
Member of Governance & Ethics Committee

Senior administrators

Nicholas Katalifos

Director General

Jack Chadirdjian

Assistant Director General, Administration

Pela Nickolettopoulos

Assistant Director General, Education and Innovation

Nathalie Lauzière

Secretary General, Director of Archives and Translation

Magdalena Sokol

Director of Legal Services

Demetrios Giannacopoulos

Sector Director, Elementary

Nathalie Lacroix

Sector Director, High School

Anna Sanalitra

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

Ann Watson

Director of Human Resources

Darlene S. Kehyayan

Assistant Director of Human Resources

Marilyn Ramlakhan

Assistant Director of Human Resources

Angela Spagnolo

Director of Adult Education and Vocational Services

Rick 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

Diana Nguyen

Assistant Director of Material Resources (Environment, Safety & Security)

Nasreddine Slimi

Assistant Director of Material Resources (Procurement)

Julie René De Cotret

Director of Student Services

Sabrina Petrocco

Assistant Director of Student Services

Sandra Léveillé

Director, School Organization

Highlights





Recognizing Volunteers

Honouring Teachers

Willingdon Students Sing National Anthem

EBS Centennial

Royal Vale Sports Complex

Westmount Park Reopening

Dolls of Hope

Prime Minister's Award

Pink Shirt Day

Spirit of Giving

CBC Music Challenge

Playground Campaign at Mackay Centre School

Mira Dog Joins School

Rosemount Technology Centre's Most Senior Student

Recognizing Volunteers



The annual EMSB Parent Volunteer Appreciation Evening took place virtually again, marking National Volunteer Week in April under the theme of “United in Our Differences: Together We Have It All.” The Volunteer of Distinction was Mubeenah Mughal. Besides being a parent commissioner for the EMSB, she sits on the Advisory Committee on Special Education Services (ACSES) and is integrally involved at the schools of her own children. Dr. Earl Rubin, the Division Director of Infectious Diseases at the Montreal Children’s Hospital of the McGill University Health Centre (MUHC), was the Ambassador of the Year.

Honouring Teachers

On the occasion of EMSB Teacher Recognition Day on May 5, three individuals were presented with special awards from restaurant franchiser Foodtastic, as well as certificates. The winners were profiled on television by promotion co-sponsor CityNews Montreal. The EMSB launched this ceremony eight years ago to coincide with National Teachers Day in the United States and recognize this profession towards the end of the academic year. The EMSB received many nominations from parents for the awards, which fall into three categories. Foodtastic presented \$100 gift cards to: Noemie Battista, a music and Ethic and Religious Culture (ERC) teacher at Dunrae Gardens Elementary School in TMR; Andy D’Alessandro, physical education teacher at Laurier Macdonald High School in St. Leonard; and Dr. Nikolay Krilov, a teacher in the Electromechanics Program at Rosemount Technology Centre. The formal presentation took place in the schoolyard at Dunrae Gardens. On hand for the event was Lawrence Mammias, Chief Development Officer and co-owner with his brother Peter of Foodtastic. Both Lawrence and Peter attended Dunrae Gardens.



Willingdon Students Sing National Anthem



Willingdon Elementary School's music teacher Nick Batzios first dreamt about having his students sing the national anthem at a Montreal Canadiens game nearly 10 years ago. On Tuesday, April 5, his dream finally came true. Before the Canadiens hosted the Ottawa Senators, Mr. Batzios and the Willingdon choir proudly stood up in their seats and sang "O Canada" in front of a sold-out crowd at the Bell Centre.

EBS Centennial

Elizabeth Ballantyne Elementary School in Montreal West marked its centennial on June 2 by celebrating the past, all the while looking ahead to the future. Students, staff, dignitaries, and other invited guests gathered outside the front entrance of the school to help uncover a time capsule buried in front of the building in May of 1997. It was initially buried in celebration of Elizabeth Ballantyne's then-75th anniversary, in conjunction with the Town of Montreal West's centennial. A new time capsule was buried in its place to be opened in 25 years time. Students wrote letters about what they think Montreal and Elizabeth Ballantyne will look like in 2047 for inclusion in the time capsule. Masks, hand sanitizers, and rapid tests were included as a nod to COVID-19, along with a newspaper, cap, and staff photo, among other items. Following the ceremony, all guests were invited back into the school gymnasium for a trip down memory lane.



Royal Vale Sports Complex



Work has been completed on a brand new \$6-million sports centre at Royal Vale School in NDG, in a space that once housed a City of Montreal swimming pool. One would never know from the outside that such an ambitious renovation took place inside. No changes were made to the façade, except for the replacement of some windows and doors. But what changed inside was monumental. The new gymnasium, Royal Vale's second such facility, is a regulation basketball court in an airy, bright space underground lit by large, above-ground windows, facing south. It is accessed down a flight of stairs, and on the same floor as the brand-new fitness room and dance studio (soon to be outfitted with a ballet barre) and changing rooms, complete with lockers, showers, sinks and toilets. Many of the features are run by touchless sensors, including the lights, faucets and dryers. A formal launch was held on May 6.

Westmount Park Reopening

Students and staff returned to the historic Westmount Park Elementary School facility for the 2021-22 academic year. A formal ribbon cutting ceremony took place in November. The 108-year-old facility at 15 Park Place had been closed for the last two academic years to complete a \$20-million project of renovations and repairs. In the interim, students were based at the former St. John Bosco Elementary School in Ville Émard (Westmount Park South Campus) and Marymount Academy International in NDG (Westmount Park North Campus). Westmount Park Elementary School has a rich history with the original structure built in 1913, an addition in 1919 and another one in 1921. The refurbished facility has modern classrooms, including interactive SMART boards.



Dolls of Hope



A Grade 6 class at Westmount Park Elementary School read the historical fiction novel called *Refugee*, which has had a tremendous impact on students. Since the class began reading this novel, teacher Sabrina Pianese had been in contact with a very special organization called Dolls of Hope. It was started by an amazing mother of five who, while visiting Greece, discovered a refugee camp and decided to launch a fundraiser to bring a little joy and comfort to children in refugee camps. She started making handmade dolls and bears to send to refugee children all over the world. Dolls of Hope has already distributed handmade bears and dolls to more than 52,180 children in 41 countries. The students traced the patterns provided by Dolls of Hope on soft fabric (such as fleece or flannel). They then hand-embroidered the faces onto the bears. Next, with Ms. Pianese's guidance, they learned how to use sewing machines! The goal was to make and send out at least 50 toy bears to the Dolls of Hope organization. They more than doubled that objective.

Prime Minister's Award

Joseph Romano, a Physical Education and Health teacher at John Caboto Academy in Ahuntsic, was named a recipient of the 2021 Prime Minister's Award Certificate of Achievement. A formal presentation took place via Zoom. On hand was Minister of Foreign Affairs and Member of Parliament for Ahuntsic-Cartierville Mélanie Joly, St. Leonard-St. Michel (where Mr. Romano resides) MP Patrizia Lattanzio, EMSB Chair Joe Ortona, Commissioner Sophie De Vito and some members of EMSB senior management. Mr. Romano is considered a great mentor, coach, motivator, and supporter, as he challenges students to optimize their potential, convincing them that they can do anything they set their minds to. He believes in them before they believe in themselves.



Pink Shirt Day



The EMSB launched a new anti-bullying campaign on Pink Shirt Day February 23 when world famous wrestler Jacques Rougeau addressed students at a virtual presentation. Bullying is a problem in schools, workplaces, homes, and online. Over the month of February, and throughout the year, Pink Shirt Day aims to raise awareness of these issues, as well as raise funds to support programs that foster children’s healthy self-esteem. The EMSB was proud to announce that Electrika, one of the only companies to exclusively offer residential electrician services in Montreal and Laval, served as the official sponsor for the Pink Shirt Day campaign.

Spirit of Giving

The EMSB was proud to be part of CTV’s Spirit of Giving campaign, which was a record breaker this year and raised \$38,000 to support community organizations. “We’ve come a long way from the time of collecting cans and sorting boxes, and we know that the money collected helps our various charitable partners in very concrete ways,” a CTV statement declared. “A big thanks goes out to the participating EMSB schools who helped make this edition of CTV’s Spirit of Giving the most successful one ever.”



CBC Music Challenge



Nesbitt Elementary School in Rosemount took home first place honours in the Indigenous Languages category in the Canadian Music Class Challenge, CBC Music's salute to music education in Canada. In association with MusiCounts, every year CBC invites music instructors to teach their students a Canadian song from a pre-approved list. Caroline Derome's music club and choir from Nesbitt performed the song Strawberry Moon (Ode'min Giizis). Passionate about music, in addition to their regular music classes, these Grades 4, 5 and 6 students come voluntarily to practice during recess. Bancroft Elementary School in the Plateau made history by becoming the first in the country to ever have five classes, all taught by François Lukawecki, as finalists in the competition. They took home third prize in the Primary Instrumental Category (Kindergarten to Grade 3) for their interpretation of the song Hey Dum, Diddle Dum. Honoré Mercier Elementary School in St. Léonard was also a finalist in the latter category. Marymount Academy International in NDG's Steel Pan Band came in third place in the Junior Instrumental Category (Grades 7 to 10) for their version of "I'm Like a Bird."

Playground Campaign at Mackay Centre School

The Habilitas Foundation and the EMSB unveiled plans for a \$2 million fully-accessible playground at the Mackay Centre and Philip E. Layton schools in NDG. In the fall Pierre Boivin (CEO of Claridge and former President of the Montreal Canadiens) and his daughter Catherine, 41, a former student at the Mackay Centre School, were on hand to accept the roles of co-chairs of the fundraising campaign. A total of 189 children attend the two schools, the only ones of this kind to offer specialized educational and rehabilitative services in English, serving students from all of Quebec's English-language school boards.



Mira Dog Joins School



Galileo Adult Education Centre in Montreal North welcomed two new students, Samuel Attias and his four-legged, chocolatey-eyed companion, Dobby, this school year. Fittingly named after the loyal house-elf in Harry Potter, Dobby became the first Mira service dog to assist at Galileo. She helps Samuel manage anxiety and sleep. Samuel attends Galileo's Social Integration Services program (SIS), which has operated in collaboration with the Miriam Centre and CIUSSS West-Central Montreal since November 2020.

Rosemount Technology Centre's Most Senior Student

Not many in their 70s can claim the knowledge acquisition that Gabriele Santilli has. At 73, Mr. Santilli was Rosemount Technology Centre's (RTC) oldest student. Of the school's eight vocational programs, he has now completed five. An inspiration to most people given his love of learning and commitment to his own personal growth, he serves as a role model to his fellow students and, he said, this has been especially meaningful. Affectionally called "Signor Gaby" or "Grand dad," classmates will often seek him out for help before they even see their teacher. Teachers are busy, he said, and "it's a pleasure" to be able to help. When Mr. Santilli retired from the workforce in 2015 it became immediately clear that he didn't want to spend his time "going to the bar and arguing with old men like me about stupidities. I spoke to my wife, who is an educational counsellor with UQAM. She found RTC and said 'hey, let's go and see what it's all about.'" Thus, started his educational career at Rosemount Technology Centre.



