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# ANNUAL REPORT

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2019-2020



# Message from the Chairman & Director General

*The 2019-2020 school year began with all the excitement and promise of any new school year. Students transitioning into a new grade level, some a new school, with staff welcoming them back and greeting new students who are just beginning their educational journey.*

*With our commitment to success plan in its second year of implementation, we were looking forward to continuing the implementation of programs and resources to support our main goal of increasing the 7-year cohort graduation and certification rate. Our focus was on early intervention and play-based teaching and learning strategies, to support and foster student engagement and learning from those very important early years.*

*Another main focus was to restructure our offer of service for adult education so as to better meet the needs of our clientele. The merging of our adult education centres and our distance education services under one administration will allow for more consistency and fluidity in the offer of service to adult learners across our territory.*

*One element overshadowing the school year was the possible implementation of Bill 40, which would transform the ETSB from a school board with democratically elected commissioners to a model with an administrative council. The ETSB joined its fellow Estrie and anglophone school boards to oppose such reform. In February the Bill passed, transforming French school boards into Service Centres, with Anglophone boards slated to follow suit in July 2020.*

*In March, with the onset of the global COVID-19 pandemic, schools and centres across the province and much of the country were closed. This has been one of the defining events of the 2019-2020 school year. Although better equipped than most of its counterparts, the ETSB's move to at-home and online learning for its students was not without some challenges. Under what can only be described as extraordinary circumstances, our personnel adapted and mobilized. Everyone had to find new ways of connecting, which was not always easy, especially for our students and parents trying to juggle schoolwork, working from home, and the stress of the pandemic, let alone those whose access to internet infrastructure is made difficult in rural areas; as always, we simply did our best. Our school and centre personnel, students, parents, and central office staff rose to the occasion and supported each other in true ETSB style. Although this was the year to be remembered for COVID-19, our personnel went above and beyond for our graduating students, organizing unique and inventive ways for them to celebrate this important milestone.*

*In closing, the 2019-2020 school year will be remembered for the pandemic, but it will also be remembered as a time when our students, our personnel, and our communities came together to support one another and, in the end, accomplished so much under such extraordinary circumstances. Everyone should be proud of the role they played, and continue to play, in the success of our students and the fostering of the next generation.*



*Michael Murray,  
Chairman*



*Michel Soucy,  
Director General*

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

Michael Murray

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

Michel Soucy

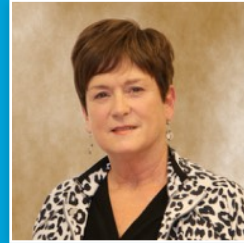
# Council of Commissioners



**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,  
Sherbrooke**



**Alice McCrory,  
Granby, Waterloo**



**Marc Mercure,  
Parent  
Commissioner**



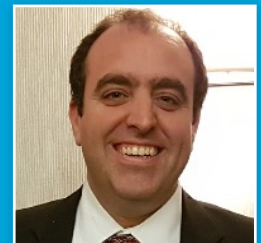
**Jonathan Murray,  
Cowansville**



**H  l  ne Turgeon,  
Parent  
Commissioner**



**Cindy V  ronneau,  
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:

- Drummondville Elementary School – Construction of a new school & land purchase agreement
- School & Centre renovation projects
- Lennoxville CLSC – Lease agreement renewal & ETSB/CSRS Lease agreement
- Farnham Elementary School – Opportunity to purchase a strategic property
- Request for contributions to the Legal defense fund
- Marguerite Knapp Building – Permission for cession
- Board Office – Online procedure on Complaint reception and review
- *Entente concernant la cession de droits et obligations de « Les Télécommunications Xittel inc. » prévus à la convention de construction et d'opération d'un lien fibres optiques du 23 avril 2002*
- Thinking big for our children
- Farnham Elementary School – Opportunity to purchase a strategic property
- Organizational Framework for Managing Risks of Corruption and Collusion in the Contract
- School bus bids 2019-2020 (Phase I & II)
- Appointment of returning officer, election clerk, and assistant to the returning officer
- Financing request for project JEME 2020
- Transportation Policy (P005)
- Adult Education Centres (Brome-Missisquoi Campus and New Horizons) and Distance Education merger
- 2020-2021 Insurance renewal
- ELS – Technology Acquisition
- Vocational Training Programs Authorization request
- Objectives and Principles Governing the Allocation of Resources pursuant to Section 275 Education Act
- Seeking intervention in order to obtain an exemption from Bill 40
- Adoption of the 2020-2021 Budget
- Student Ombudsman contract renewal 2020-2023
- Appointment of the Director General
- Appointment of the Assistant Director General

- Procedure to facilitate the disclosure of wrongdoings
- Contracts to public bodies – Annual rendering of accounts
- Eco energetic heating system conversion
- COVID-19 expenses
- Technology 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 2019-2020 school year there were no complaints brought before the Professional Review Committee.

# Student Ombudsman's Report

## Annual Report for the 2019-2020 school year (from July 1, 2019 to June 30, 2020)

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, 2019 to June 30, 2020.

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

Of the remaining three complaints:

- One was resolved with the assistance of the Secretary General;
- One was related to the transportation of a private school 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.
- One concerned an adult-student expelled from a Distance Education program. The complaint was dismissed. Several written warnings were sent to the student regarding time-limits imposed by the Ministry of Education for completing some courses. The student neglected to respect them.

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 to stop bullying and violence, as complaints of this nature were properly managed internally.

