

# Eastern Townships



## School Board

Annual Report 2013-2014

## Message from the Chairman & the Director General

The 2013-2014 school year was one with many changes and adjustments. With the departure of Chantal Beaulieu as Director General, seasoned members of the management team took over key roles within the organization, namely the positions of Director General, Assistant Director General, Director of Financial Services and Assistant Director of Pedagogical Services. With the new team in place, we re-aligned the overall administrative structure of the school board, bringing it closer to our mission and our main focus of offering quality pedagogical services to our students. We also had a change in our student ombudsman, who handles complaints from students and their parents for the four Estrie school boards.

In the fall of 2013 we launched our five-year strategic plan for 2013-2018, which was developed after a lengthy consultation period involving as many stakeholders possible. It is based on our vision and four pillars, namely pedagogical leadership, attachment-based developmental approach, professional learning community and student engagement.

The school year was not without another round of budget compressions, which are becoming more and more difficult to absorb, but thanks to



Michael Murray, Chairman



André Turcotte, Director General

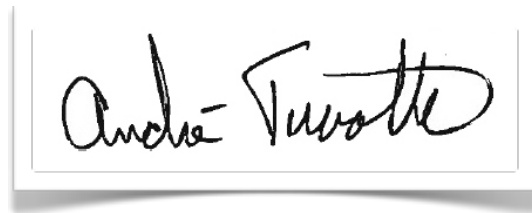
the excellent work of our senior management team, we presented a balanced budget for the school year. Even in the wake of the continued compressions, we had an increase in investments in our buildings and grounds by securing grants and subsidies to maintain and in some cases rejuvenate our infrastructures. A major renovation of Asbestos-Danville-Shipton Elementary School was completed and celebrated with a grand reopening in October 2013. There has also been an increase in the number of projects shared with community partners, such as playground upgrades in three of our elementary schools. Without the support and commitment of parents, volunteers and community organizations, schools would not be able to raise the local funds necessary to meet the requirements for government funding. We would like to take this opportunity to thank the school communities for their generosity of time and spirit.

The integration of technology has become a part of the ETSB in supporting student learning and outcomes. It engages not only students but also teachers and we will continue to look for platforms and technologies that meet the needs of not only today's students, but also to prepare them for their future.

In closing, we would like to take this opportunity to congratulate all our students on their success and thank all our staff for their hard work and dedication. We will continue to do all that we can to create an environment, which is the best place to learn in, and a great place in which to work in.



*Michael Murray*



*André Turcotte*

# Council of Commissioners



Brenda Bailey  
Drummondville



Gordon Barnett  
Coaticook



Pierre Bell  
Cowansville



Daniel Brodie  
Magog



Gérald Carrière  
Granby



Peter Channell  
Stanstaed



Mary-Ellen Kirby  
Ward 19\*



Richard Gagnon  
Knowlton



Gary Holliday  
Richmond



Diane Hudson  
Sutton



Joy Humenuik  
Farnham



P. Keenan-Adank  
Danville



Frank MacGregor  
Fleurimont\*\*



Alice McCrory  
Waterloo



Michael Murray  
Bedford\*\*\*



Larry Smith  
Sherbrooke



Douglas Sullivan  
Lennoxville



Bruno Vanasse  
North Hatley



Jane Wardle  
Mansonville



Paul Laberge  
Parent Commissioner



Tina Bilodeau  
Parent Commissioner

Bury/Cookshire/Sawyerville\*  
Vice-Chairman\*\*  
Chairman\*\*\*

## Council Report

### **The Council held eleven regular meetings. Here are some highlights of the decisions made:**

- Approval of the revised administrative structure for schools and centres 2013 - 2014;
- Approval of the Strategic Plan for 2013 - 2018;
- Adoption of the Procedure for Naming Facilities or Locations with the School Board;
- Approval of the Eastern Townships School Board Administrative Structure;
- Approval of the school and centre budgets as well as the 2013-2014 school board budget;
- Approval of the criteria for enrollment;
- Approval of the school's Deeds of Establishments and 3- year plan of allocation and destination of immovables;
- Appointment of new Student Ombudsman;
- Adoption of the Communication Development Plan for 2013-2016;
- Adoption of the school Calendar for 2014-2015.