Enrolment numbers



Enrolment numbers

ELEMENTARY SCHOOLS	PRINCIPAL	ENROLMENT	TEACHER ALLOCATION
Bancroft	Ms. Myrienne Lusignan	316	22.79
Carlyle	Ms. Dina Vourdousis	298	21.97
Cedarcrest	Ms. Otis Delaney	268	20.57
Coronation	Mr. Mike Talevi	255	21.07
Dalkeith	Mr. John Wright	186	17.28
Dante	Mr. Joseph Schembri	288	19.02
Dunrae Gardens	Ms. Despina Michakis	337	21.37
East Hill	Mr. Steven Rebelo	421	28.69
Edinburgh	Ms. Chantal Juhasz	316	20.47
Edward Murphy	Ms. Rania Delis	275	22.82
Elizabeth Ballantyne	Ms. Christina Chilelli	221	20.14
F.A.C.E. Elementary	Mr. Joseph Vitantonio	171	11.41
Gardenview	Ms. Elena Zervas	723	43.49
Gerald McShane	Mr. David Lee	243	20.77
Hampstead	Ms. Lucy Buscemi	210	19.02
Honoré Mercier	Ms. Sonia Marotta	372	23.42
John Caboto Academy	Mr. David Servello	182	16.9
Leonardo da Vinci Academy	Ms. Nadia Sammarco	420	29.98
Merton	Ms. Rosana Caplan	311	19.14
Michelangelo International	Ms. Marisa Mineiro	516	32.68
Nesbitt	Mr. Nicholas Romano	309	26.36
Our Lady of Pompei	Ms. Lisa Ancona	225	15.78
Parkdale	Mr. George Koutsoulis	307	32.48
Pierre de Coubertin	Ms. Ida Pisano	444	31.56
Pierre Elliott Trudeau	Ms. Tanya Alvares	338	27.89
Roslyn	Ms. Joanna Genovezos	577	37.17
Royal Vale Elementary	Mr. Mauro Zampini	426	26.18
Sinclair Laird	Mr. Derrek Cauchi	117	9.33
St. Gabriel	Mr. Jim Daskalakis	210	20.67
St. Monica	Ms. Silvana Crigna	245	20.57
St. Raphael	Ms. Joe Ann Desir	20	7.2
Westmount Park	Mr. Marco Gagliardi	501	34
Willingdon	Ms. Carmen Nicolas	583	35.85
TOTAL		10,631	778.04

Enrolment numbers

HIGH SCHOOLS	PRINCIPAL	ENROLMENT	TEACHER ALLOCATION
F.A.C.E. High School	Mr. Joseph Vitantonio	126	11.1
James Lyng	Mr. Lino Buttino	111	13.5
John F. Kennedy	Ms. Liboria Amato	310	26
John Grant	Ms. Jennifer LeHuquet	86	14.5
LaurenHill Academy	Ms. Donna Manos	1099	67.5
Laurier Macdonald	Ms. Cristina Celzi	629	39.9
Lester B. Pearson	Mr. Tony Pita	1024	59.5
L.I.N.K.S.	Ms. Maria Calderella	76	9
Marymount Academy	Mr. James Fequet	380	23.9
M.I.N.D.	Ms. Myrienne Lusignan	27	5
Rosemount	Mr. Luigi Santamaria	428	24.7
Royal Vale	Mr. Mauro Zampini	485	26.6
Royal West Academy	Ms. Angela Vaudry	872	46.7
Vincent Massey Collegiate	Ms. Franca Cristiano	807	42.0
Westmount	Ms. Demetra Droutsas	813	50.8
TOTAL		7273	460.7

OUTREACH SCHOOLS	PRINCIPAL	ENROLMENT	TEACHER ALLOCATION
Focus	Mr. Craig Olenik	25	5.0
Options	Mr. Craig Olenik	25	5.0
Outreach	Mr. Craig Olenik	15	3.0
Perspectives I	Mr. Craig Olenik	33	5.0
Perspectives II	Mr. Craig Olenik	22	6.0
Programme Mile End	Mr. Craig Olenik	38	5.0
Venture	Mr. Craig Olenik	18	4.0
Vezina	Mr. Craig Olenik	22	4.0
TOTAL		198	37

SOCIAL AFFAIRS SCHOOLS	PRINCIPAL	ENROLMENT	TEACHER ALLOCATION
Cité des Prairies	Mr. Craig Olenik	1	1.0
Elizabeth High School	Mr. Craig Olenik	2	2.3
Mackay Centre	Ms. Irini Margetis	144	32
Montreal Children's Hospital	Ms. Joe Ann Desir	*	2.0
Mountainview Sch. Proj. Ctr.	Mr. Craig Olenik	23	8.0
Philip E. Layton School	Ms. Irini Margetis	42	20.3
Sir Mortimer B. Davis	Ms. Joe Ann Desir	45	8.0
TOTAL		257	73.6

* There is no enrolment figure. In this case the EMSB provides education to students who are hospitalized.

Enrolment numbers

ADULT & VOCATIONAL EDUCATION CENTRES	PRINCIPAL	ENROLMENT
Galileo Adult Education Centre	Ms. Martina Schiavone	1084
HSM Adult Education Centre	Ms. Anne Marie Matheson	2501
James Lyng Adult Education Centre	Ms. Civita Tudino	904
John F. Kennedy Adult Education Centre	Ms. Elizabeth Lagodich	873
Laurier Macdonald Career Centre	Ms. Anna Maria Borsellino	825
Rosemount Technology Centre	Mr. John Pevec	792
Shadd Health & Business Centre	Ms. Danica Lewington	756
St. Laurent Adult Education Centre	Ms. Daniele Lattanzio	904
St. Pius X Career Centre	Ms. Alice Sideropoulos	3796
Wagar Adult Education Centre	Mr. Harry Michalopoulos	853
AEVS Testing Centre		251
TOTAL AVES		13,539
HOME SCHOOLING	PRINCIPAL	ENROLMENT
EMSB Home Schooling Program	Ms. Anna Sanalidro	278
Hasidic Community Home Schooling Program	Ms. Anna Sanalidro	1228
TOTAL		1,506

Student ombudsman



Annual report 2021-2022

It is my pleasure to submit the Student Ombudsman annual report, as required by article 220.2 of the Education Act of Quebec and section 9.1.4 of the By-Law no. 8. I was nominated by the Council of commissioners in late December 2018. My contract was extended for a year until the end of December 2022, so this marks my fourth annual report.

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

The previous Student Ombudsman reports indicate that she provided assistance to 137 parents or students in 2020-2021, compared to 70 parents

or students in 2019-2020, 55 in 2018-2019, 48 in 2017-2018, 50 during the 2016-2017, 38 during the 2015-2016, 40 during the 2014-2015 and 20 during the 2013-2014 year.

In 2021-2022, the Student Ombudsman provided assistance to 77 parents or students. It should be noted that of the 77 complaints, 11 were not under the EMSB Student Ombudsman's jurisdiction. The Student Ombudsman referred the person to the appropriate entity, either an other School Board or a private school. The Student Ombudsman has received and made follow-up calls up to 137 calls and 515 emails.

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

During the 2021-2022 year, the Student Ombudsman intervened in different cases. However, all the cases originated from one (1) parent. The Student Ombudsman and the Student Ombudsman's substitute submitted each a report with the conclusion that the complaints were unfounded.

The time spent in managing complaints and providing information to parents or students was approximately 177 hours. The table on the next page represents the data regarding the requests for assistance during the year 2021-2022, ending June 30, 2022.

Category	Elementary	Secondary	Adult	Total
Administrative decisions (placement/suspension/relocation/transfer)	2	7		9
COVID-19 public health measures	1		1	2
Virtual school	2	6		8
Services for students with special needs	8	1		9
Daycare	1			1
Governing board		1		1
Teacher/principal/school personnel behaviour	2	3		5
Request for information	7	10		17
Management of violence/bullying	4	1		5
Decision (admission, inscription, class)	3	3		6
Quality of services	1	1	1	3
Total	31	33	2	66

Not under the Student Ombudsman's jurisdiction: 11

Section 220.2 of the Education Act requires that the Student Ombudsman's report contain a specific section for complaints pertaining to bullying and violence. The Student Ombudsman received five complaints which pertained to allegations of that nature. They were all on parents' dissatisfaction with the way the school's administrations handled situations involving intimidation or violence between students. All of the requests were referred to the appropriate authority.

On a personal note, I would like to express my gratitude to the English Montreal School Board personnel who responded to my requests for

assistance in a prompt manner and put their efforts on ensuring a "just, fair and equitable resolution" to the complainants' concerns. I wish to express a special thank you to Me Lauzière, the Secretary General, and the sectional directors for keeping me informed of the complaints' status. And finally, I want to express my gratitude to the parents and students who put their trust in me, as Student Ombudsman, by confiding in me about their concerns and issues. I wish everyone a great school year.

Respectfully submitted,

Isabelle Turgeon

Isabelle Turgeon

By-Law No. 3 (2020)

Code of Ethics and Professional Conduct for the Members of the Council of Commissioners

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

1. OBJECTIVE OF THE BY-LAW

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

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

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

2. LEGAL FRAMEWORK

Provincial Legislation:

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

EMSB Internal By-Laws:

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

EMSB Internal Policies:

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

3. DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

4. DUTIES AND OBLIGATIONS OF COMMISSIONERS

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

4.1 All Commissioners

4.1.1 Commissioners have the following duties and obligations:

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

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

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

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

4.1.2 Obligation to Attend Mandatory Professional Development

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

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

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

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

4.1.3 Decisional Authority

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

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

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

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

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

4.1.4 Use of Confidential Information

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

4.1.5 Conflict of Interest

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

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

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

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

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

4.1.6 Undue Advantage

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

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

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

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

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

4.2 Chair and Vice-Chair of the EMSB

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

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

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

5. BREACH TO THE CODE OF ETHICS

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

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

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

6. REMUNERATION

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

7. PROTECTION AGAINST CERTAIN FINANCIAL LOSSES

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

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

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

8. ENFORCEMENT MECHANISM

8.1 Ethics Commissioner

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

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

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

8.2 Term of Mandate of the Ethics Commissioners

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

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

8.3 Coordination by the Secretary General

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

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

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

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

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

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

8.4 Assignment of an Ethics Complaint

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

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

8.5 Filing of an Ethics Complaint

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

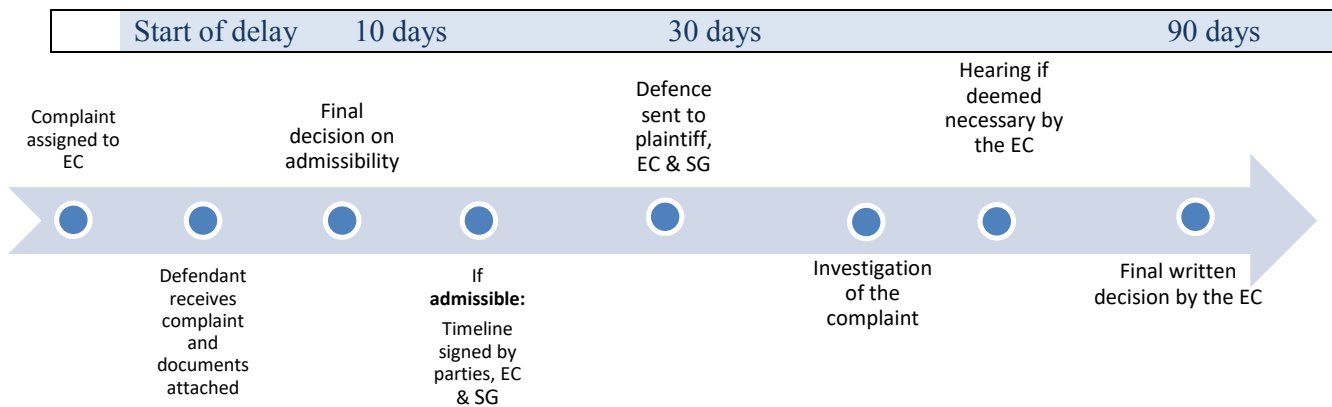
8.6 General Powers and Functions of the Ethics Commissioner

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

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

8.7 Process of an Ethics Complaint

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



8.7.3 Request for Extensions

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

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

8.7.4 Deliberation of the Ethics Commissioner

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

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

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

8.8 Decision and Sanctions

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

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

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

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

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

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

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

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

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

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

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

9. PROTECTION AND CONSERVATION OF DOCUMENTS

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

10. ANNUAL REPORT

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

11. ACKNOWLEDGEMENT OF RECEIPT OF CODE OF ETHICS

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

12. COMING INTO FORCE

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

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

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

Ethics commissioners' report

Annual report 2021-2022

During the 2021-2022 school year (July 1, 2021 to June 30, 2022)

Number of complaints received: None


Follow up: None

Breaches determined during the year: None

Penalties imposed: None

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

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

A handwritten signature in blue ink that reads "Anthony Battah". The signature is written in a cursive, slightly slanted style.


