

Eastern Townships

School Board

Annual Report 2015-2016



Message from the Chairman & the Director General

The 2015 – 2016 school year was not without its changes and challenges. We started the year with an air of uncertainty around the proposed Bill 86 and what changes it could bring to the education system, from taking the existence of elected commissioners into consideration, decentralization of powers to schools and centres and the role of parents and community members in the governance of school boards. In the end the Bill was not passed and a new proposed law was put forth, Bill 105.

In spite of the time and energy spent on structures at the provincial level, we at the Eastern Townships School Board, had a great deal of accomplishments to celebrate during the school year. We kept our focus on our strategic plan and continued to strive to provide the best possible educational environment to support and foster student success. We launched a new Community Learning Centre (CLC) in the western sector of the territory and extended the Richmond area CLC so that both the Danville and Drummondville areas may take advantage of this valuable resource. We weathered the budgetary compressions with little impact on direct services to students and once again have an increase in our enrollment.

There is still room for improvement in some of our results but we will reach our goals and targets by fostering the potential of our students and relying on the dedication and creativity of our personnel.



Michael Murray, Chairman



Christian Provencher, Director General



Council of Commissioners



Michael Murray
Chairman



Gordon Barnett
Lennoxville



Claire Beaubien
Ward 6*



Daniel Brodie
Magog



Richard Gagnon
Lac Brome



Gary Holliday
Richmond



Joy Humenuik
Farnham**



Mary-Ellen Kirby
Ward 19***



Frank MacGregor
Sherbrooke



Alice McCrory
Waterloo/Granby



Tina Pezzi-Bilodeau
Danville/
Drummondville



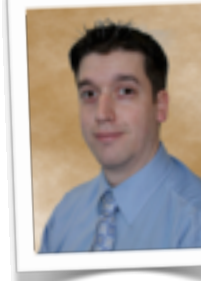
Gregg Thomson
Cowansville



Mary Gilman
Parent
Commissioner



Paul Laberge
Parent
Commissioner



Ken Waterhouse
Parent
Commissioner



Cindy Véronneau
Parent
Commissioner

Ayer's Cliff/North Hatley/Stanstead*
Vice-Chairman**
Bury/Cookshire/Sawyerville***

Council Report

The Council held nine regular and two special meetings. Here are some highlights of the decisions made:

- Commissioners' Remuneration;
- Approval of the Deeds of Establishment;
- 3-Year Plan of Allocation and destination of Immovables;
- Partnership Agreement – International Student Program;
- Criteria for the Enrollment of Students of the Eastern Townships School Board for the 2016-2017 School Year;
- Request for a new Community Learning Centre (CLC);
- Approval of the 2016-2017 School Year Calendar;
- Confirmation of the Schools and Centres Administrative Structure 2016-2017;
- Confirmation of the Head Office Administrative Structure 2016-2017;
- Electric School Bus Bids 2015-2016;
- Daycare Services at Sunnyside Elementary School;
- Approval of the Schools and Centres Budgets 2016-2017;
- Adoption of the 2016-2017 Budget;
- Eastern Townships School Board – International Student Program – Lease Agreement;
- Insurance Coverage 2016-2017.

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 there of 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 2015-2016 school year there were no complaints brought before the Professional Review Committee.

Student Ombudsman's Report

ANNUAL REPORT FOR THE 2015 - 2016 SCHOOL YEAR (from July 1, 2015 to June 30th 2016)

As per Sections 220.2 and 242 of the Education Act and the By-Law of the Eastern Townships School Board establishing the procedure for the examination of complaints from students or their parents, here is my annual report as Student Ombudsman for the period from July 1, 2015 to June 30, 2016.

During the above-mentioned period, I received five complaints. In four cases, the complainants had not exhausted the remedies provided for in the procedure for the examination of complaints, therefore, they were referred to the Secretary General.

The last complaint was related to allegations of improper off-duty conduct by an employee towards a former student. As such matter does not fall under the jurisdiction of the Student Ombudsman, the complaint was not admissible, and the complainant was informed accordingly.

To my knowledge, no student was expelled due 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.

September 1st, 2016

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

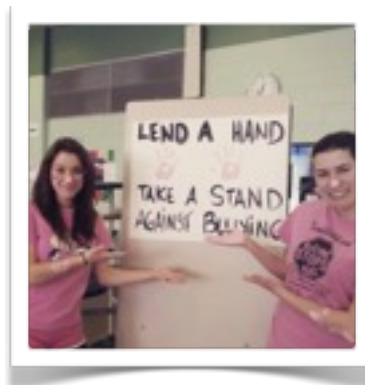
“The school board shall see to it that each of its schools provides a healthy and secure learning environment that allows every student to develop his or her full potential, free from any form of bullying or violence. The school board shall prepare an annual report which states, for each school, the 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 2015-2016 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](#)



Report on our Workforce

As outlined in Law 17 “An Act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises...