### **Professional Review Committee:**

As per article 175.1 of the Education Act, The council of commissioners must, by by-law, establish a code of ethics and professional conduct which is applicable to the commissioners.

The code shall set out the duties and obligations of the commissioners, and may prescribe standards that vary according to the various classes of commissioners or that apply only to certain classes of commissioners. The code must, among other things,

- (1) include preventive measures, in particular rules for the disclosure of interests;
- (2) deal with the identification of situations of conflict of interest;
- (3) regulate or prohibit practices relating to remuneration;
- (4) specify the duties and obligations of commissioners even after they leave office;
- (5) include enforcement mechanisms, in particular the designation of the persons charged with the enforcement of the code and provide for penalties.

No member of the council of commissioners or employee of a school board may be responsible for determining if the code has been contravened or for imposing a penalty.

The school board must ensure public access to the code, and publish it in its annual report.

[BY-LAW NO. 3 - CODE OF ETHICS AND PROFESSIONAL CONDUCT FOR THE COMMISSIONERS OF THE EASTERN TOWNSHIPS SCHOOL BOARD](#)

The annual report shall, in addition, state the number of cases dealt with and the follow-up thereon and set out any breaches determined during the year by the disciplinary authorities, the determination thereof, any penalties imposed by the competent authorities and the names of any commissioners divested of office by a court during the year.

This section must not be construed so as to restrict the freedom of speech inherent in a commissioner's function.

**For the 2013-2014 school year there were no complaints brought before the Professional Review Committee.**

## Student Ombudsman's Report

### **ANNUAL REPORT FOR THE 2013- 2014 SCHOOL YEAR (from February 25th 2014 to June 30th 2014)**

As per Sections 220.2 and 242 of the Education Act and the Eastern Townships School Board's By-Law No. 14 - Procedure for the Examination of Complaints from Students or their Parents, here is my annual report as Student Ombudsman.

During the above-mentioned period, I received three complaints. In one case, the complainant had not exhausted the remedies provided for in the complaint examination procedure. One complaint was related to a vocational training program and is in the process of being resolved. The last complaint was related to dissatisfaction with a decision of the Council of Commissioners following the examination of a complaint under the Procedure for the Reconsideration of a Decision. I dismissed this complaint, as the facts submitted to me could not uphold a recommendation to review the Council's decision.

To my knowledge, no student was expelled in order to put an end to acts of bullying or violence.

I have no recommendation to make with respect to measures required to prevent and stop bullying and violence, as no complaint of this nature was brought to my attention.

Me Christian Beaudry

## Report on Bullying & Violence

As outlined in Bill 56 “An Act to prevent and deal with bullying and violence in schools”...

**Article 210.1** stipulates

*“The school board shall see to it that each of its schools provides a healthy and secure learning environment that allows every student to develop his or her full potential, free from any form of bullying or violence. The school board shall prepare an annual report which states, for each school, the number of acts of bullying or violence reported to the director general of the school board by the principal and the nature of those acts. The school board shall also describe the measures taken to improve the school’s results with respect to preventing and dealing with bullying and violence and enhancing the quality of the learning environment. “*

During the 2013-2014 school year there were no complaints of bullying or violence reported to the Director General.

All of our schools have a Plan of Action in conformity with the law, and as well have adapted their code of conduct to comply. Each school now has a Safe School Committee (many did previous to the law) and all schools have violence and bullying initiatives in place.

[Safe School Policy- P035](#)

[Safe School Procedures](#)

## The Eastern Townships School Board is...

### Who we are...

The Eastern Townships School Board covers a geographic area roughly the size of Belgium in the southeastern part of the province of Quebec. Within its territory, we find eight municipal regional counties (MRCs), 20 elementary schools, three high schools, one alternative high school, two adult education centres and two vocational training centres. Depending on the location of each school, the student population varies in terms of numbers and language spoken at home, ranging from 20 students in the smallest of our elementary schools to approximately 1000 students in our largest secondary school. Although English is the mother tongue for a majority of the students, the large number of students who have French as mother tongue confirms the bilingual nature of the school board and of the region in general. Seven of our 20 elementary schools have been designated as schools that can benefit from the New Approaches, New Solutions (NANS) Intervention Strategy for schools in economically disadvantaged areas.