Me Anthony Battah, Ethics Commissioner

Annual report 2021-2022

Designated officer

During the 2021-2022 school year (July 1, 2021 to June 30, 2022), Me Anthony Battah, the Designated Officer, received ZERO (0) complaint filed under Policy DG-26.1 TO FACILITATE THE DISCLOSURE OF WRONGDOINGS. The information stated below is provided in accordance with Section 11 of the Policy DG-26.1.

1. **Number of disclosures received:** None
2. **Number of disclosures he has decided to put an end to, as per section 8.2 of the Policy:** None
3. **Number of well-founded disclosures:** None
4. **Number of disclosures broken down according to the categories of Wrongdoings enumerated in the present Policy (see the definition of Wrongdoings):** None
5. **Number of disclosures he transferred to the Public Protector:** None
6. **Number of times he forwarded the information disclosed to him to the Anti Corruption Commissioner:** None



Me Anthony Battah

Designated Officer for the
English Montreal School Board

August 10th, 2022

Section 02



The commitment-to-success plan
report 2021-2022

Article 209.1 of the Education Act states:

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

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

Article 220 of the Education Act states:

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

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

MEES OBJECTIVE 1: Graduation and qualification

To increase the success rate of students by 2030:

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

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

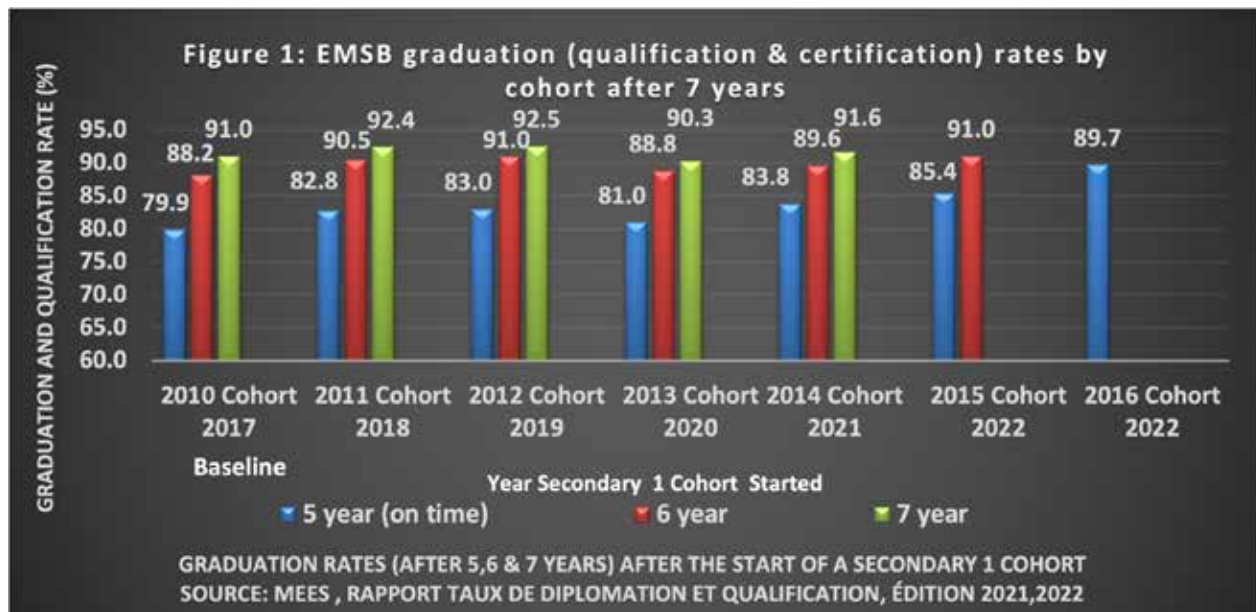
- **Objective 1.1: To increase the June global success rate of students in secondary 4 Mathematics (CS&T) from 63.3% in 2017 to 68.0% by 2022.**
- **Objective 1.2: To increase the June global success rate of students in secondary 4 Science & Technology from 87.2% in 2017 to 89.0% by 2022.**
- **Objective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

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

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

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

The bulk of the cohort that began secondary 1 in 2010 graduated or qualified in 2015. This represents the five-year graduation and qualification rate. Students from the same cohort who required additional time to obtain their graduation or qualification did so in the 6th year (2016) or the 7th year (2017).



Source : *Diplomation et qualification par commission scolaire au secondaire, édition 2022*

Figure 1 contains the graduation and qualification rates by cohort after five years, six years and seven years. The five-year graduation rate increased steadily from 79.9% in June 2017 to 89.7% in June 2022, with the exception of a slight decrease in June 2020 (to 81.0%). Similarly, the six-year graduation rate increased steadily from 88.2% in June 2017 to 91.0% in June 2019. Although it decreased slightly to 88.8% in 2020, the rate continued to increase to 91.0% in June 2022. The seven-year graduation rate increased from 91.0% in June 2017 to 92.5% in June 2019. There was a slight decrease to 90.3% in June 2020. The results for 2021 show that the seven-year rate has increased again to 91.6%.

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

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

The Commitment-to-Success Plan targeted that by 2022, 91% of our students would graduate or receive a first qualification after seven years. The results show that the Board has achieved its target. Figure 1 also shows that the six-year graduation rate for the 2015 cohort is already at 91.0%, indicating that next year's results will surpass the current target.

2022 marks the end of our current Commitment-to-Success Plan. When the plan went into effect in September 2018, the world was unaware that a global pandemic would soon interrupt all sectors of work, education and life. The focus suddenly shifted to maintaining the essentials. Educators struggled to provide continuity in instruction for students and fostered community, sometimes at a distance. Although Uniform exams were suspended for two years by the province, students continued to learn and in June 2022, the evaluation schedule was restored. The results of the seven-year graduation rate for 2022 are congruent with the Board's pre-pandemic results. This means that the increases in 2021 between year 5 and 7 are similar to previous years, showing that the interruption to evaluation did not affect the Board-wide results.

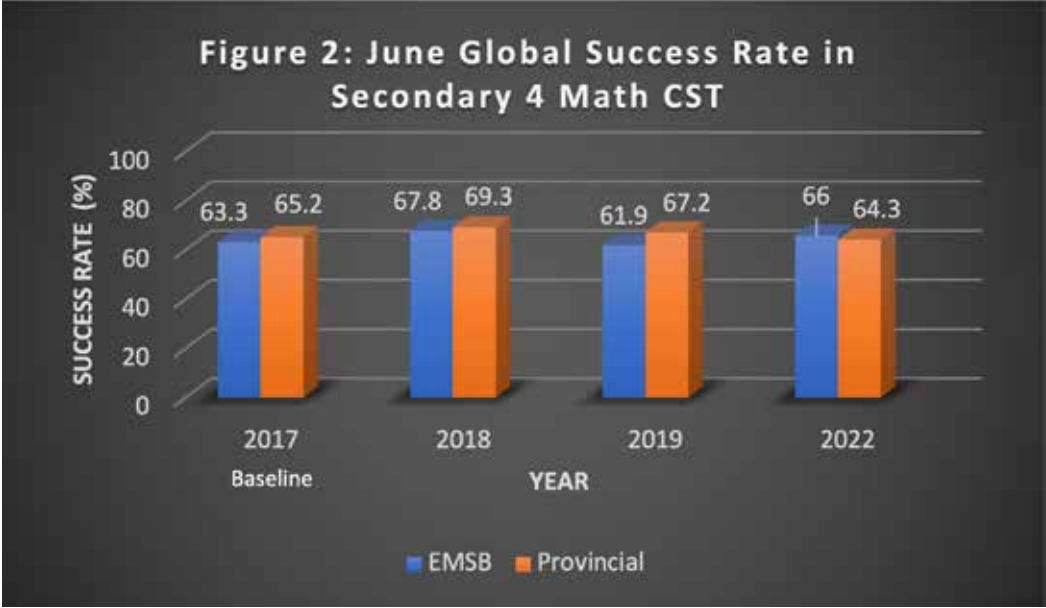
The last two years have truly changed all arenas of life. As we continue to recover from this global event, it is encouraging to see that a large proportion of students are continuing to receive graduation and qualification through the services of the English Montreal School Board.

***Success is no accident.
It is hard work, perseverance, learning, studying, sacrifice,
and most of all, love for what you are doing or learning to do.***

– Pele

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.

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

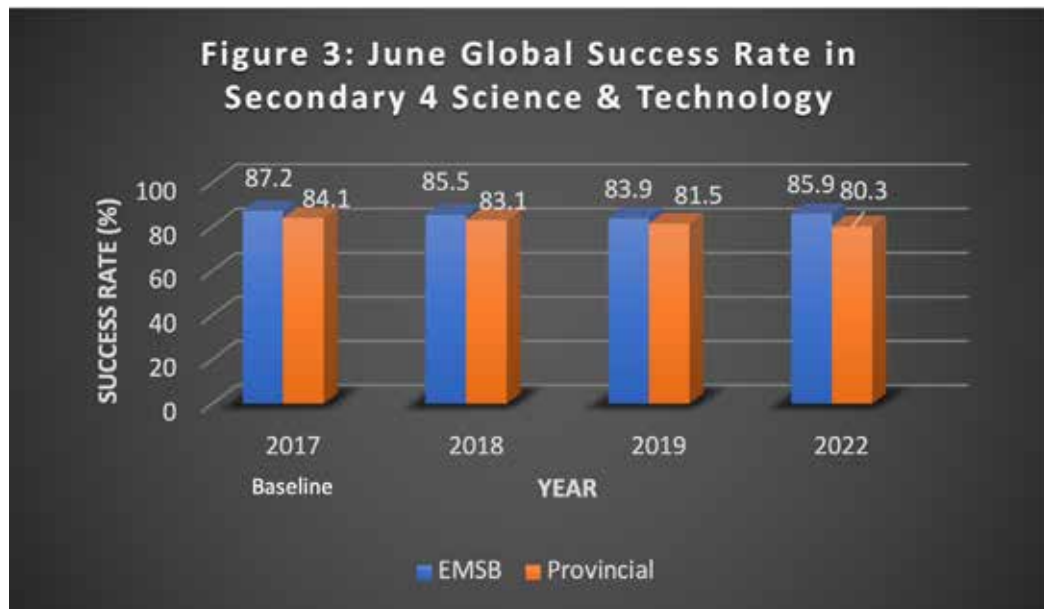


Source: Charlemagne, 2022

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

Figure 2 shows that the success rate increased from 63.3% in 2017 to 67.8% in 2018. In 2019, the success rate decreased to 61.9%, which is 5.3% lower than the provincial result. In June 2022, with the return of uniform exams, the global success rate for this course increased significantly to 66%. This is higher than the province result by about 2%. It is possible that students were assisted by the government initiative to provide prioritized learning in order to allow students time to consolidate their learning from the pandemic. The results are 2% below the target of 68%. The Board will continue to monitor results in this subject area.

