



ANNUAL REPORT

2018-2019



Message from the Chairman & Interim Director General

For the Eastern Townships School Board (ETSB), the 2018-2019 year can be described as an exciting one. Once again, we started the year with an increase in our enrolment and we are happy to see that more parents and students are choosing the ETSB for the quality education that our schools and centres have to offer.

Our 2018-2022 Commitment to Success Plan, with the main goal of increasing the seven-year graduation and certification rate was approved by the Ministry. This ETSB plan, supported by our four foundational pillars, establishes the orientations and objectives for student success with which each school and centre's educational project must align. Each goal and orientation as defined in the plan, support important elements that lead to student success and to our ultimate goal of increasing the seven-year graduation and certification rate. Throughout the year, our schools and centres worked on their Educational Projects, that will be their locally adapted blueprint to achieve the Board's goals.

We also celebrated the announcement of a \$13.2 million budget for the construction of a new school in Drummondville. The ETSB Buildings and Grounds (BG) Team and commissioners worked diligently for many months with the school community, elected officials, and the ministry to demonstrate the need for a new school that could provide an environment for the Drummondville community where students can learn and succeed. This will be the first entirely new school for the ETSB, since the creation of the regional high schools in 1969. Throughout the year our small and very dedicated BG Team, managed a budget of close to \$13 million, renovating, updating and maintaining our current infrastructure of buildings and grounds. Each project is planned and organized through the lens of providing an environment that supports student success. One area in particular that will have our attention in the coming year is the Farnham community, which is also in need of more space and updated facilities to meet this goal.

Other highlights, to name a few, was the finalizing of the payments for the Class Action law suit on school fees, the addition of 4-year-old kindergarten classes, and the first Joyful Literacy Conference held at Bishop's University and organized by our Pedagogical Services team. This, in addition to the many local school and centre based activities and school board events, made for a busy year. Each and every year, our students are fortunate to have the support of many parents, local volunteers, and community groups that lend their expertise and give freely of their time to enhance what our schools and centres can offer.

In closing we would like to acknowledge the ETSB personnel, who each and every day dedicate themselves to the students and communities we serve. We must never underestimate the impact that each and every one of our administrators, teachers, professionals, support staff, bus drivers and commissioners can have on student achievement. The Eastern Townships School Board is Moving Ahead Together, collectively and positively, to ensure student success that supports the vitality and prosperity of our communities.



*Michael Murray,
Chairman*



*Michel Soucy, Interim
Director General*

A handwritten signature in blue ink, appearing to read 'Michael Murray'.

A handwritten signature in blue ink, appearing to read 'Michel Soucy'.

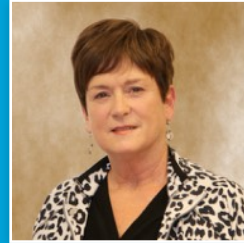
Council of Commissioners



Michael Murray,
Chairman



Gordon Barnett,
Lennoxville



Claire Beaubien,
Ayer's Cliff, North
Hatley, Stanstead



Tina Bilodeau,
Danville,
Drummondville



Daniel Brodie,
Magog



Richard Gagnon,
Lac-Brome



Gary Holliday,
Richmond



Joy Humenuik,
Farnham &
Vice-Chair



Mary-Ellen Kirby,
Bury, Cookshire,
Sawyerville



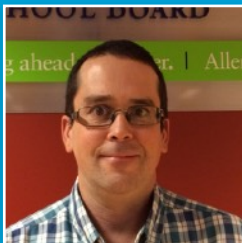
Frank MacGregor,
Sherbooke



Alice McCrory,
Granby, Waterloo



Marc Mercure,
Parent
Commissioner



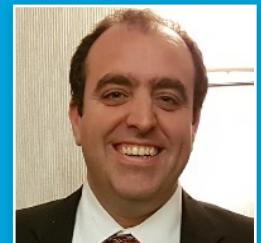
Jonathan Murray,
Cowansville



Hélène Turgeon,
Parent
Commissioner



Cindy Véronneau,
Parent
Commissioner



Daniel Zigby,
Parent
Commissioner

Council of Commissioners' Highlights

The Council of Commissioners held ten regular and one special meeting. Here are some of the highlights:

- Appointment of Centre Director 100% of New Horizons Adult Education Centre
- Appointment of Techno-Pedagogical Coordinator – Information Technology
- Appointment of Vice-Principal 100% – Alexander Galt Regional High School
- Appointment of Vice-Principal 50% – Massey-Vanier High School
- Appointment of a Regional Information Security Officer
- Insurance Coverage – 2018-2019
- Naming of the new St. Francis playground
- Demande d'aide financière pour l'acquisition d'un autobus scolaire électrique
- Recognition of the Contribution of the Eastern Townships School Board's Personnel in regards to the trend of increasing enrolment
- Nomination of a Sectoral Incident Management Coordinator
- Transfer of mandate concerning the class action lawsuit on fees charged to parents
- Appointment of Director General by Interim
- Appointment of Assistant Director General by Interim
- Appointment of Director, Complementary Educational Services
- Disclosure of wrongdoing relating to public bodies
- Youth Sector Calendar – 2019-2020
- Drummondville Elementary School – Land for new school
- Appointment of Assistant Director of Educational Services
- Appointment of Vice-Principal 100% – Richmond Regional High School
- Organization of the Joyful Literacy Summit
- Vocational Training Sector: High Pressure Welding Program Agreement
- Farnham Elementary School – Request to MEES for additional space
- Policy regarding the possession and consumption of Cannabis
- Enhanced learning strategy computer acquisition

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 thereof 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 2018-2019 school year there were no complaints brought before the Professional Review Committee.

Student Ombudsman's Report

Annual Report for the 2018-2019 school year (from July 1, 2018 to June 30, 2019)

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, 2018 to June 30, 2019.

During the above-mentioned period, I received fourteen complaints. In thirteen cases, the complainants had not exhausted the remedies provided for in the procedure for the examination of complaints; therefore, they were referred according to the internal complaint procedure.

The remaining complaint was related to allegations of discrimination concerning a former student. Considering the circumstances, I suggested a mediation process. This suggestion was not retained as the parent had already filed a complaint to the Human Rights Commission.

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 complaints of this nature were properly managed internally.

September 3, 2019



Christian Beaudry
Student Ombudsman

Report on Bullying and 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 2018- 2019 school year there was one complaint of violence reported to the Director General. Working with our Director of Complementary Educational Services and her team of professionals and in collaboration with the school, we implemented our safe school procedures to offer support and assistance to the parents and students involved and to re-establish a sense of safety at the school level.

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 has a Safe School Committee and all schools have violence and bullying initiatives in place.

[Safe School Policy- P035](#)

[Safe School Procedures](#)

Report on our Workforce and Service Contracts

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 2018-2019 school year staffing levels increased. This was due largely to the grant monies received during the year for students with special needs and an overall increase in enrolment. Both required the hiring of more teachers, support staff and professionals to deliver direct services to students in the classroom. The Eastern Townships School Board also saw a significant increase in its capital budget for infrastructure improvement, therefore, some management personnel was added to the Buildings and Grounds department to oversee these important projects. No corrective measures are foreseen and it is our hope that these grant monies will be recurring so that we can continue to provide these services for our students.

(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, 2018 to June 30, 2019, the Eastern Townships School Board signed and or entered into four (4) service contracts for a total amount of \$281,921.

Financial Statements...

In keeping with the Québec Government’s desire to strive for transparency with its public sector entities, for the 2018-2019 Annual Report the complete financial statements for the Eastern Townships School Board will be made available. Please visit the following links to access the complete statements. As these are official government documents, they are available in French only.

[Financial Statements June 2019](#)

The Eastern Townships School Board is...

Who we are...

The Eastern Townships School Board (ETSB) 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 a mother tongue confirms the bilingual nature of the school board and of the region in general.



Community Learning Centres...

The Eastern Townships School Board's (ETSB) Community Learning Centres (CLC) belong to a network of community schools across Quebec that serve as "hubs" for English-language education and community development in their respective communities. CLCs promote lifelong learning, while enhancing the relationships between schools, students, parents and the community.