### An International Students Program:

For the past five years, the ETSB has been developing an international students program and has welcomed in its schools students from around the world. They are welcomed in our classrooms and participate in the daily life of their ETSB school. This program may offer foreign students a unique educational experience, but it also adds a very dynamic international dimension to our schools and to the experience of our own students.

### Three Community Learning Centres

The ETSB has Community Learning Centres (CLCs) in three schools: Pope Memorial Elementary School, Princess Elizabeth Elementary School, and Richmond Regional High School. "Together we are stronger" perfectly describes the potential of collaborative school-community relations. Working together to face local and provincial issues, Community Learning Centre schools, community groups and other public and private sector agencies improve the opportunities for lifelong learning and contribute to the overall development of a community. Acting as hubs for the English-speaking community, with a focus on education and community development, CLCs also help to ensure English schools and language remain protected across the regions of Quebec.





**Complementary Services**

The ETSB prides itself on its services to students with special needs. Each year more students are identified and receive services than what our funding covers. We believe strongly in an inclusive model as is shown in the mission of the complementary services department:

*“The Special Education mission of the Eastern Townships School Board is to help all students be their best by ensuring a compassionate quality learning environment that respects the uniqueness of each student through an individualized inclusive learning service.”*



**Education for the future!**

*Technology is part of the Eastern Townships School Board’s DNA!*

Since 2003, the ETSB has been a leader in the effective integration of technology in the classroom to enhance and support student learning. We offer mini ipads to our students in cycle 3 year 1 elementary and cycle 1 year 1 secondary. As well all our schools are equipped with smartboards and an infrastructure to support integration in the classroom.

**A Bilingual Environment, What an Advantage!**

We offer all our students the opportunity and advantage of learning in a bilingual environment starting as early as kindergarten. Our schools offer students the flexibility of various levels of English and French instruction to meet their needs.



## Our Vision!

**We, at the ETSB, are... Passionate people moving ahead together to make our school board the best place to learn and a great place to work. Anywhere.**

To achieve this vision, the Eastern Townships School Board strives to be:

- A place of excellence, where students are at the center of our activities, and where all students achieve their full potential and are prepared for life: academically, physically, socially, emotionally and morally;
- An inspiring place, where our personnel are valued as individuals, make a difference in our students' lives and are ready to innovate and to take risks to ensure student success;
- A welcoming place, where parents, community members and business partners have an important role to play in the enhancement of our students' learning environment, by providing real-life experiences and outreach opportunities for our students.

## Our Strategic Plan!

### **Based on 4 pillars:**

1. Pedagogical leadership in our schools/centres, knowing that research shows that “powerful school leadership on the part of the principal has a positive effect on student achievement” (Dufour & Marzano, 2011, p.48);
2. Attachment-based developmental approach, based on the importance of student/adult relationship and understanding the development of the child/adolescent;
3. Professional Learning Community (PLC), a structure for adult-learning, where educators collaborate on improving student learning by responding to four critical questions, using collective inquiry into best practices in teaching and learning;
4. Student Engagement, focusing on intellectual engagement and effective technology integration as one of the means.

By prioritizing its resources and energies, the ETSB will continue improving its graduation/qualification rates and success rates whilst decreasing its drop out rate. The ultimate aim is for its students to enjoy learning and to grow socially, physically, intellectually and emotionally.

## Strategic Plan

### **Orientations:**

#### Orientation 1:

Ensure the academic, social and personal success of our students in the youth, adult and vocational sectors.

Goals:

- #1: Increase graduation rates and qualifications before age 20;
- #2: Improve command of the English and French Languages;
- #3: Improve levels of retention in school and academic success, especially among handicapped students or students with learning or adjustment difficulties;
- #4: Promote a healthier and safer school environment;
- #5: Increase in the number of students under 20 enrolled in vocational training.