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

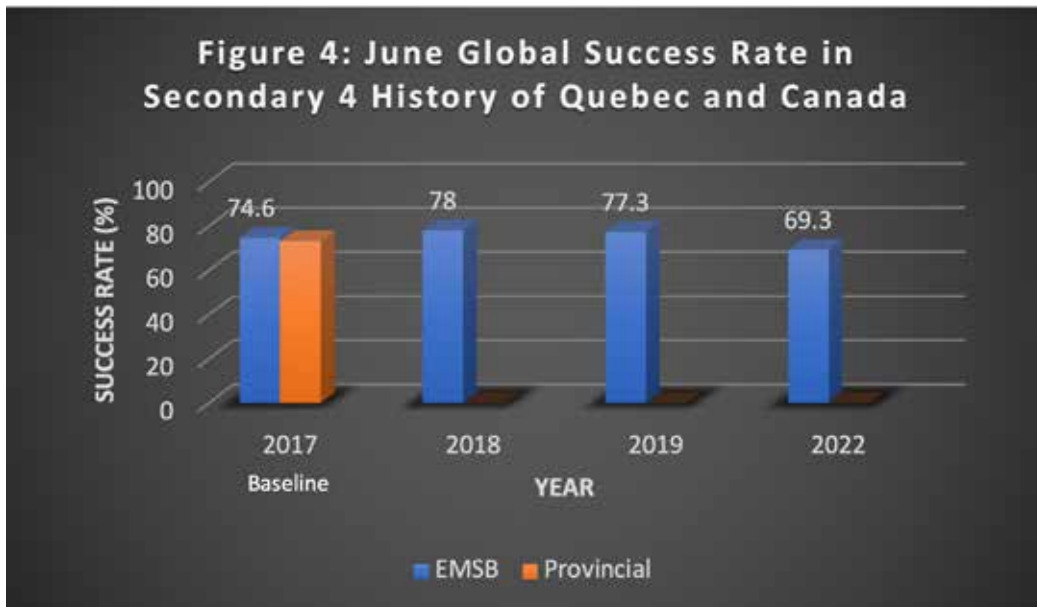


Source: Charlemagne, 2022

Figure 3 shows that the success rate in Secondary 4 Science and Technology has gradually decreased from 87.2% in 2017 to 83.9% in 2019. In 2022, the success rate increased to 85.9%, nearly 6% above the province's rate. This gap is significant, as evidenced by the data presented above. The Board mirrored the province's results until 2022. This possibly indicates that throughout the pandemic, the strategies and tools that were put in place stabilized the learning and continued to provide students with what was needed for success in the course.

The target, set at 89%, is on track to being achieved. This goal will continue to be monitored in the revised Commitment-to-Success Plan.

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.



Sources: Charlemagne, 2019; Lumix, 2022

Secondary 4 History of Quebec and Canada is a requirement for graduation. The School Board offers the course in both English and French. The success rate increased from 74.6% in 2017 to 77.3% in 2019. In 2018, the program changed from History and Citizenship to the History of Quebec and Canada. It should be noted that the 2017 results are based on a uniform MEQ exam that was administered throughout the province, with moderation*. When there is no MEQ uniform exam, the Board cannot compare its results with the province. In 2018 and 2019, students wrote a complementary exam, allowing teachers and students to adjust to the new program. The exam from June 2020 was meant to be the first uniform exam since 2017 but was cancelled due to the pandemic.

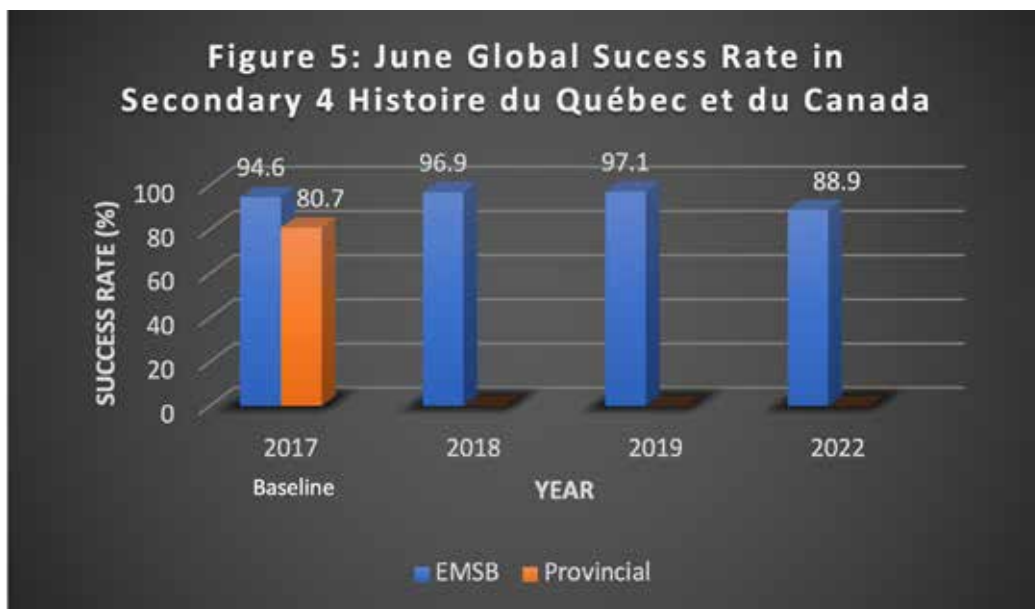
When the evaluation schedule resumed in June 2022, the MEQ chose to offer a complementary exam. They also created a prioritized progression of learning to assist teachers in helping students isolate which concepts and themes to focus on while we adjusted to in-person learning. In 2022, the success rate decreased significantly to 69.3%.

The History of Quebec and Canada is a course that is content heavy and asks students to identify and define historical concepts from both a thematic and chronological point of view throughout the Secondary 3 and 4 courses. The students who wrote the exam in June 2022 did not have the opportunity to write the Secondary 3 exam, and as such, had limited experience preparing for the Secondary 4 exam. It is worth noting that although the Commitment-to-Success Plan monitors the success rate of final exams as an indicator of student success, the exam in this case only represents 20% of a student's overall grade.

Although the Board's success rate is 8.7% below the target set for 2022, several initiatives were implemented in 2021 that are specific to helping students close learning gaps in History. For example, students have access to online tutorial services that cater to their school schedules. The Board will continue to monitor success rates in this course in the revised Commitment-to-Success Plan.

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

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



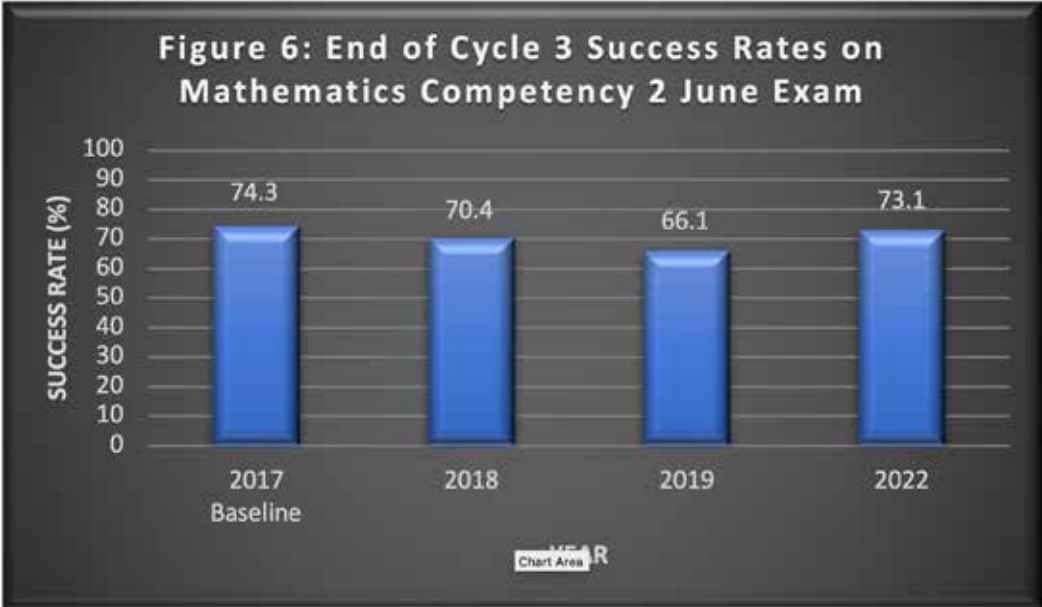
Sources: Charlemagne, 2019; Lumix, 2022

About a third of secondary 4 students are enrolled in Histoire du Québec et du Canada. This course is equivalent to the History of Quebec and Canada and counts towards graduation. The success rate increased from 94.6% in 2017 to 97.1% in 2019. This program also changed in 2018 to Histoire du Québec et du Canada. Similarly, the exams for 2018 and 2019 were complementary in nature and did not include provincial moderation.

Similarly to the History of Quebec and Canada, the first uniform exam of the new program was scheduled for June 2020, but was cancelled due to the pandemic. The success rate decreased from 97.1% in 2019 to 88.9% in June 2022. Previous years' results indicate that the success rate of this course is typically in the 90s range, with the results from 2018 and 2019 being above 95%. It is worth noting that the exam used during those two years were complementary, and often the introduction of moderation can result in an initial downward trend. The exam scheduled for June 2023 will be uniform and moderated.

At 88.9% the success rate for this course is slightly below the target set for 2022, which is to maintain a success rate at about 90%. Despite the pandemic, the target is in the range of achievement. The Commitment-to-Success Plan will continue to monitor student success in this course.

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



Source: Lumix, 2022

Figure 6 shows that the success rate at the end of cycle 3 Mathematics, Competency 2 exam has decreased at about 4% annually for the last two years, from 74.3% in 2017 to 66.1% in 2019. An analysis of the data from the Data Base Management System (DBMS) for the province suggests that a similar downward trend exists provincially. This drop of 4% annually was a pre-pandemic concern. In June 2022, as the exam schedule resumed, the success rate increased to 73.1%, about 2% below the target set for this year. It is possible that the increase can be partly attributed to the use of prioritized learning, made available to all schools by the government. To assist students in their gradual return to uniform evaluation, the exam was altered and administered over a shorter time period. Although the results are slightly below target, it is encouraging to see that student learning has continued to yield stable results despite the interruption of the pandemic.

This goal will continue to be monitored in the upcoming Commitment-to-Success Plan.

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 other students and students with special needs from 28.1% in 2016 to 23.1% by 2022.

Table 1: Graduation/Qualification Success Rates after 7 Years for Students with Special Needs and Others (%)

	Cohort 2012 (followed until 2018-2019)	Cohort 2013 (followed until 2019-2020)
PUBLIC		
Students with an Exceptional Code	56.1	56.2
Others	86.2	86.6
Gap in Success Rates	30.1	30.4
EMSB		
Students with an Exceptional Code	76.7	66.7
Others	97.2	97.6
Gap in Success Rates	20.5	30.9

Source: Objectifs 2 et 6, Politique réussite, 2021

**Please note : Data for the 2020-2021 year is not available at the time of writing.*

Table 1 shows the graduation/qualification success rate of students with special needs after 7 years for the public network and the EMSB. The success rate for students who have an exceptional code decreased from 76.7% in 2019 to 66.7% in 2020. The province's rate was relatively stable at about 56%. Both the Board and the province's success rate remained relatively stable for other students. A further examination of the trend (data not shown here) shows that the rate steadily increased from 66.1% in 2016 to 76.7% in 2019. It is possible that the results from 2020 are anomalous and related to the extenuating circumstances arising from the initial shutdown of schools and centres in 2020.

The shift to virtual learning in 2020 was unprecedented and required both students and teachers to quickly develop the necessary skills for teaching and learning online. Challenges were posed by the need to equip students with appropriate devices that could support the online platforms being used. Additionally, both students and teachers had to troubleshoot the issues with connectivity and software. Many students rely on the classroom routines and support from staff during in-school instruction to help them complete school work. Moving online meant that students had to manage working from home, where distractions and the needs of family members may have been difficult to navigate. This pivot was difficult for all students, however, it posed greater challenges for the families of students with special needs, as they worked to support student learning in the midst of coping with the pandemic shutdown.

The target has not been achieved. This goal will continue to be monitored in the upcoming Commitment-to-Success Plan.