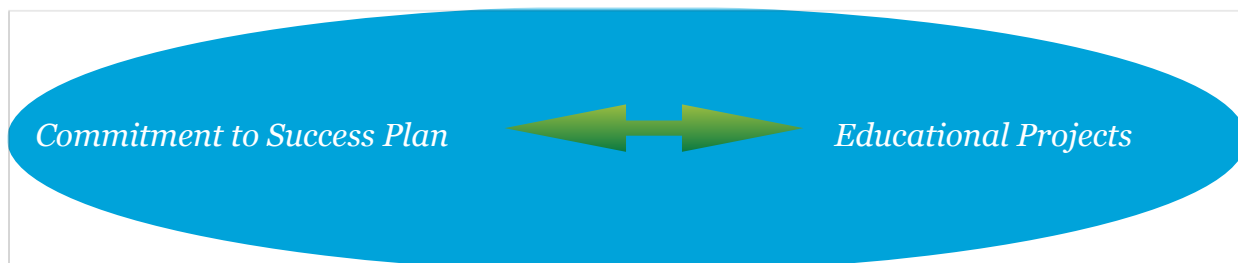


The ETSB has eight CLCs in the following communities; Bedford, Bury, Danville, Drummondville, Farnham, Magog, Richmond, and Stanstead. Our CLCs cultivate partnerships to improve student success and community vitality. They offer services, programs and community links that help to build and strengthen the relationships that our schools have within their communities.

Commitment to Success Plan

Goal...

The Eastern Townships School Board's (ETSB) Commitment to Success Plan aims to share, with all its employees, parents and community partners, a common vision of our efforts and challenges in the task of offering the highest quality education to our students. This plan is aligned with provincial orientations, as well as the **Educational Project** of each school, adult and vocational centre, in order to reflect and respond to the realities of each community.



Four Foundational Pillars...

Pedagogical Leadership

Recognizing that research supports the importance of powerful leadership on the part of the principal having a positive effect on students achievement.

Professional Learning Community

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

Attachment-based Developmental Approach

Based on the importance of the student/adult relationship and understanding the development of the child/adolescent.

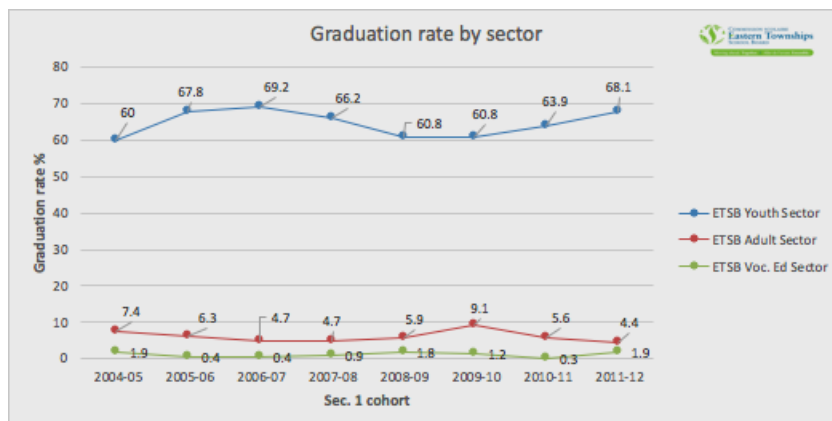
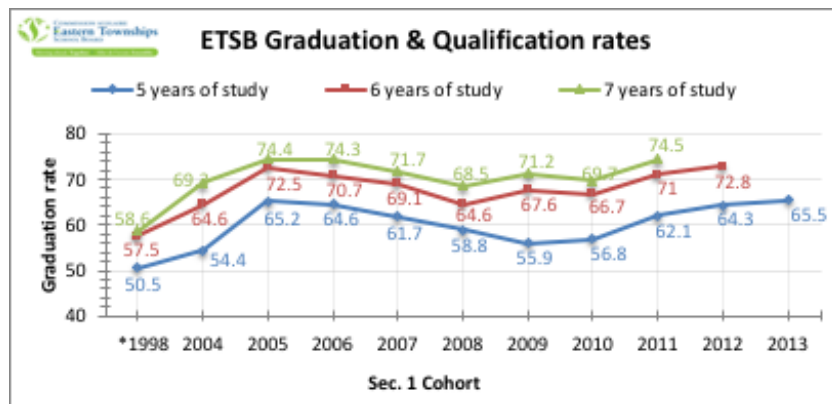
Student Engagement

Focusing on intellectual engagement and effective technology integration as one of the means.