#### Orientation 2:

Empower and support our personnel in their efforts to offer the highest quality level of services to our students.

Goals:

- #1: Support the continued professional development of our personnel and provide coaching and mentoring to administrators and teachers;
- #2: Recognize the hard work, devotion, and success of ETSB personnel.

#### Orientation 3:

Promote effective partnerships and communication with parents and communities.

Goals:

- #1: Support parents in their engagement to ensure their children's success;
- #2: Create community spirit by reaching out to our community partners, making them feel welcome in our schools and centres and recognizing the value of their contribution.

[Strategic Plan 2013-2014](#)

## Partnership Agreement - Annual Report

The ETSB Partnership Agreement Report obligation as per ART. 220 of the Education Act will not be respected for the 2013-2014 school year due to the fact that the ETSB 2013-2018 Partnership Agreement has not yet been approved by the “*Ministère de l’éducation, du Loisir et du Sport*” (MELS) and that the MELS will be depositing its new 2015-2020 Strategic Plan in the near future.

### Strategic Plan 2013-2014 - Monitoring Chart

#### **ORIENTATION 1 :**

**Ensure the academic, social and personal success of our students in the youth, adult and vocational sectors**

<b>Goal 1 :</b> Increased graduation rates and qualifications before age 20	<b>Targets</b>	<b>Results (June 2014)</b>
<b>Objective 1 :</b> Increase the graduation and qualification rate after 7 years	From 69.3% in 2012 (June 2011 data) to 75.0% in 2018	74.3% (June 2013 data) <i>ETSB graduation &amp; qualification rate after 7 years is approaching the target of 75.0%, and for this cohort, the ETSB rate is slightly higher than Estrie (74.2%) and Quebec Public (71.9%).</i>
<b>Objective 2 :</b> To decrease the number of school leavers without a diploma or a qualification	From 104 in June 2013 (June 2011 data) to 85 in June 2018 (June 2016 data)	June 2014 – 117 official MELS dropout data; 79 unofficial internal ETSB data (2011-2012) ETSB Official: 25.5%, ETSB unofficial: 17.4%; Estrie: 21.0%, Quebec public: 18.4%  <i>According to the MELS 2011-2012 official data, 117 students dropped out from ETSB schools. Thirty eight of these students left the province and we have proof that fifteen are continuing their education outside the province (unable to obtain proof for the other twenty three). Unofficially, our internal 2012 data shows 79 dropouts. It will be important for future years that proof of studies outside Quebec be obtained.</i>

<b>Goal 2 : Improved command of the French Language (English for English School Boards)</b>	<b>Targets</b>	<b>Results (June 2014)</b>
<b>Objective 1</b> : To increase MELS' exam success rates in FSL (Base)	From 74.0% in June 2012 ETSB FSL cycle 3-2 exam to 83.0% in June 2018	77.0%
	From 79.0% in June 2012 MELS FSL secondary 5 exam to 88.0% in June 2018, and improving the average mark from 71.0% to 75.0%	94.4%, MELS 88.2%, Avg: 78.7%, MELS 73.4%  <i>Progress has been made in the FSL cycle 3-2 exam and the secondary 5 2018 targets have been attained.</i>
<b>Objective 2</b> : To increase MELS' exam success rates in ELA	From 49.0% in June 2012 MELS ELA cycle 3-2 exam to 65.0% in June 2018	45.0%
	From 85.2% in June 2012 MELS ELA Secondary 5 exam to 90.0% in June 2018, and improving the average mark from 68.2% to 73.0%	96.3%, MELS: 96.0%, Avg: 70.7%, MELS: 74.2%  <i>A challenging area for ETSB is its grade 6 response for literature and the intent is to have a working committee with a MELS representative to investigate further. The encouraging news is that by secondary 5, the results are more positive. Secondary 5 ELA data from June 2014 shows we have attained the 90.0% June 2018 target and are improving in the average mark.</i>