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 2: Graduation/Qualification Success Rates after 7 Years of Schools in different IMSE Decile Groups (%)

	Cohort 2010	Cohort 2011	Cohort 2012	Cohort 2013
PUBLIC				
Disadvantaged Schools	71.8	73.2	73.5	73.8
Others	80.2	81.4	78.4	78.6
Gap in Success Rates	8.4	8.2	4.9	4.8
EMSB				
Disadvantaged Schools	84.0	83.5	87.3	80.3
Others	94.5	96.5	94.5	94.0
Gap in Success Rates	10.5	13	7.2	13.7

Source : Objectifs 2 et 6, Politique réussite, 2020 et 2021

** The term “disadvantaged schools” in the document refers to decile listing in the IMSE as 8-10. The category Others includes schools listed as Decile 1-3 and Decile 4-7.*

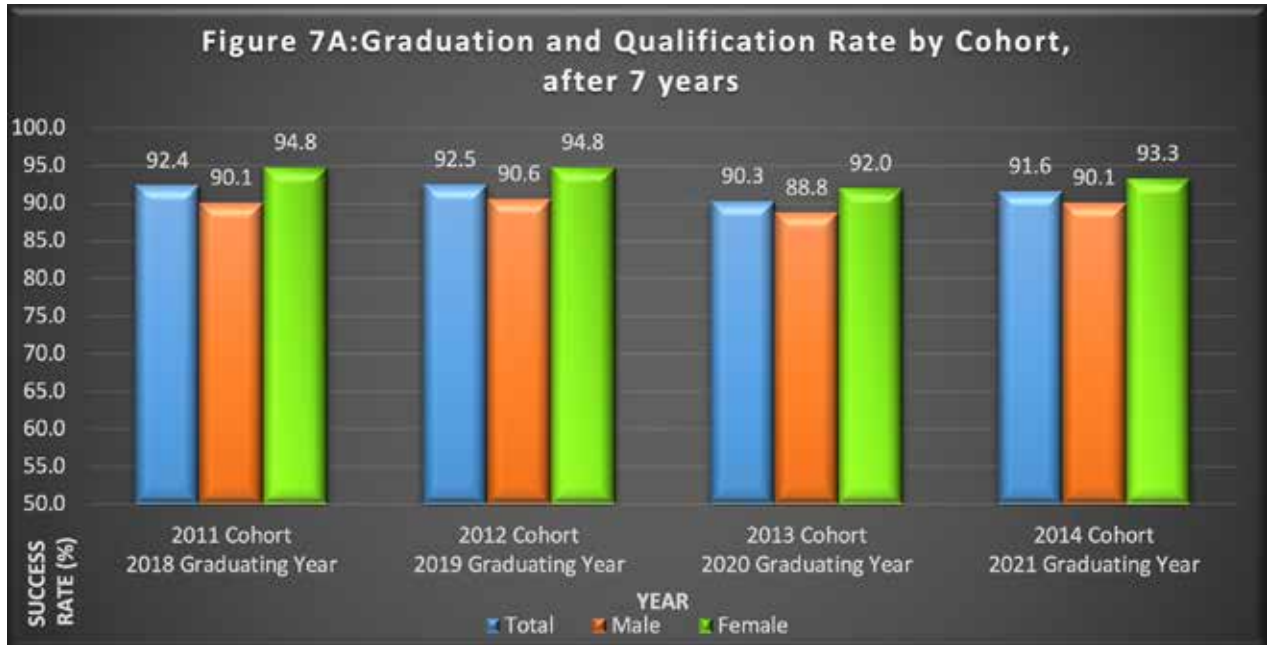
Table 2 shows that the graduation and qualification success rate for Disadvantaged schools (Decile 8-10) increased steadily from 84.0% in 2017 to 87.3% in 2019. In 2020, the rate decreased significantly to 80.3%. The province’s rate steadily increased from 71.8% in 2017 to 73.8% in 2020.

Table 2 also shows that EMSB’s gap in success rates between Disadvantaged Schools and Others has fluctuated significantly. In 2017, the rate was close to meeting the target at 10.5%. The gap fluctuated from 2018 at 13% to 7.2% in 2019. The gap widened again in 2020 to 13.7%.

The results may reflect the impact of the initial pandemic shutdown where students pivoted to online learning. In that time, it was a challenge for the Board to organized getting students devices and connectivity so that they could continue their learning from home. This particular cohort of students was affected during their 7th year, and may have faced challenges related to economic stability during the shutdown that may have hindered their ability to complete their studies.

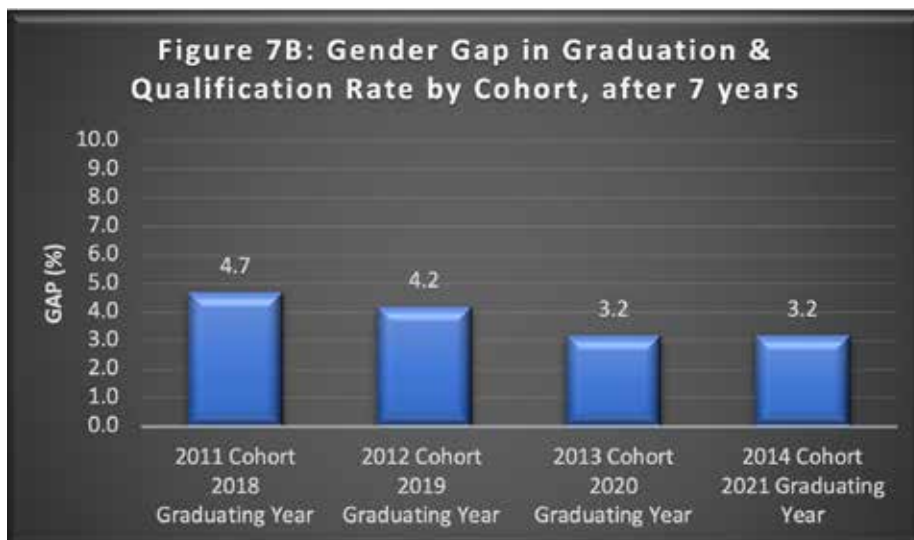
This goal will continue to be monitored in the upcoming Commitment-to-Success Plan.

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 2022*

Figure 7A shows the total graduation and qualification rate as well as the graduation and qualification rate for males and females of a cohort after seven years. The total rate increased from 91.0% in the 2017 graduating year to 92.5% in 2019, then decreased to 90.3% in 2020. Similarly, the graduation and qualification rate of males increased from 87.0% in the 2017 graduating year to 90.6% in 2019, then decreased slightly to 88.8% in 2020. For females, the rate decreased from 96.0% in the 2017 graduating year to 92.0% in 2020. In 2021, the overall graduation rate increased from 90.3% to 91.6%. The graduation and qualification rate for males also increased from 88.8% in 2020 to 90.1% in 2021. Similarly, the rate for females increased from 92.0% in 2020 to 93.3% in 2021. These increases indicate that the graduation and qualification rate is gradually returning to pre-pandemic levels. Although these rates are high, it is encouraging to see that both males and females are maintaining their academic achievements.



Source: *Diplomation et qualification par commission scolaire au secondaire, édition 2022*

Figure 7B shows the gap between males and females in the graduation and qualification rate after seven years. In 2017, the gap in graduation and qualification rates between males and females was 9.0%. This gap was significantly reduced in 2018 to 4.7% due to a 3% increase in the rate of males, and a slight 1.2% decrease in the rate of females. In 2019, the gap reduced further to 4.2% due to a slight increase in the graduation rate of males. In 2020, the gap decreased to 3.2% and remains stable in 2021. The target has been surpassed.

In the public sector (data not shown here), the graduation and qualification rate of males remained stable at about 74.0% in 2021. The graduation and qualification rate of females in the public sector increased slightly from 83.7% in 2020 to 84.2% in 2021. The overall gap in graduation and qualification rate in the public sector between males and females increased from 9.8% in 2020 to 10.2% in 2021.

The 2021-2022 academic year was in-person, with individual students occasionally affected by Covid-related absence. The slight decrease in graduation and qualification rate speaks to the resilience of all students who continued to meet the requirements of certification. This is especially encouraging as the Province moves back towards a regular evaluation schedule.

MEES OBJECTIVE 3: Early Intervention

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

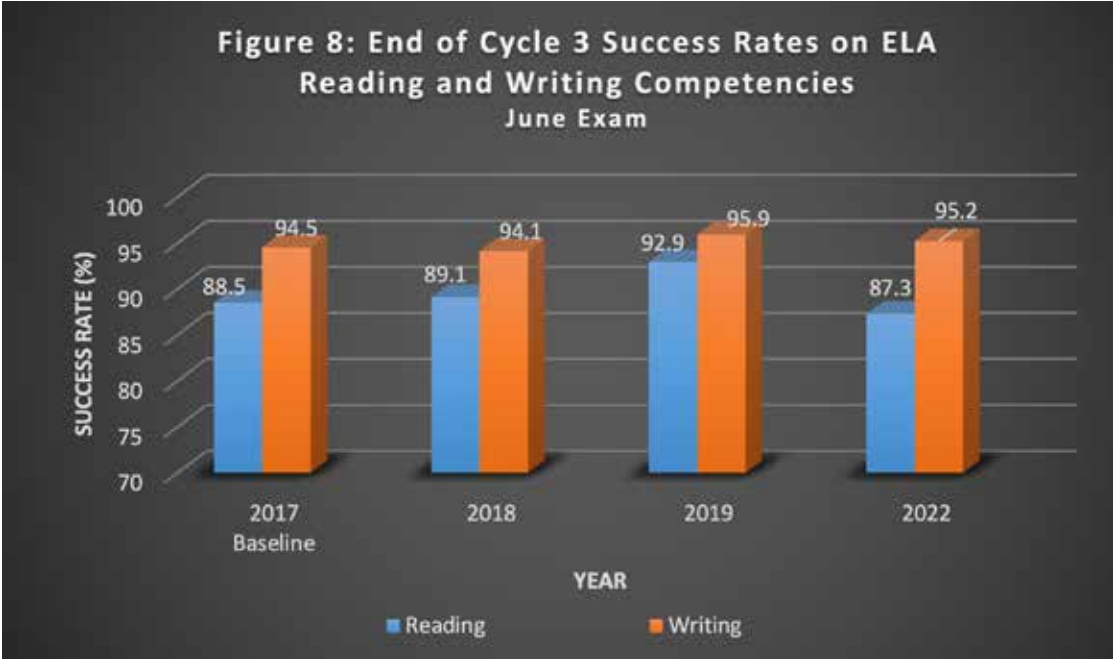
Please note: The EMSB does not have an Objective 3 because this concerns children who have not yet entered grade one, and is ultimately the responsibility of the Ministère de la Famille.

MEES OBJECTIVE 4: Language Proficiency

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

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

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



Source: Lumix, 2022

Figure 8 shows that the success rate in the ELA Reading competency of the End of Cycle June exam steadily increased from 88.5% in 2017 to 92.9% in 2019. In 2022, the success rate decreased slightly to 87.3%. This decrease will be monitored as schools work towards closing gaps in learning caused by the pandemic. The target is on track to being achieved.

Figure 8 also shows that the success rate in ELA Writing competency of the End of Cycle June Exam increased from 94.5% in 2017 to 95.9% in 2019 with a slight decrease in 2018. The rate has remained stable at about 95% through 2022. The target has been achieved.