Article 20 al.1 stipulates

A public body must report on the application of this chapter in its annual report. The report must set out the public body’s staffing level and the distribution of its staff by job class. If a public body was assigned a staffing level under subdivision 2 of Division III, the public body must also ...

(1) indicate whether the staffing level was complied with and, if not, state the extent of the overstaffing as well as the means it has taken to correct the situation;

For the the period from April, 2015 to March, 2016 the staffing level was at 1644 compared to 1684 for the period from January, 2014 to December, 2014. In that there was no increase in the staffing level no further action was required.

(2)) include the information determined by the Conseil du trésor regarding service contracts involving an expenditure of \$25,000 or more.

For the period from July 1, 2015 to June 30, 2016, the Eastern Townships School Board signed and or entered into three (3) service contracts for a total amount of \$109,302.74.



The Eastern Townships School Board is...

Who we are...

The Eastern Townships School Board covers a vast geographic area 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, two adult education centres and two vocational training centres. Depending on the location of each school, the population varies in terms of numbers and language spoken at home, ranging from 20 students in the smallest of our elementary schools to approximately 900 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 Student Program:

Now in its seventh year, the ETSB's International Student Program (ISP) has helped students from across the globe to experience the journey of a lifetime. The program has gained an international reputation for excellence, by providing individual attention and a family environment. With its homestay program, students become part of the family and have an opportunity to share in local community cultural activities. In addition to its proven individual student placement program, through its short-term programs, the ISP offers elementary students the opportunity to spend one month abroad. Students are housed in a residence and have an intensive educational and cultural experience with one of our elementary schools. The program has also expanded into the vocational training sector, with adult students taking vocational training programs in our centre.



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 2015-2016 school year due to the fact that the ETSB 2013-2018 Partnership Agreement has not yet been approved by the “*Ministère de l’Éducation, de l’Enseignement supérieur*” (MEES) and that the MEES will be depositing its new 2015-2020 Strategic Plan in the near future.

Strategic Plan 2015-2016 - Monitoring Chart

ORIENTATION 1 :

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

Goal 1 : Increased graduation rates and qualifications before age 20	Targets	Results (June 2016)
Objective 1 : Increase the graduation and qualification rate after 7 years	From 69.3% in 2012 (June 2011 data) to 75.0% in 2018	71.7% (June 2014 data) Comment: Although the June 2014 data is below our 2018 target, it is important to note that, between the 1998 cohort and this cohort, the rate after 7 years has had an increase of 13.1 percentage points whilst the Estrie was 8.3 and Quebec Public was 6.8. Provincially, the graduation and qualification rate after 7 years for Estrie is 73.5% and Quebec Public 73.8%.
Objective 2 : 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)	110 official MEES dropout data; 77 unofficial internal ETSB data (June 2014) ETSB Official: 29.4%, ETSB unofficial: 20.6%; Estrie: 21.1%, Quebec public: 14.1% Comment: According to the MEES 2013-2014 official data, 110 students dropped out from ETSB schools but 33 of these students left the province to study elsewhere. As a result, unofficially, our internal 2014 data shows 77 dropouts and it is important to continue obtaining proof of studies outside Quebec.

Goal 2 : Improved command of the French Language (English for English School Boards)	Targets	Results (June 2016)
<p>Objective 1 : Increase MEES's exam success rates (SR) in FSL (Base)</p>	<p>From 74.0% in June 2012 ETSB FSL cycle 3-2 exam to 83.0% in June 2018</p>	<p>74.0%</p>
	<p>From 79.0% in June 2012 MEES FSL secondary 5 exam to 88.0% in June 2018, and improving the average mark (AVG) from 71.0% to 75.0%</p>	<p>SR: 97.3%, (MEES 94.5%) AVG: 77.6% (MEES 76.1%)</p> <p>Comment: There continues to be a continuous upward trend in the secondary 5 FSL success rates, and June 2016 shows we have attained both targets and are above the MEES success rate and average mark. The cycle 3-2 FSL base success rate for the comprehension competency was 74.0%, in comparison to the 84.0% in production and, as a result, our focus on reading comprehension will be maintained in 2016-2017.</p>

<p>Objective 2 : Increase MEES's exam success rates in ELA</p>	<p>From 49.0% in June 2012 MEES ELA cycle 3-2 exam to 65.0% in June 2018</p>	<p>73.0%</p>
	<p>From 85.2% in June 2012 MEES ELA Secondary 5 exam to 90.0% in June 2018, and improving the average mark from 68.2% to 73.0%</p>	<p>SR: 96.0%, MEES: 96.6%, AVG: 71.8%, MEES: 74.1%</p> <p>Comment: For the past three years, our success rate in secondary 5 ELA has been over 95% and we have observed a continuous upward trend in the cycle 3-2 ELA response competency, an area that has been a challenge for ETSB. We have now attained our success rate targets in both cycle 3-2 and secondary 5 ELA, and will continue the efforts to increase the secondary 5 average mark to its 73.0% target.</p>