Main Objective: Raise the 7-year Cohort Graduation and Certification Rate from 71.2% to 76.2%

Statistical analysis reveals that the ETSB graduation and qualification rates for students under 20 years old is lower than the provincial average for the reference year 2008-2009

The 2018-2022 ETSB Commitment to Success Plan comprises of one main objective to raise the 7-year cohort graduation and qualification rate to 76.2%, supported by our foundational four pillars (intellectual student engagement, attachment-based developmental approach, professional learning communities and pedagogical leadership) and prioritized efforts to address girls' and boys' learning, preschool vulnerability, daily physical fitness, and formative assessment structure. Within these parameters, every school and centre will contribute to reaching, and even surpassing, this objective with its laser-focused approach in the Educational Projects. Essential words that will guide us through this process are *intentionality of excellence*, *continuous improvement*, *collaboration*, and *trust*, with a clear focus on student and adult learning at the ETSB.



Proportion of students under 20 obtaining a first certification and/or qualification within 7 years							
	Provincial		Eastern Townships School Board				
	Reference year	MEES Targets 2022	Reference year	2009-2010 cohort	2010-2011 cohort	2011-2012 cohort	ETSB Targets 2022
	2008-2009 cohort		2008-2009 cohort				
Students under 20 obtain a first DIPLOMA (SSD or DVS)	74.7%	n/a	62.6%	65.8%	n/a	n/a	70.0%
Students under 20 obtain a first DIPLOMA or QUALIFICATION	78.8%	84.0%	68.5%	71.2%	69.7%	74.5%	76.2%

Source: RAPPORT Diplomation et qualification par commission scolaire au secondaire, MEES;
Qualification includes certification for work-oriented training paths

		ETSB Graduation Rate						
		2005-2006 cohort	2006-2007 cohort	2007-2008 cohort	2008-2009 cohort	2009-2010 cohort	2010-2011 cohort	2011-2012 cohort
		7 years :2012	7 years :2013	7 years :2014	7 years: 2015	7 years: 2016	7 years: 2017	7 years: 2018
Students under 20 obtain a first diploma (DES or DEP)	Total	70.5%	66.1%	63.0%	62.6%	65.8%	n/a	n/a
Students under 20 obtain a first diploma or qualification	Total	74.4%	74.3%	71.7%	68.5%	71.2%	69.7%	74.5%

Source: RAPPORT Diplomation et qualification par commission scolaire au secondaire, MEES;
Qualification includes certification for work-oriented training paths

The data above (the most recent provided) shows that the ETSB graduation and certification rates are improving and moving towards our 2022 target.

We have seen an increase in the graduation rates for the cohort of students over 5,6 and 7 years of studies. While most students do graduate from the youth sector, 6.5% of our population graduate from the adult or vocational education sector.

Considering that we are less than a year in our Commitment to Success Plan and that schools and centres were developing their educational projects throughout the 2018-2019 school year, we are confident that our results will continue to improve.

ETSB Orientations

Orientation 1

Address the higher than average vulnerability of our pre-school students.

The level of vulnerability, as evaluated by the 2012 *Quebec Survey of Child Development in Kindergarten* (QSCDK), places the pre-school children eligible for an education at the ETSB at a higher vulnerability level than the Estrie school boards and other English school boards.

Some interventions that we have put in place and continue to work on to address this orientation are:

- Transitions agents in 10 schools whose mandate is to connect with families in order to ease the passage of students into Kindergarten
- A Pedagogical Consultant who focuses on early years (literacy) and the transition to kindergarten
- Early Intervention Initiative focussing on purposeful play
- Increase of four more 4 year old kindergartens across our territory
- Our Community Learning Centres who provide opportunities for pre-school children and parents such as:
 - ✓ Books to Belly (sessions geared to 3-5 year olds)
 - ✓ Parent-Child Mother Goose
 - ✓ PJ Story Time
 - ✓ Welcome to Kindergarten
 - ✓ Various workshops focusing on children's mental and emotional health
 - ✓ Parenting workshops
 - ✓ Cuisimot



Orientation 2

Examine our assessment structure with the intent of moving from a predominantly summative to more formative assessments.