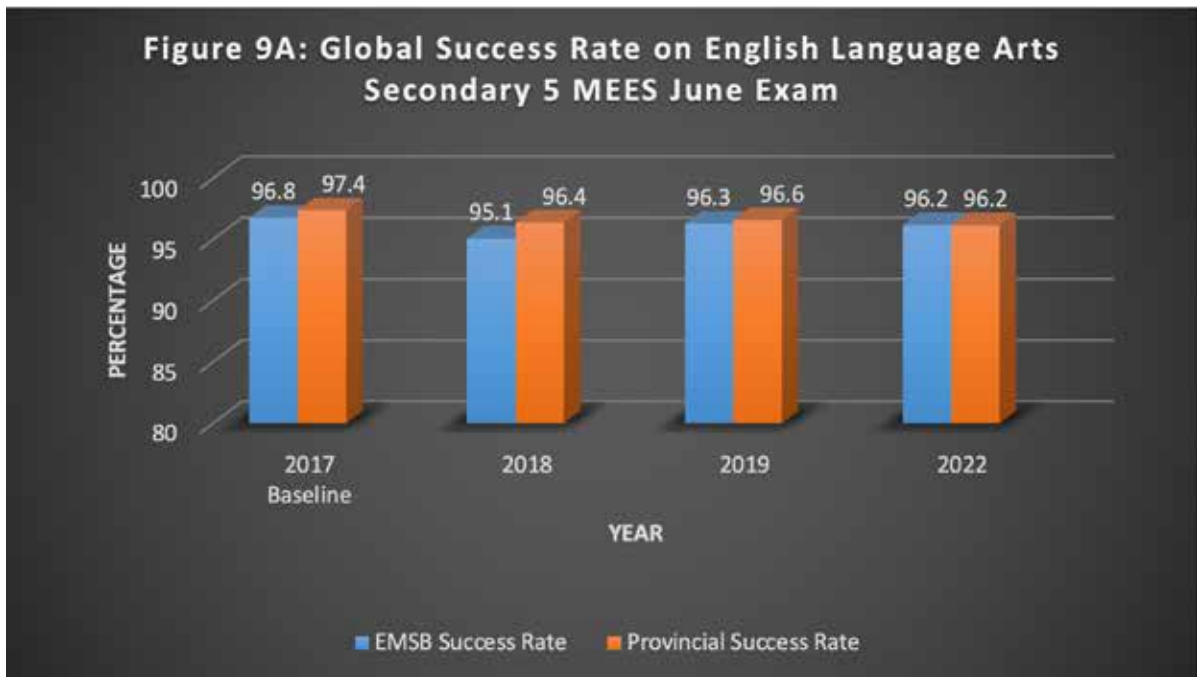
While the Board has set an objective to increase the proficiency rate of secondary 5 students, it should be noted that the Elementary schools in their Educational Projects are focusing on increasing the proficiency of students in either the reading or writing component (or both), depending on their success rates in the selected component. As schools continue to recover from the pandemic, we will be reinforcing best practices that emerged from a balanced literacy framework.

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.

In an effort to allow for students to have a gradual return to uniform exams, the EMSB opted to focus its reporting on English Language Arts and Mathematics at the end of cycle 3. In the area of French, there was a change in the rubric used for evaluation. The subject consultants used this opportunity to work with teachers on evidence-based practices involving feedback. These goals will continue to be monitored in the revised Commitment-to-Success Plan.

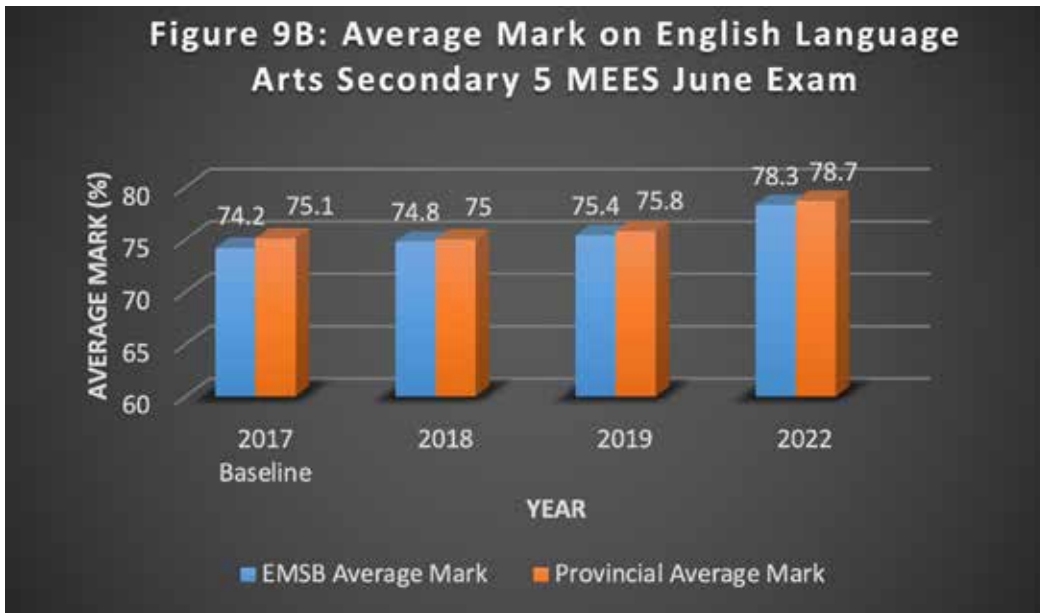
Objective 4.5: To maintain a global success rate of at least 95.0% in secondary 5 English Language Arts June MEES examination through 2022.



Source: Charlemagne, 2022

Figure 9A shows that the success rate in English Language Arts is relatively stable at about 96%. Given that the success rate has been, over the years, in the high 90s range, the next challenge is to improve the overall proficiency level in the subject. The subject includes the three competencies of Reading, Writing/Production and Talk.

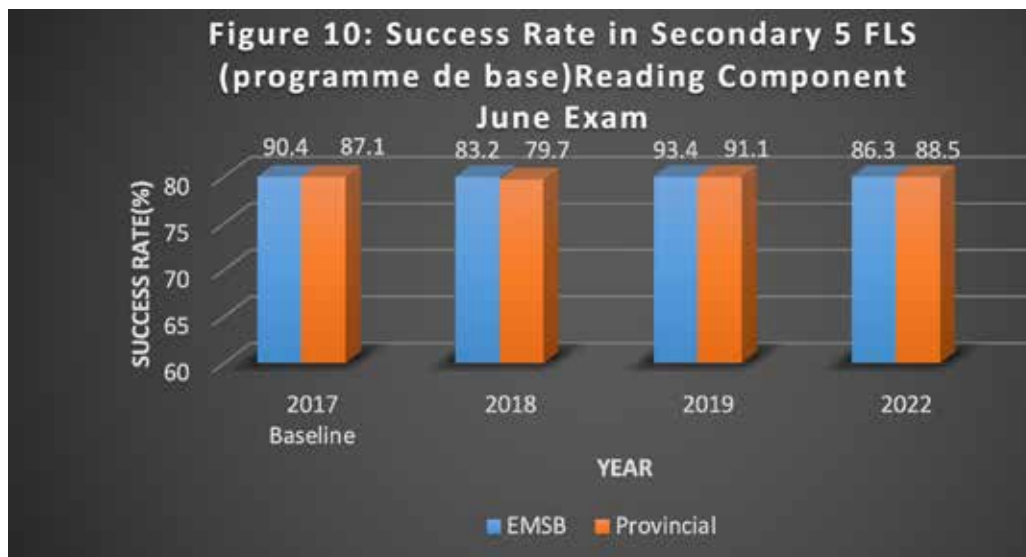
Objective 4.6: To increase the average mark of secondary 5 students in English Language Arts June MEES examination from 74.2% in 2017 to 76.0% by 2022.



Source: Charlemagne, 2022

Figure 9B shows that there has been a gradual increase in the average marks in English Language Arts from 74.2% in 2017 to 78.3% in 2022. This is slightly below the provincial average of 78.7%. The Board has surpassed the target.

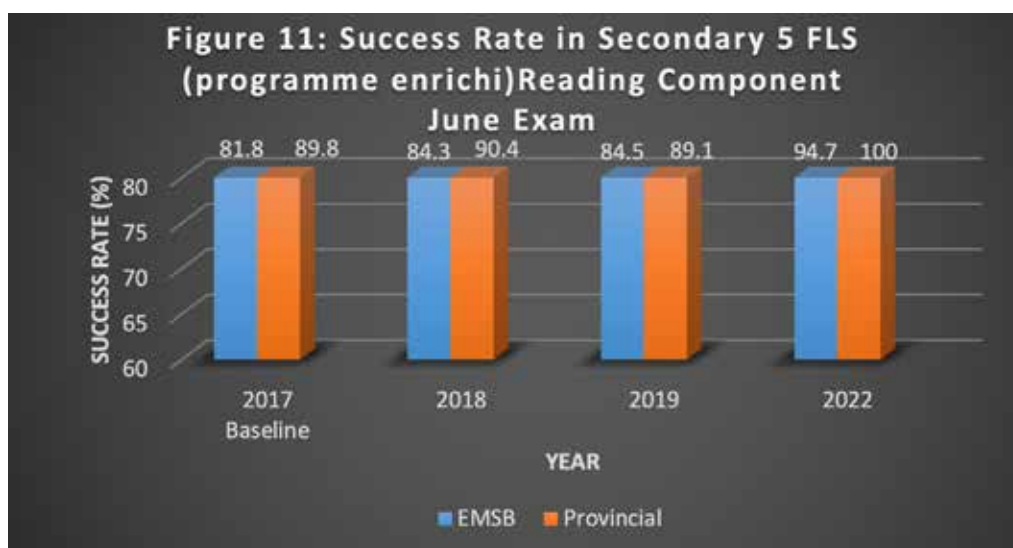
Objective 4.7: To maintain a success rate of 90% in the secondary 5 FLS June MEES Examination (programme de base) reading component through 2022.



Source: Charlemagne, 2022

Figure 10 shows the success rate of the Board and the province in the secondary 5 FLS (programme de base) Reading component June exam. Since 2017, the Board mirrored the trend of the province, maintaining at 2-3% above the province until 2022, when both rates decreased. Pre-pandemic, the Board was on track to achieving the target. Throughout the pandemic, there have been concerns about students' ability to practice French while learning at a distance, particularly for students enrolled in the programme de base. This goal will continue to be monitored in the next Commitment-to-Success Plan.

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



Source: Charlemagne, 2022

Figure 11 shows the success rate of the Board and the province in the secondary 5 FLS (programme enrichi) Reading component June exam. There has been a steady increase from 81.8% in 2017 to 94.7% in 2022. We have surpassed our target of 85%. While the Board's results are slightly lower than those of the province, we are gradually reducing the gap between the success rates.

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

Proportion of Students Entering Secondary 1 Late	2017-2018	2018-2019	2019-2020	2020-2021
Public Sector (total)	12.3	11.2	10.4	9.6
Male	13.9	12.8	11.9	11.0
Female	10.6	9.5	8.9	8.1
EMSB (total)	4.7	5.1	4.2	4.2
Male	5.9	7.2	4.4	5.4
Female	3.4	3.0	3.9	3.5

Source: Objectifs 2 et 6, Politique réussite, 2021

Table 3 shows the percentage of students entering secondary school at age 13 or above. The province recognizes that these students are at-risk to not graduate, and often require academic intervention to ensure their engagement in school continues. Since 2017, the provincial proportion of late-entry students has decreased from 12.3% to 9.6% in 2020. The EMSB's proportion remained relatively stable between 4-5% from 2017 to 2021. In the last two years, this percentage has met the target at 4.2%.

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.

Table 1: Facility Condition Index of EMSB Buildings

Year	FCI (%)
2013	39.42
2014	38.89
2015	37.72
2016	35.00
2017	34.23
2018	26.37
2019	27.15
2020	27.15
2021*	30.09*

Source: Données du Service des ressources matérielles de la CSEM, 2022

**Inspection conducted with new Ministry methodology*

The Facility Condition Index (FCI) is a ratio of the 5-year maintenance costs for buildings compared to replacement costs. The FCI reading in Maximo for 2021-2022 has exceptionally increased, given the finalization

of the inspections required to comply with the new MEQ inspection methodology. These new inspections made it possible to identify new problems that had not been recorded in the past. In addition, the cost of the work to be carried out has been revised, for the most part upwards, during the year 2021. This therefore means that the value of the asset maintenance work has increased significantly.

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.

The project management team that the EMSB has set up over the past two years is currently managing more than 90 projects for a total sum of \$175M, which will improve the general condition of its buildings.

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 allows 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. Although class interruptions due to Covid were less frequent, students were still adjusting to in-school instruction. Instead of reporting on the usual factors, a shorter survey aimed at checking with students regarding their well-being was implemented and used internally by each school. The survey was also used to inform programs and resources aimed at improving school climate overall.

The EMSB has been reporting to its stakeholders since 2008 concerning perceptions of bullying and victimization in school and perceptions of school safety. In 2018, perceptions of anxiety were added to the goals in an effort to monitor how students were feeling. Although the pandemic interrupted our ability to consistently report on these goals, however, the revision of the Board's Commitment-to-Success Plan allows for continued monitoring in upcoming years.