Goal 2 : Improved command of the French Language (English for English School Boards)	Targets	Results (June 2016)
Objective 3 : Increase the success rates in Math MEES exam	Cycle 3-2: from 73.0% in June 2012 situational problem (Competency 1) to 80.0% in June 2018	65.0%
	Math CST (Cultural, Social and Technical Option): From 43.9% in CST MEES 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	SR: 63.2% (MEES: 67.1%), AVG: 64.6% (MEES: 66.0%)
	Math SN (Science Option): From 75.0% in SN MEES 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	SR: 84.5% (MEES 92.1%), AVG: 74.5% (MEES 80.9%) Comment: In the past three years, we have observed a consistent upward trend for both the Sec 4 CST and SN Math results, and three of the four 2018 targets have been attained. This is very encouraging as Mathematics is a subject of great concern within the ETSB. The June 2016 cycle 3-2 success rate in situational problem has decreased by 4 percentage points in comparison to June 2015. Hence, we continue to concentrate our efforts in this area.

<p>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</p>	<p>Targets</p>	<p>Results (June 2016)</p>
<p>Objective 1 : 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>78.0% Comment: Of the 63 students in their final year of the WOTP (either Pre Work or Semi-Skilled), 78% of the students received certification. Of the 14 students who were not certified, 64% are presently enrolled in school.</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>58.0% Comment:58% of Secondary 5 students with an IEP graduated in 2015-2016. A total of 20% of the students with an IEP did not have the possibility of graduating this year due to a lack of credits or required courses. Thus, 22% of the Secondary 5 students with an IEP, with the possibility of attaining their high school leaving in June 2016, were not successful. Of the students who did not graduate, 42.5% are registered for the 2016-2017 school year.</p>

Goal 4 : A healthier and safer school environment	Targets	Results (June 2016)
<p>Objective 1 : 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>No data. Comment: The Learning Bar inadvertently omitted these questions on the 2015-2016 survey so, therefore, we do not have data for this question from the Tell Them From Me Survey. It has been confirmed that these questions will be reinstated for the 2016-2017 survey.</p>
	<p>High school students: From 83.0% in June 2012 to 87.0% in June 2017</p>	<p>No data. Comment: The Learning Bar made adjustments to their analysis of student responses this year, therefore we do not have comparative data for 2015-2016. We will be reviewing the methodology for these questions for next year.</p>

Goal 5 : Increase the number of students under the age of 20 registered in vocational training	Target	Results (June 2016)
<p>Objective 1 : 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>146 Comment: The number of students under the age of 20 in vocational training continues to increase each year and we have attained our 2018 target. As always, our centres continue to promote their programs geared towards students under the age of 20.</p>

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

Goal 1 : Support the continued professional development of our personnel and provide coaching and mentoring to administrators and teachers	Targets	Results (June 2016)
Objective 1: Provide Professional Development for all staff	All staff to be trained in the Developmental Approach (including Neufeld) by June 2017	Total days of developmental approach training by category: Teachers: 277 Support staff: 135 Administrators: 198 Professionals/Consultants: 26 Total number of employees: 421

Goal 1 : Support the continued professional development of our personnel and provide coaching and mentoring to administrators and teachers	Targets	Results (June 2016)
Objective 2: Increase teacher retention beyond their first five years	From 73.0% in June 2012 to 85.0% in June 2017	100%
Objective 3 : Increase interest in administrative positions	From 3 new applicants by June 2012 to 8 by June 2017	11 new applicants

Goal 2 : Recognize the hard work, devotion, and success of ETSB personnel	Targets	Results (June 2016)
<p>Objective 1 : Develop a culture of employee recognition throughout the ETSB</p>	<p>To sensitize all schools/centres to develop a means of recognizing employees by June 2017</p>	<p>There are seven instances during the year where all schools/centres are sensitized and supported in recognizing various employee groups, as well as at the monthly meetings of the Council of Commissioners.</p>
	<p>To sensitize the system through board events recognizing employees hard work, devotion and success</p>	<p>Recognition events were held for years of service and retirement. 2015: 29 retirees, 10 for 25 years of service Total: 39 employees.</p>

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

Goal 1 : Support parents in their engagement to ensure their children’s success	Targets	Results (June 2016)
Objective 1 : Support parents in the education of their children	Develop and implement a communication 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, six meetings were attended by six different directors or assistant directors.
	Develop and implement, in collaboration with Parents’ Committee, a Professional Development plan for parents	Although the Professional Development plan had not yet been developed, a Governing Board (GB) Workshop for all GB members including parents took place in October 2015. A GB Chair workshop also took place at the beginning of November 2015.
Objective 2 : Help parents support their children during the transition from elementary to secondary	Develop and implement, in collaboration with the Special Education Advisory Committee (SEAC), a support plan for all parents of at-risk students (coded or with IEPs) 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.