<b>Goal 2 : Improved command of the French Language (English for English School Boards)</b>	<b>Targets</b>	<b>Results (June 2014)</b>
<b>Objective 3</b> : To increase the success rates in Math MELS exam	Cycle 3-2: from 73.0% in June 2012 situational problem (Competency 1) to 80.0% in June 2018	59.0%
	Math CST (Cultural, Social and Technical Option): From 43.9% in CST MELS Math Secondary 4 exam (June 2012) to 65.0% in June 2018 with an increase from 50.2% to 62.0% in the average mark	38.7% MELS: 55.6%, Avg: 55.6% MELS: 57.4%
	Math SN (Science Option): From 75.0% in SN MELS Math Secondary 4 exam (June 2012) to 83.0% in June 2018 with an increase from 65.2% to 71.0% in the average mark	71.4% MELS 85.9, Avg: 68.0% MELS 75.1%  <i>June 2014 data indicates that the area of Mathematics is the greatest challenge for ETSB and that concerted efforts are needed to ensure the 2018 targets are met.</i>

<b>Goal 3 : Improved levels of retention in school and academic success among certain target groups, especially among handicapped students or students with learning or adjustment difficulties</b>	<b>Targets</b>	<b>Results (June 2014)</b>
<p><b>Objective 1</b> : Increase the qualification and graduation of students with special needs (handicapped and at-risk) in all programs of the ETSB</p>	<p>For our Work Oriented Training Program (WOTP) students from 44.0% in June 2012 to 55.0% in June 2017</p>	<p>71.7%</p>
	<p>For our special needs students registered in secondary 5 from 49.0% in 2012 (June 2011 data) to 60.0% in 2017 (June 2016 data)</p>	<p>42.1% after 5 years</p> <p><i>Of the students with IEP's who did not graduate 63.6% are presently registered in a school, adult education, distance education, or vocational training program.</i></p>

<b>Goal 4 : A healthier and safer school environment</b>	<b>Targets</b>	<b>Results (June 2014)</b>
<p><b>Objective 1</b> : Maintain or increase the % of students who feel safe attending school</p>	<p>Elementary students: From 86.0% in June 2012 to 90.0% in June 2017</p>	<p>85.0%</p>
	<p>High school students: From 83.0% in June 2012 to 87.0% in June 2017</p>	<p>82.0%</p>

<b>Goal 5 : Increase the number of students under the age of 20 registered in vocational training</b>	<b>Target</b>	<b>Results (June 2014)</b>
<p><b>Objective 1 :</b> Increase the number of students under the age of 20 who start a vocational training program.</p>	<p>From 73 in June 2012 to 115 in June 2018</p>	<p>95 students</p> <p><i>The increase by 22 students is encouraging and centres will continue to promote their programs geared towards students under the age of 20.</i></p>

**ORIENTATION 2 :**  
**EMPOWER AND SUPPORT OUR PERSONNEL IN THEIR EFFORTS TO OFFER THE HIGHEST QUALITY LEVEL OF SERVICES TO OUR STUDENTS**

<b>Goal 1 : Support the continued professional development of our personnel and provide coaching and mentoring to administrators and teachers</b>	<b>Targets</b>	<b>Results (June 2014)</b>
<p><b>Objective 1:</b> Provide Professional Development for all staff</p>	<p>All staff to be trained in the Developmental Approach (including Neufeld) by June 2017</p>	<p>Total days of developmental approach training by category:</p> <p>Teachers: 147</p> <p>Support staff: 100</p> <p>Administrators: 66</p> <p>Professionals/Consultants: 21</p> <p>Total number of employees: 334</p>



<b>Goal 1 : Support the continued professional development of our personnel and provide coaching and mentoring to administrators and teachers</b>	<b>Targets</b>	<b>Results (June 2014)</b>
<b>Objective 2:</b> Increase teacher retention beyond their first five years	From 73.0% in June 2012 to 85.0% in June 2017	81.2%
<b>Objective 3 :</b> increase interest in administrative positions	From 3 new applicants by June 2012 to 8 by June 2017	7 new applicants

<b>Goal 2 : Recognize the hard work, devotion, and success of ETSB personnel</b>	<b>Targets</b>	<b>Results (June 2014)</b>
<b>Objective 1 :</b> To develop a culture of employee recognition throughout the ETSB	To sensitize all schools/centres to develop a means of recognizing employees by June 2017	There are seven instances during the year where all schools/centres are sensitized and supported in recognizing various employees groups, as well as monthly at the Council of Commissioners’ meeting.
	To sensitize the system through board events recognizing employees hard work, devotion and success	Recognition events were held for years of service and retirement.