MEES ORIENTATION 5.1:

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

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

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

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

MEES ORIENTATION 5.2: Physical Activity

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

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

The target has been achieved and all elementary schools have received resources and professional development in this area.

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

Section 03



Financial statements

Financial Statements

June 30, 2022

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Independent Auditor's Report

To the Council of Commissioners of
English Montreal School Board

Raymond Chabot
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National Bank Tower
600 De La Gauchetière Street West
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H3B 4L8

T 514-878-2691

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, 2022, and the statement of earnings, the statement of accumulated surplus, the statement of changes in net debt and the statement of cash flows for the year then ended, and notes to financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School Board as at June 30, 2022, and the results of its operations, the changes in its net debt and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for opinion

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

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

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

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 13, 2022

¹ CPA auditor, public accountancy permit no. A117472

English Montreal School Board

Statement of Financial Position

June 30, 2022

	<u>2022</u>	<u>2021</u>
	\$	\$
FINANCIAL ASSETS		
Cash and cash equivalents	4,152,368	3,045,421
Operating grants receivable (Note 5)	35,503,059	13,809,153
Investment grants receivable (Note 6)	336,764,195	321,116,913
Financing grants receivable	2,012,972	2,012,528
Accounts receivable (Note 7)	64,209,983	73,320,010
Inventories held for resale	121,545	206,366
Investments in fixed income, 1.06% to 3.75% (0.20% to 1.52% as at June 30, 2021), maturing in 2024	496,211	245,007
Other assets	707,657	595,658
	<u>443,967,990</u>	<u>414,351,056</u>
LIABILITIES		
School Board's share of the bank loan subject to a pledge of grant held by the CGTSIM (Note 11)	15,469,545	
Accounts payable and accrued liabilities (Note 8)	52,748,174	61,766,361
Deferred investment grant (Note 9)	290,470,332	269,308,601
Deferred revenues	9,347,763	7,767,803
Allowance for employee benefits (Note 10)	16,979,040	16,678,473
School Board's share of the long-term debt subject to a pledge of grant held by the CGTSIM (Note 11)	316,492,552	298,392,822
Liability for contaminated sites	2,012,972	2,012,528
Other liabilities (Note 12)	5,256,429	19,762,586
	<u>708,776,807</u>	<u>675,689,174</u>
NET DEBT	<u>(264,808,817)</u>	<u>(261,338,118)</u>
NON-FINANCIAL ASSETS		
Property and equipment (Note 13)	337,742,332	317,917,174
Inventories – supplies	1,093,373	902,609
Prepaid expenses	2,994,760	304,771
	<u>341,830,465</u>	<u>319,124,554</u>
ACCUMULATED OPERATING SURPLUS	<u>77,021,648</u>	<u>57,786,436</u>

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

English Montreal School Board

Statement of Earnings

Year ended June 30, 2022

	<u>2022</u>	<u>2021</u>
	\$	\$
Revenues		
Ministère de l'Éducation (MEQ) operating grants	285,661,927	255,699,766
Investment grants	479,397	441,604
Other grants and contributions	1,433,048	1,351,982
School taxes	69,151,855	71,794,165
Tuition and course-related fees	5,186,983	8,556,027
Sales of goods and services	12,282,151	10,379,890
Other revenues	5,368,413	4,411,083
Amortization of deferred investment grant	14,254,229	12,791,723
	<u>393,818,003</u>	<u>365,426,240</u>
Expenses		
Teaching activities	175,054,611	171,219,853
Educational support activities	95,211,231	87,376,774
Extracurricular activities	24,638,866	23,580,700
Administrative activities	17,087,406	15,268,452
Property and equipment activities	42,083,887	40,648,772
Salary retroactivity and pay equity	949,224	21,187,788
Other	19,598,200	19,015,908
Expenses related to the variation of the allowance for employee benefits (Note 10)	300,567	48,689
Gain on the disposition of property and equipment	(341,201)	
	<u>374,582,791</u>	<u>378,346,936</u>
Excess (deficiency) of revenues over expenses	<u>19,235,212</u>	<u>(12,920,696)</u>

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

English Montreal School Board Statement of Accumulated Surplus

Year ended June 30, 2022

	<u>2022</u>	<u>2021</u>
	\$	\$
Balance, beginning of year		
Balance, as previously reported	57,786,436	73,141,457
Accounting change		(2,434,325)
Balance, restated	57,786,436	70,707,132
Excess (deficiency) of revenues over expenses	19,235,212	(12,920,696)
Balance, end of year	<u>77,021,648</u>	<u>57,786,436</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, 2022

	<u>2022</u>	<u>2021</u>
	\$	\$
Balance, beginning of year		
Balance, as previously reported	(261,338,118)	(210,581,479)
Accounting change		(2,434,325)
Balance, restated	(261,338,118)	(213,015,804)
Excess (deficiency) of revenues over expenses	19,235,212	(12,920,696)
Variations due to property and equipment		
Acquisition of property and equipment (Note 13)	(35,470,075)	(50,100,571)
Amortization of property and equipment	15,585,435	14,541,599
Gain on the disposition of property and equipment	(341,201)	
Proceeds of the disposition of property and equipment	400,683	
	(19,825,158)	(35,558,972)
Variation due to prepaid expenses and inventories	(2,880,753)	157,354
Increase in net debt	(3,470,699)	(48,322,314)
Balance, end of year	(264,808,817)	(261,338,118)

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

English Montreal School Board

Statement of Cash Flows

Year ended June 30, 2022

	<u>2022</u>	<u>2021</u>
	\$	\$
OPERATING ACTIVITIES		
Excess (deficiency) of revenues over expenses	19,235,212	(12,920,696)
Non-cash items		
Allowance for doubtful accounts	329,895	
Allowance for employee future benefits	300,567	48,689
Prepaid expenses and inventories – supplies	(2,880,753)	157,354
Amortization of deferred investment grant	(14,254,229)	(12,791,723)
Amortization of property and equipment	15,585,435	14,541,599
Gain on the disposition of property and equipment	(341,201)	
Variations due to operating assets and liabilities	21,379,485	60,498,000
Cash flows from operating activities	<u>39,354,411</u>	<u>49,533,223</u>
INVESTING ACTIVITIES		
Acquisition of property and equipment	(38,396,943)	(47,337,038)
Investments in fixed income	(251,204)	
Proceeds of the disposition of property and equipment	400,683	
Cash flows from investing activities	<u>(38,247,464)</u>	<u>(47,337,038)</u>
Net increase in cash and cash equivalents	1,106,947	2,196,185
Cash and cash equivalents, beginning of year	<u>3,045,421</u>	<u>849,236</u>
Cash and cash equivalents, end of year	<u><u>4,152,368</u></u>	<u><u>3,045,421</u></u>

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

English Montreal School Board

Notes to Financial Statements

June 30, 2022

1 - GOVERNING STATUTES AND NATURE OF OPERATIONS

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

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

2 - SIGNIFICANT ACCOUNTING POLICIES

Basis of accounting and basis of presentation

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

Accounting estimates

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

Financial assets

Cash and cash equivalents

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

Investments

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

English Montreal School Board

Notes to Financial Statements

June 30, 2022

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Accounts receivable

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

Inventories held for resale

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

Liabilities

Deferred investment grant allocated for property and equipment acquisitions

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

Deferred revenues

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

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

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

Pension plans

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

English Montreal School Board

Notes to Financial Statements

June 30, 2022

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Allowance for employee benefits

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

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

Liability for contaminated sites

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

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

Furthermore, the Government of Quebec stated that it would assume the costs of decontamination of contaminated land existing as at March 31, 2008 and inventoried as at March 31, 2011, as well as the variances of these liabilities as at June 30, 2022. Consequently, the School Board is able to recognize an account receivable from the Government of Quebec to offset the costs associated with this environmental liability. All liabilities recognized after March 31, 2011 for non-inventoried land at that date are assumed by the School Board and recorded in its operations for the related fiscal year.

Non-financial assets

Property and equipment

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

English Montreal School Board

Notes to Financial Statements

June 30, 2022

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

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

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

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

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

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

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

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

Inventories of supplies

Inventories, which consist of supplies to be consumed in the normal course of operations during the coming fiscal years, are presented as non-financial assets.

Prepaid expenses

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

English Montreal School Board

Notes to Financial Statements

June 30, 2022

2 - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Revenue recognition

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

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

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

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

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

Inter-entity transactions

Inter-entity transactions are transactions occurring with entities controlled by the Government of Quebec or subject to its shared control.

Assets received for no consideration from an entity included in the Government of Quebec are recognized at the carrying amount. Services received at no cost are not recognized. Other inter-entity transactions are carried out at the exchange amount, that is, the amount of the consideration given for the item transferred or service provided as established and agreed to.

3 - BUDGET FORECAST PRESENTATION

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

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

English Montreal School Board

Notes to Financial Statements

June 30, 2022

3 - BUDGET FORECAST PRESENTATION (Continued)

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

	Budget 2021-2022	Actual 2021-2022
	\$	\$
Revenues		
MEQ operating grants	257,313,929	285,661,927
Investment grants	575,476	479,397
Other grants and contributions	940,000	1,433,048
School taxes	69,328,627	69,151,855
Tuition and course-related fees	10,527,800	5,186,983
Sales of goods and services	17,354,320	12,282,151
Other revenues	1,788,692	5,368,413
Amortization of deferred investment grant	13,697,493	14,254,229
Total revenues	<u>371,526,337</u>	<u>393,818,003</u>
Expenses		
Teaching activities	175,116,673	175,054,611
Educational support activities	100,120,778	95,211,231
Extracurricular activities	25,043,385	24,638,866
Administrative activities	17,786,403	17,087,406
Property and equipment activities	43,163,740	42,083,887
Salary retroactivity and pay equity		949,224
Other	16,939,161	19,598,200
Expenses related to the variation of the allowance for employee benefits	(255,133)	300,567
Gain on the disposition of property and equipment		(341,201)
	<u>377,915,007</u>	<u>374,582,791</u>
Excess (deficiency) of revenues over expenses	<u>(6,388,670)</u>	<u>19,235,212</u>

4 - CASH FLOWS

	2022	2021
	\$	\$
Interest paid during the year	36,477	23,156
Interest received during the year	81,836	134,267

English Montreal School Board

Notes to Financial Statements

June 30, 2022

5 - OPERATING GRANTS RECEIVABLE

	<u>2022</u>	<u>2021</u>
	\$	\$
MEQ		
Youth, adult and vocational education	34,948,994	13,401,180
Debt service	(1,663)	(28,893)
Transportation	464,491	99,345
Contaminated sites	30,999	157,921
Other grants	60,238	179,600
	<u>35,503,059</u>	<u>13,809,153</u>

6 - INVESTMENT GRANTS RECEIVABLE

	<u>2022</u>	<u>2021</u>
	\$	\$
Investment grant receivable (budgetary parameters)	336,764,195	321,105,171
Investment grant receivable (other)		11,742
	<u>336,764,195</u>	<u>321,116,913</u>

7 - ACCOUNTS RECEIVABLE

	<u>2022</u>	<u>2021</u>
	\$	\$
Accounts receivable – CGTSIM	60,371,834	67,763,418
Accounts receivable – other	3,554,183	3,986,105
Sabbatical leaves receivable	130,273	306,561
Commodity taxes receivable	1,117,265	1,907,498
	65,173,555	73,963,582
Allowance for doubtful accounts	(963,572)	(643,572)
	<u>64,209,983</u>	<u>73,320,010</u>

8 - ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	<u>2022</u>	<u>2021</u>
	\$	\$
Trade accounts payable and accrued liabilities	10,250,721	9,226,839
Salaries and benefits payable	29,591,559	31,504,924
Accrual for pay equity		5,190,415
Sabbatical leave payable	2,506,990	2,518,411
Holdbacks on contracts and accounts payable – property and equipment	10,398,904	13,325,772
	<u>52,748,174</u>	<u>61,766,361</u>

English Montreal School Board

Notes to Financial Statements

June 30, 2022

9 - DEFERRED INVESTMENT GRANT

	<u>2022</u>	<u>2021</u>
	\$	\$
Balance, beginning of year	269,308,601	232,135,783
Amounts recognized as deferred contributions	35,415,960	49,964,541
Contributions recognized as revenues for the year	<u>(14,254,229)</u>	<u>(12,791,723)</u>
Balance, end of year	<u><u>290,470,332</u></u>	<u><u>269,308,601</u></u>

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 30 if they are not used at that date.