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	Targets	Results (June 2016)
Objective 1 : 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 2015-2016 was 703 compared to 699 in 2014-2015, an increase of close to 4%.
	Increase the registration rate of eligible students in our schools	99.3% of students with eligibility registered with the ETSB for the 2016-2017 school year, compared to 98.5% in 2015-2016.
Objective 2 : 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	Many actions have been put in place to reach this objective. A promotional campaign for the registration period and high school open houses continued again this year. Media presence and press conferences helped to raise awareness of the ETSB. For partnerships, the Christian Vachon Foundation is now sponsoring 15 out of 23 of our schools and we are continuing our association with the <i>Projet PRÉE</i> , RSEQ Estrie and the Pierre Lavoie Relay.
	Develop partnerships and relationships with representatives of the MRCs on ETSB territory	During the third year of our Strategic Plan, the ETSB focused on developing partnerships through its Community Learning Centres and added one new CLC in the Western sector of the ETSB territory and extended the RRHS model. As a result, all ETSB schools in the Richmond area are now part of the CLC network. The CLC schools are very visible and connected in their communities.
Objective 3 : 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 an effort to make our buildings more appealing for students, parents, and the community, the Buildings and Grounds Department oversaw 49 projects totalling close to \$3,000,000 in investments.

Financial Statements

Statement of Financial Position as of June 30, 2016

ASSETS	
Bank	94,099
Operating grants receivable	8,151,027
Financing Grant receivable	29,473,077
School taxes receivable	1,120,589
Account receivable	2,516,634
Inventories for sale	<u>29,803</u>
	<u>41,382,229</u>
LIABILITIES	
Bank overdraft	
Short-term loans	11,057,296
Accounts payable	9,363,952
Deferred revenues related to capital assets	3,268,223
Deferred revenues	2,777,944
Provisions for employee future benefits	5,540,568
Long-term debt payable by the School Board	
Long-term debt subject to a promise of grant	62,739,152
Environmental liability	165,000
Other liabilities	<u>1,866,051</u>
	96,927,994
NET DEBT	(55,545,765)
NON FINANCIAL ASSETS	
Capital assets	51,121,471
Inventory of supplies	535,261
Prepaid expenses	94,033
	<u>51,750,765</u>
ACCUMULATED DEFICIT	(3,795,000)

Revenues and Expenditures as of June 30, 2016

REVENUE	
School taxes	14,809,054
Operating revenues	
Operating revenues from the <i>ministère de l'éducation, du Loisir et du Sport</i> (MELS)	52,678,023
Revenues from other ministries or governmental organizations	978,055
Other revenues	<u>8,890,796</u>
	<u>62,546,874</u>
	<u>77,355,928</u>
EXPENDITURES	
Teaching and training activities	35,628,020
Supporting activities to teaching activities	15,655,199
Complementary activities	8,594,028
Administrative activities	3,821,894
Activities relating to moveable and immoveable property	8,750,217
Related activities	3,860,636
Variation on fringe benefits provisions	286,554
	<u>76,596,548</u>
Surplus (deficit) for the year	759,380

Recognitions & Events

Year after year, the ETSB holds many special events to recognize the dedication and excellence of the many people that contribute to our students' success. Here are just a few examples of activities and events held during the 2015-2016 school year:

Retirement Gala: The ETSB 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 separately. Both events were an opportunity for administrators, commissioners and colleagues to recognize employees with 25 years of service with the ETSB at the board office in Magog. On a separate evening in Orford, members of the Parents' Committee as well as senior administrators and commissioners recognized the valuable contribution of volunteers in our schools and centres.

Recognition at the Council of Commissioners' meetings: Each 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 - United in Music: The sixth edition of the ETSB Music Festival was organized by teachers and brought together more than 300 students to celebrate their collective passion for music. This year's theme was "Broadway".

The 27th Annual ETSB Grade 2/3 Math Competition was held at Waterloo Elementary School. This year's competition had 19 teams participating from schools across the ETSB territory. This friendly competition is designed to be a fun way to get students to think outside the box and stretch their math knowledge.

The Second Annual Mathletics Competition was held in April 2016. Preliminary competitions were held virtually with teams competing from their schools, with the final competition being held at the School Board offices in Magog and being live broadcast through Google hangout.

Many other local events were also held with the communities such as Terry Fox runs, Remembrance Day Ceremonies, plays and concerts.