The ETSB intends to find new ways to integrate assessment models based upon learning and creativity, and this will be a focal point for the next five years. We know that high-quality instruction, innovative technology and high expectations are important in learning, so is a formative assessment structure, where we “establish learning goals, check for understanding, provide feedback, and align future instruction with the students’ performance” (Frey & Douglas, 2011). It is worthy to note that a more formative assessment approach does not diminish the value of summative assessment, but rather shifts our attention from the autopsy to the diagnosis, where formative assessments allow us to better identify and respond to students’ learning needs.

As the ETSB’s Commitment to Success Plan was approved only in January 2019, this orientation will be elaborated on more in the 2019-2020 Annual Report.

Orientations & Objectives Determined by the Ministry

Orientation 1

Increase the proportion of the adult population of Québec who demonstrate high-level literacy skills according to PIACC 2022

We are continuing to work with our local adult literacy partners as we recognize the positive impact of increasing adult literacy on our families and communities. We are currently exploring strategies that we could use to determine how the ETSB and its Adult Centres’ Educational Projects could support this orientation.

As well our Community Learning Centres also provide workshops and programs that address adult literacy and the connection between literacy and early child development.

Orientation 2

Have elementary students physically active at least 60 minutes per day.

We, at the ETSB, have long seen the value of physical activity for students (and staff) at school, and are supported by research on the correlation between physical activity and school success. This, coupled with our adherence to the Ministry of Education's Healthy Eating Policy, has been embraced by all our schools/centres in recent years.

This orientation appeared in the top two priorities (among the Minister's 2 orientations and 5 objectives) by our Commitment to Success Plan Working Committee members. As a result, elementary schools' Educational Projects have targeted goals to increase the number of minutes daily of physical activity available for all students. The results will be seen in the 2019-2020 Annual Report.

Objective 1

Reduce the gap in success rates between various groups of students by 50% by 2030.

Boys and Girls:

Statistical analysis of the gap between the ETSB boys and girls' graduation rates over the years 2011-2012 to 2017-2018 reveal a fluctuating rate between a low of 5.3% in 2013-2014 and 17.0% in 2015-2016. The sharply increased gap in 2015-2016 is explained by a significant rise in the graduation rate among girls and a steady rate among boys. While in 2016-2017 and 2017-2018, the gap decreases and comes more into line with previous years with an increase in the boy's success rates, the focus need not only focus on the reduction of the gap, but also maintaining or increasing the girl's success rate as well. The ETSB gap for the baseline year established by the Ministry (2014-2015) is 7.8% compared to the provincial 10.1%. The ETSB rate of male graduation fluctuates from a high of 71.6% in 2012-2013 to a low of 63.3% in 2015-2016.

Specific actions related to the reduction of the gap is addressed in the schools' and centres' Educational Projects.

	ETSB Graduation Rate: 7 years													
	Cohort 2005-06 7 years:2011-12		Cohort 2006-07 7 years:2012-13		Cohort 2007-08 7 years:2013-14		Cohort 2008-09 7 years:2014-15		Cohort 2009-2010 7 years:2015-16		Cohort 2010-2011 7 years:2016-17		Cohort 2011-2012 7 years:2017-18	
Graduation Rate	74.4%		74.3%		71.7%		68.5%		71.2%		69.7%		74.5%	
		Gap		Gap		Gap		Gap		Gap		Gap		Gap
Male	68.3%		71.6%		69.0%		64.6%		63.3%		66.0%		69.7%	
Female	80.8%	12.5%	77.5%	5.9%	74.3%	5.3%	72.4%	7.8%	80.3%	17.0%	74.0%	8.0%	79.8%	10.1%

Students with Special Needs and Those Without

The ETSB has a historically higher percentage of students with special needs when compared to the provincial average. Three factors, among others, explain this: a higher percentage of students entering our system with identified vulnerabilities; inconsistent access to English language health and social services; the fact that we do not set a limit on the number of IEPs we open. We feel that if the professionals working with a student deem that he/she should have an IEP, we open one. The implementation of the WATCH (We Are Tracking Changes) Action Plan, a form of pre-IEP support plan, is proving to be a winning model in our inclusive environment.