	<u>2022</u>	<u>2021</u>
	\$	\$
Vacation	7,924,058	7,749,035
Other sick leave	860,998	822,927
Salary insurance	172,370	382,712
Other social benefits	376,787	230,952
Sick leave convertible into cash – teachers	5,044,576	4,949,240
Employer contributions payable	<u>2,600,251</u>	<u>2,543,607</u>
	<u><u>16,979,040</u></u>	<u><u>16,678,473</u></u>

11 - SCHOOL BOARD'S SHARE OF BANK LOAN AND THE LONG-TERM DEBT SUBJECT TO A PLEDGE OF GRANT HELD BY THE CGTSIM

The bank loan and long-term debt of school boards on the Island of Montréal are 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.

12 - OTHER LIABILITIES

	<u>2022</u>	<u>2021</u>
	\$	\$
Class action	75,535	75,535
Other	3,328,749	3,689,678
Accrual for salary retroactivity and lump-sum amounts	<u>1,852,145</u>	<u>15,997,373</u>
	<u><u>5,256,429</u></u>	<u><u>19,762,586</u></u>

English Montreal School Board

Notes to Financial Statements

June 30, 2022

13 - PROPERTY AND EQUIPMENT

	2022		
	Cost	Accumulated amortization	Net carrying amount
	\$	\$	\$
Land and land development			
Land	17,314,227		17,314,227
Land development	23,448,995	5,266,549	18,182,446
Buildings			
Buildings	258,891,354	201,839,684	57,051,670
Major building improvements	266,020,189	41,166,140	224,854,049
Material and equipment	29,539,763	17,695,792	11,843,971
Specialized pedagogical teaching equipment	13,610,100	5,867,219	7,742,881
Computer development	1,603,933	850,845	753,088
	<u>610,428,561</u>	<u>272,686,229</u>	<u>337,742,332</u>
	Cost	Accumulated amortization	Net carrying amount
	\$	\$	\$
Land and land development			
Land	17,358,823		17,358,823
Land development	21,039,741	4,437,545	16,602,196
Buildings			
Buildings	258,827,287	199,618,215	59,209,072
Major building improvements	238,324,056	34,899,259	203,424,797
Material and equipment	29,584,547	16,270,532	13,314,015
Specialized pedagogical teaching equipment	13,953,681	6,664,835	7,288,846
Computer development	1,573,933	854,508	719,425
	<u>580,662,068</u>	<u>262,744,894</u>	<u>317,917,174</u>

The total amount of property and equipment includes \$27,706,809 of property and equipment in progress or development (\$59,243,790 as at June 30, 2021), \$3,929,732 for land development (\$4,212,635 as at June 30, 2021) and \$23,777,077 for major improvements and transformation (\$55,031,155 as at June 30, 2021). No amortization is taken on these property and equipment.

As at June 30, 2022, accounts payable and accrued liabilities include \$10,398,904 that relate to the acquisition of property and equipment (\$13,325,772 as at June 30, 2021).

14 - 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, 2022.

English Montreal School Board

Notes to Financial Statements

June 30, 2022

14 - 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.

15 - 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 \$32,531,059 for construction, renovation and land improvement agreements to be completed during 2022-2023;
- An amount of \$30,300,471 for long-term lease agreements for the rental of photocopiers and other contracts maturing at different dates between 2022 and 2032. Minimum lease payments for the next five years are \$12,320,100 in 2023, \$3,187,186 in 2024, \$2,134,330 in 2025, \$1,745,670 in 2026 and \$1,694,342 in 2027;

English Montreal School Board

Notes to Financial Statements

June 30, 2022

15 - CONTRACTUAL OBLIGATIONS AND RIGHTS (Continued)

- An amount of \$2,868,430 for professional development to be completed during 2022-2023;
- An amount of \$615,760 for apprenticeship programs to be completed during 2022-2023;
- An amount of \$8,759,714 for school transportation contracts, which mature on June 30, 2023.

Contractual rights

The School Board has concluded leases of premises, which mature in 2023 and provide for rents amounting to \$881,277.

16 - CONTINGENCIES

As at June 30, 2022, outstanding claims against the School Board amount to \$16,678,518 (\$16,230,865 as at June 30, 2021) and consist of various claims on construction contracts and other. In order to cope with potential losses from such claims, a provision of \$241,001 was recorded in liabilities in the financial statements. Any variation resulting from the outcome of these contingencies will be recognized in the statement of earnings in the current fiscal year.

Subsequent to its year-end, the School Board settled out of court in a claim worth \$15,000,000. The amount accrued as of June 30, 2022 was sufficient.

17 - 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.

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, 2022

(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>2022</u>	<u>2021</u>
	\$	\$
EXPENSES BY NATURE		
Teaching activities		
Salaries and fringe benefits	166,131,017	161,558,204
Other expenses	8,923,594	9,661,649
	<u>175,054,611</u>	<u>171,219,853</u>
Educational support activities		
Salaries and fringe benefits	82,524,171	76,519,035
Other expenses	12,687,060	10,857,739
	<u>95,211,231</u>	<u>87,376,774</u>
Extracurricular activities		
Salaries and fringe benefits	10,600,253	10,535,749
Other expenses	14,038,613	13,044,951
	<u>24,638,866</u>	<u>23,580,700</u>
Administrative activities		
Salaries and fringe benefits	13,500,819	10,956,818
Other expenses	3,586,587	4,311,634
	<u>17,087,406</u>	<u>15,268,452</u>
Property and equipment activities		
Salaries and fringe benefits	11,430,962	10,661,829
Amortization of property and equipment	15,585,435	14,541,599
Gain on the disposition of property and equipment	(341,201)	
Other expenses	15,067,490	15,445,344
	<u>41,742,686</u>	<u>40,648,772</u>
Other activities		
Salaries and fringe benefits	3,600,268	22,335,139
Debt service	(174,746)	1,383,154
Environmental liability	5,296	(19,601)
Allowance for doubtful accounts	329,895	278,990
Other expenses	16,786,711	16,226,014
	<u>20,547,424</u>	<u>40,203,696</u>
Allowance for employee benefits	300,567	48,689
	<u>374,582,791</u>	<u>378,346,936</u>

English Montreal School Board

Supplementary Information

Year ended June 30, 2022

(Unaudited)

	<u>2022</u>	<u>2021</u>
	\$	\$
ACCUMULATED SURPLUS		
Balance, beginning of year and as previously reported	57,786,436	73,141,457
Prior year's restatements		(2,434,325)
Balance, restated	57,786,436	70,707,132
Total revenues	393,818,003	365,426,240
Total expenses	374,582,791	378,346,936
Deficiency of revenues over expenses	19,235,212	(12,920,696)
Balance, end of year	77,021,648	57,786,436
Accumulated operating surplus		
Land	17,314,227	17,358,823
School Board	50,246,985	31,153,846
Gain on disposal of property and equipment	7,528,681	7,187,480
Schools and centres	1,931,755	2,086,287
Balance, end of year	77,021,648	57,786,436
Excess (deficiency) of revenues over expenses		
School Board	19,389,744	(8,876,617)
Schools and centres	(154,532)	(4,044,079)
Excess (deficiency) of revenues over expenses	19,235,212	(12,920,696)

Section 04



Chapter G-1.011

Chapter G-1.011

Act Respecting Workforce Management And Control Within Government Departments, Public Sector Bodies And Networks And State-Owned Enterprises

CONTEXT

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

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

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

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

The School Board reported to the MEQ the number of employees paid by category, as well as the total hours paid for each pay period from January 1 to December 31, 2014. The MEQ initially identified these figures as our baseline to be respected. On October 19, 2021, the EMSB was informed that the revised baseline to reflect the period covering from April 1, 2020 to March 31, 2021, representing the total number of hours paid, to all employees, was set at 5,587,808.09.

The figures listed in the chart below, reflect the data for the EMSB for the 2021-2022 period, as collected by the MEQ using the above revised baseline set for our School Board as well as the actual comparative results with the 2021-2022 period.

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

- Difference between the 2020-2021 revised baseline and the new 2021-2022 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 new 2021-2022 data, we report that the EMSB has not met the Ministry's expectations in maintaining or reducing the total number of working hours. For the period of April 1, 2021 to March 31, 2022, the baseline according to the Ministry remains at 5,587,808.09 paid hours whereas our actual figures for the same period reflect a total of 5,820,435.03 paid hours, resulting in a negative difference of 232,626.94 paid hours. *(It should be noted that the difference in **actual reported** paid hours for 2021-2022 and 2020-2021 is 46,660.03)*

ANALYSIS

Since the initial 2014 report on staffing to the Ministry, the School Board continues 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.

Notwithstanding the above, the Board can report that, in comparing the baseline to the actual data for the reference period of April 1st, 2021 to March 31st, 2022, the School Board experienced an increase in the total number of hours paid to employees, notwithstanding the severe shortage of available personnel in all occupation groups needed to fulfill the needs of the board. The current increase can be attributed to the following factors:

- the increase in the number of students with special needs, resulting in an increase of teaching, professional and technical support personnel required to provide services to these students
- the increasing need to replace personnel on medical leave in the past few years, especially for reasons of mental health emanating from the COVID-19 Pandemic
- the increase of special needs students enrolled in our daycare services resulting in a continual increase and need of support personnel to respect ratios
- the increase of students enrolled in the homeschooling dossier, with the approval of such services by the MEQ, resulting in the need for hiring additional personnel
- the increase personnel required to operate virtual services for our students because of the COVID-19 Pandemic.
- Increase in number of overtime hours worked to replace shortage of staff.

CONCLUSIONS

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

Furthermore, the Board will continue to 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, 2021 to March 31, 2022

887000 English-Montréal	AVRIL 2021 À MARS 2022			
	Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1 Personnel d'encadrement	308 833,00	0,00	308 833,00	194
2 Personnel professionnel	394 014,13	260,00	394 274,13	275
3 Personnel infirmier	0,00	0,00	0,00	0
4 Personnel enseignant	2 864 429,08	6 087,17	2 870 516,25	2 855
5 Personnel de bureau, technicien et assimilé	1 723 071,73	2 415,18	1 725 486,91	1 826
6 Agents de la paix	0,00	0,00	0,00	0
7 Ouvriers, personnel d'entretien et de service	506 933,08	14 391,66	521 324,74	311
8 Étudiants et stagiaires	0,00	0,00	0,00	0
Total	5 797 281,02	23 154,01	5 820 435,03	5 461

April 1, 2020 to March 31, 2021

887000 English-Montréal	AVRIL 2020 À MARS 2021			
	Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1 Personnel d'encadrement	292 389,07	0,00	292 389,07	185
2 Personnel professionnel	377 440,14	84,20	377 524,34	251
3 Personnel infirmier	0,00	0,00	0,00	0
4 Personnel enseignant	2 889 478,85	1 084,87	2 890 563,72	2 838
5 Personnel de bureau, technicien et assimilé	1 727 205,93	3 465,38	1 730 671,31	1 816
6 Agents de la paix	0,00	0,00	0,00	0
7 Ouvriers, personnel d'entretien et de service	471 982,21	10 643,08	482 625,29	297
8 Étudiants et stagiaires	0,00	0,00	0,00	0
Total	5 758 496,21	15 277,52	5 773 773,73	5 387

Respectfully submitted by

Ann Watson

Director – Human Resources Department

AW/aw (December 7, 2022)

ANNUAL REPORT

2021-2022



Commission scolaire English-Montréal
English Montreal School Board

www.emsb.qc.ca