**ORIENTATION 3 :  
PROMOTE EFFECTIVE PARTNERSHIPS AND COMMUNICATION  
WITH PARENTS AND COMMUNITIES**

<b>Goal 1 : Support parents in their engagement to ensure their children’s success</b>	<b>Targets</b>	<b>Results (June 2014)</b>
<b>Objective 1</b> : Support parents in the education of their children	Develop and implement a communication’s plan with parents	A Communication Development Plan for 2013-2016 has been developed with implementation starting in February 2014. All Senior Management attended meetings of the Parents Committee. In total, eight meetings were attended by six different directors.
	Develop and implement, in collaboration with Parents’ Committee, a Professional Development plan for parents	The Professional Development plan had not yet been developed.
<b>Objective 2</b> : Help parents support their children during the transition from elementary to secondary	Develop and implement, in collaboration with SEAC, a support plan for all parents of at-risk students (coded or with IEP’s) transitioning to high school	A support plan with SEAC has not yet been developed and this is a dossier that will be followed up on within the Communication Development Plan.

<b>Goal 2 : Create community spirit by reaching out to our community partners, making them feel welcome in our schools and centres and recognizing the value of their contribution</b>	<b>Targets</b>	<b>Results (June 2014)</b>
<b>Objective 1</b> : Facilitate access to ETSB’s schools for as many eligible students as possible	Increase the number of applicants for eligibility by 5% each year	The number of applications for eligibility dealt with in 2013-2014 was 745 compared to 685 in 2012-2013, an increase of 9%.
	Increase the registration rate of eligible students in our schools	98% of eligible students registered with the ETSB for the 2014-2015 school year compared to 96% for 2013-2014, an increase of 2% points.
<b>Objective 2</b> : Increase ETSB’s visibility	Increase the ETSB’s presence (including virtually) and association with organizations and initiatives in at least five (5) “urban” centers on its territory	The ETSB is fostering associations with various partners in the five targeted urban centers (Cowansville, Drummondville, Granby, Richmond, and Sherbrooke), such as <i>le Projet PRÉE, Fondation Christian Vachon, Leucan-Estrie, and Course Pierre Lavoie.</i>
	Develop partnerships and relationships with representatives of the MRCs on ETSB territory	During the first year of our Strategic Plan, the ETSB has focused on developing its partnerships in two of our MRC’s (Brome-Missisquoi and Haut-St-François), with the intent of expanding in others.
<b>Objective 3</b> : Ensure that the school board and its schools and centres are welcoming places for community members	Make all our buildings ready to welcome parents, community partners and visitors	In 2013-2014, the following improvements were made to common areas of the school: four playground upgrades, three gymnasium upgrades and one repair to the bridge access to the school.

## Rejuvenation of Our Buildings

During the 2013-2014 school year, the Buildings and Equipment Department continued to manage over 75 projects in order to improve and maintain the integrity of our buildings and infrastructures. The following projects, amongst others, have been completed:

- Asbestos-Danville-Shipton Elementary School: Completion of a major renovation project & updating the playground;
- Alexander Galt Regional High School: Roof repairs, replacement of floor tiles and painting;
- Ayer's Cliff Elementary: Replacement of gymnasium floor;
- Butler Elementary: Ceiling repairs;
- Drummondville Elementary School: Installation of the intercom system;
- Farnham Elementary School: Washroom renovations;
- Heroes' Memorial Elementary School: Improvements in air quality;
- Knowlton Academy: Roof repairs, replacement of oil reservoir, gymnasium doors updated;
- Mansonville Elementary School: Removal of asbestos in the library and boiler room;
- Massey-Vanier High School: Replacement of the roof and air exchanger system;
- North Hatley Elementary School: Fire alarm system updated;
- Parkview Elementary School: Roof repairs and installation of new water lines;
- Princess Elizabeth Elementary School: Installation of a generator;
- Pope Memorial Elementary School: Replacement of the gymnasium floor and ceiling, repairs to the bridge on the school entrance, replacement of the fire alarm;
- Richmond Regional High School: Roof repairs;
- Sherbrooke Elementary School: Repairs to the drainage and sewer system, replacement of the air exchanger system;
- Sutton Elementary School: Replacement of the oil tank and repairs to the drainage system and the roof;
- Waterloo Elementary School: Brick repointing and roof repairs;
- All schools and centres as well as the central offices: radon testing.

## Financial Statements

### Statement of Financial Position as of June 30, 2014

#### ASSETS

Bank	14,983
Operating grants receivable	4,959,097
Financing Grant receivable	33,804,290
School taxes receivable	890,806
Account receivable	2,057,292
Inventories for sale	54,434

41,780,902

#### LIABILITIES

Bank overdraft	
Short-term loans	15,813,085
Accounts payable	7,083,435
Deferred revenues related to capital assets	3,148,506
Deferred revenues	1,629,162
Provisions for employee future benefits	4,962,414
Long-term debt payable by the School Board	20,964
Long-term debt subject to a promise of grant	58,667,415
Environmental liability	165,000
Other liabilities	<u>1,201,908</u>

92,691,889

#### NET DEBT

(50,910,987)

#### NON FINANCIAL ASSETS

Capital assets	45,424,084
Inventory of supplies	524,855
Prepaid expenses	110,133

46,059,072

#### ACCUMULATED DEFICIT

(4,851,91)

### Revenues and Expenditures as of June 30, 2014

#### REVENUE

School taxes	11,411,924
Operating revenues	
Operating revenues from the <i>ministère de l'éducation, du Loisir et du Sport</i> (MELS)	56,038,949
Revenues from other ministries or governmental organizations	796,215
Other revenues	<u>7,196,472</u>
	<u>64,031,636</u>
	<u>75,443,560</u>

#### EXPENDITURES

Teaching and training activities	35,222,405
Supporting activities to teaching activities	15,509,198
Complementary activities	8,769,002
Administrative activities	3,619,08
Activities relating to moveable and immoveable property	8,895,447
Related activities	<u>3,329,214</u>
	<u>75,344,355</u>

Surplus (deficit) for the year

99,205

## Recognitions & Events

**Year after year, the ETSB holds many special events to recognize the dedication and excellence of many people that contribute to our students' success. Here are just a few examples of activities and events held during the 2013-2014 school year:**

**Sixth edition of the Show Your Talent Gala:** This year's event allowed us to see all the talent we have at the ETSB. Live student performances were interspersed between the presentations of student video projects. New this year were categories for students nominated by their school or centre, who stand out as models of inspiration or engagement. In all it was an evening to remember!

**Retirement Gala:** The ETSB also highlighted, at the Annual Retirement Gala held in June, the dedication and work of many of its staff members who are leaving the School Board to enjoy a well-deserved retirement. We wish them the best and cannot thank them enough.

**Employee and Volunteer Recognition:** This year, the 25 years of Service Recognition and the annual Volunteer recognition events were held together in Orford. This was an opportunity for administrators, commissioners and colleagues to recognize employees with 25 year of service with the ETSB as well as the valuable contribution of volunteers in our schools.

**Recognition at the Council of Commissioners' meetings:** Every month, the Council of Commissioners pay homage to the students and staff members who have participated, initiated or contributed to significant events.

**ETSB Music Festival under the theme United in Music:** The fourth edition of the ETSB Music Festival was organized by teachers and brought together more than 300 students to celebrate their collective passion for music.

**ED-Camp:** The ETSB held its first ever "Ed-Camp" or un-conference for educators across the province and beyond. The one-day session invited participants to share their expertise and knowledge in informal and relaxed sessions.

**And many other local events** held with the communities such as Terry Fox runs, Remembrance Day, plays and concerts.