Statistical analysis of the graduation rate between students with special needs and those without special needs reveal that the ETSB percentage for the baseline year, the Ministry has established (2014-2015) is almost identical to the provincial average: 48.3% provincially and 48.7% for the ETSB. The gap between these two groups provincially is 34.1% and for the ETSB 34.6%. Interestingly, ETSB data from 2015-2016 reveals a significant improvement in the success rate for girls with special needs (from 48.1% to 58.9%) and a decrease for the boys with special needs (from 49.1% to 42.2%). We must be cautious of drawing conclusions from a 2-year sample, especially when it draws from a small sample size, but these numbers do match the increase in success among the general ETSB population of girls compared to boys for the same period. This indicates the greater need to focus on supporting our male students.

Écarts entre les élèves HDAA et les élèves ordinaires	Groupes d'élèves selon qu'ils avaient ou non un plan d'intervention actif à leur entrée au secondaire	Cohorte 2008 suivie jusqu'en 2014-2015					Cohorte 2009 suivie jusqu'en 2015-2016					Cohorte 2010 suivie jusqu'en 2016-2017					Cohorte 2011 suivie jusqu'en 2017-2018				
		5 ans	6 ans	7 ans			5 ans	6 ans	7 ans			5 ans	6 ans	7 ans			5 ans	6 ans	7 ans		
		Total	Total	Total	Masculin	Féminin	Total	Total	Total	Masculin	Féminin	Total	Total	Total	Masculin	Féminin	Total	Total	Total	Masculin	Féminin
Réseau public	Élèves ordinaires	69.0	78.4	82.4	78.6	85.8	71.0	80.1	83.8	80.4	86.9	73.6	82.3	85.6	82.1	88.6	76.1	83.6	86.4	83.3	89.2
	Total EHDA	28.8	41.2	48.3	46.5	51.8	31.0	44.6	51.8	50.7	53.7	33.1	46.6	53.7	51.9	57.0	36.4	49.7	56.2	54.9	58.6
	Total	60.1	70.2	74.9	69.6	80.6	61.7	72.0	76.5	71.9	81.4	63.6	73.5	77.7	72.8	83.0	65.7	74.8	78.6	74.0	83.5
Commission scolaire Eastern Townships	Élèves ordinaires	75.4	80.2	83.3	80.2	85.8	76.0	83.6	85.2	80.5	89.4	74.7	79.6	82.4	81.0	83.5	79.6	84.7	86.4	83.8	88.7
	Total EHDA	38.3	44.0	48.7	49.1	48.1	24.1	41.8	48.1	42.2	58.9	28.4	45.4	48.9	48.9	49.0	39.7	53.4	59.2	56.2	63.8
	Total	59.5	64.6	68.5	64.6	72.4	55.9	67.6	71.2	63.3	80.3	56.8	66.7	69.7	66.0	74.0	62.1	71.0	74.5	69.7	79.8

Reference: MEES, Obj_Polt_reus

NANS and Non-NANS Schools

The ETSB has eleven elementary schools and one high school classified as NANS schools, within an IMSE index of 8 or above. The majority of our secondary schools fall within an intermediate IMSE index (7).

The ETSB is working with each NANS school to develop plans for increasing their success rates. This will be further elaborated in the 2019-2020 Annual Report.

Success Rates of Targeted Populations and Gaps between Groups

Source:

Portrait des statistiques Ministérielles, "Portrait_Stat_CS_2015.xls" Table 1.1

Rapport - Diplômation et qualification par commission scolaire Édition 2017", published by MEES.

Le portrait de statistiques ministérielles, objectifs 2 & 6 (March 2018)

		Success rates of targeted populations and gaps between groups												
		Provincial				Eastern Townships School Board								
		2008-2009 cohort (2014-2015 data)		MEES Targets 2022	2008-2009 cohort (2014-2015 data)		2009-2010 Cohort (2015-2016 data)		2010-2011 Cohort (2016-2017 data)		2011-2012 Cohort (2017-2018 data)		ETSB Targets 2022	
		Success rate (%)	Gap(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Gap(%)	
Sex	Male	73.8	All sectors	10.1	6.1	7.8	64.6	7.8	63.3	17.0	66.0	8.0	69.7	10.1
	Female	83.9					72.4		80.3		74.0		79.8	
Special Needs	EHDA ¹	48.3	Public sector	34.1	25.3	34.6	48.7	34.6	48.1	37.1	48.9	33.5	59.2	27.2
	Regular students	82.4					83.3		85.2		82.4		86.4	
IMSE index	Disadvantaged areas ²	69.0	Public sector	6.6	5.4	6.5	66.7	1.1	72.2	0.2	44.2	28.8	61.0	14.7
	Intermediate areas ³	75.6					67.8		72.0		73.0		75.7	
	Advantaged areas ⁴	81.0					75.0		50.0					
Immigration	First-generation	75.0*	All sectors	9.0	3.8	3.0	50.0	36.4	50.0	13.3	45.5	24.8	75.0	0.6
	Second-generation	84.0					86.4		63.3		70.3		74.4	
	Non-immigrants	78.8					67.6		71.9		69.7		74.5	

Objective 2

Reduce the proportion of students starting public secondary school at age 13 or older.

Statistical analysis reveals that over the last 7 years at the ETSB, this rate has fluctuated from 12.1% in 2011-2012 to 20.0% in 2013-2014, and an almost identical fluctuation from 12.5% in 2014-2015 to 20.1% in 2016-2017. The most recent data shows that for 2017-2018, at a rate of 17.2%, we have surpassed our 2022 target. Although the target has been met, taking into consideration the trend of fluctuation, we will continue to monitor this objective.

High schools	ETSB							
	2011-2012 cohort	2012-2013 cohort	2013-2014 cohort	2014-2015 cohort	2015-2016 cohort	2016-2017 cohort	2017-2018 cohort	Target 2022
Proportion of students in secondary 1, 13 years and older	12.1%	13.5%	20.0%	12.5%	16.1%	20.1%	17.2%	18.9%

Objective 3

Raise the 7 years cohort graduation and qualification rate.

As discussed previously, this is the ETSB's main objective.



Objective 4

Increase to 90% the success rate on the production competency of the elementary grade 6 English Language Arts end-of-cycle evaluation.

When analyzing the Ministry English Language Arts exam results at grade 6 and secondary 5, the results for the 2018 - 2019 are a 77.0% success rate in the grade 6 production and a 94.7% success rate in secondary 5 English Language Arts. The ESTB will continue to closely monitor the progress at both levels and support schools and centres needing to address this within their Educational Projects.

Objective 5

Ensure that all school buildings are in satisfactory condition

The Eastern Townships School Board is committed to providing a favourable physical environment for all school community members with the objective to contribute significantly to students' success.

Considering the priorities established for all investment projects and the financial aspects closely linked to this objective, ETSB plans to meet the Ministry indicators, which is to have 85% of all ETSB buildings up to a *satisfactory condition* by 2022 and 100% by 2030.

For the 2018-2019 school year, the Eastern Townships School Board was attributed a little over \$13 million from the Ministry for investment projects and more than \$1 million for maintenance projects.

It is our goal each year, to look at ways of maximizing our budget so that the projects we do, have the greatest impact on creating an environment that is conducive to fostering student success.

One such major project for the 2019-2020 school year was a revamping of the interior of North Hatley Elementary School. The school is now brighter inside and more welcoming for students and staff. There are alcoves that were created as quiet spaces to read and a creative area with tables so that students can collaborate and work on projects, to name but a few.

In addition, some of the other projects completed across the school board were; better lighting, decorative sounds panels to improve the acoustics, gymnasiums and lockers, many washroom upgrades, playgrounds, cafeteria and kitchen remodelling, handicap access, revamping of the entrance at Lennoxville Elementary to improve security, etc. This is in addition to the regular maintenance projects that are done every year.

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 2017-2018 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 Recognition: Once again this year, the 25 years of Service Recognition was held. This was an opportunity for administrators, commissioners, and colleagues to recognize employees with 25 years of service with the ETSB at the board office in Magog.

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 ninth 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 "Canadian Music".

The 30th Annual ETSB Grade 2/3 Math Competition was held at Waterloo Elementary School. Once again this year's competition had 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 Fifth Annual Mathletics Competition was held in April 2019. 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.



Employees with 25 years of service!