September 16, 2020



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 2019- 2020 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 have also adapted their codes 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 2019-2020 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 another significant increase in its capital budget for infrastructure improvement, therefore some maintenance workers and service personnel were 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, 2019 to June 30, 2020, the Eastern Townships School Board signed and/or entered into four (4) service contracts for a total amount of \$172,866.67.

## Financial Statements...

In keeping with the Québec Government’s desire to strive for transparency with its public sector entities, for the 2019-2020 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 2020](#)**

# 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.



\*Data from the Pope Memorial CLC was not available and is not included in this data.

# 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.



*Commitment to Success Plan*

*Educational Projects*

## 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

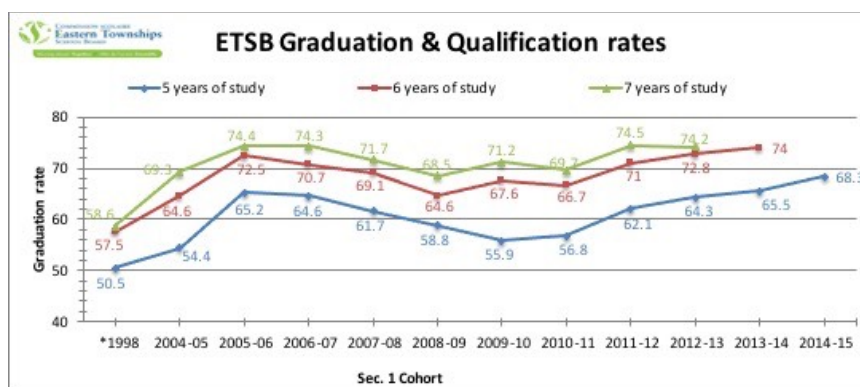
Focusing on intellectual engagement and effective technology integration as one of the means.

## 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 2018-2023 ETSB Commitment to Success Plan is comprised of one main objective of raising 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 prioritizing 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.



		ETSB Graduation Rate							
		2005-2006 cohort	2006-2007 cohort	2007-2008 cohort	2008-2009 cohort	2009-2010 cohort	2010-2011 cohort	2011-2012 cohort	2012-2013 Cohort
		7 years :2012	7 years :2013	7 years :2014	7 years: 2015	7 years: 2016	7 years: 2017	7 years: 2018	7 years: 2019
Students under 20 obtain a first diploma (DES or DEP)	Total	70.5%	66.1%	63.0%	62.6%	65.8%	64.7%	66.4%	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%	74.2%
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 2023 target.

We have seen an increase in the graduation rates for the cohort of students over 5, 6, and 7 years of studies, with most students graduating from the youth sector.

Considering that we are in our second year of our Commitment to Success Plan and that schools and centres developed their educational projects during the 2019-2020 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 service centres and other English school boards.

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

- Transition 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 focusing 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 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, as 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.

This orientation will further be elaborated on in the 2020-2021 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. Our Adult sector has been laying the foundation with an action plan on how to address and support adult literacy. With the pandemic and the move to online learning, computer or technological literacy has been added as an essential skill for adult learners. We are continuing to explore 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 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 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, several of our elementary schools' Educational Projects have targeted goals to increase the number of minutes of daily physical activity available for all students. The results will be seen in the 2020-2021 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. In 2018-2019, the gap decreased and we noted a slight increase in the boys' success rates from the previous year, but the focus need not only be on the reduction of the gap, but also maintaining or increasing the girls' 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 are 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		Cohort 2012-2013 7 years:2018-19	
Graduation Rate	74.4%		74.3%		71.7%		68.5%		71.2%		69.7%		74.5%		74.2%	
	Gap		Gap		Gap		Gap		Gap		Gap		Gap		Gap	
Male	68.3%	12.5%	71.6%	5.9%	69.0%	5.3%	64.6%	7.8%	63.3%	17.0%	66.0%	8.0%	69.7%	10.1%	69.8%	8.7%
Female	80.8%		77.5%		74.3%		72.4%		80.3%		74.0%		79.8%		78.5%	

## 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; and 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. For the same year, the gap between these two groups provincially is 34.1% and for the ETSB 34.6%.

Interestingly, ETSB data from 2018-2019 reveals a significant and consistent improvement in the success rate for girls with special needs (from 48.1% to 65.6%) as well as an increase for the boys with special needs (from 49.1% to 55.8%). The total gap between regular students and HDAA is 21.3% as compared to the provincial rate of 32.0%. This is very encouraging and is a contributing factor in the overall increase in the ETSB's graduation and certification rates.

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					Cohorte 2012 suivie jusqu'en 2018-2019				
		5 ans	6 ans	7 ans			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	Maculin	Féminin	Total	Total	Total	Maculin	Féminin	Total	Total	Total	Maculin	Féminin	Total	Total	Total	Maculin	Féminin	Total	Total	Total	Maculin	Féminin
Réseau public	Élèves ordinaires	69.0	78.4	82.4	78.6	85.8	71.0	80.1	83.6	80.4	86.9	73.6	82.3	85.6	82.1	88.6	76.1	83.6	86.4	83.3	89.2	76.5	83.8	86.2	82.8	89.1
	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	36.8	50.0	54.2	54.2	59.6
	Total	80.1	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	66.1	75.0	78.4	73.4	83.6
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	74.7	80.6	81.6	79.4	83.3
	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	46.1	58.2	60.3	55.8	65.6
	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	64.3	72.8	74.2	69.8	78.5

Reference: MEES, Obj\_Polt\_reus

## NANS and Non-NANS Schools

Since 2017, The ETSB has three schools with Secondary 1 classes classified as NANS schools, within an IMSE index of 8 or above. The other larger secondary schools fall within an intermediate IMSE index (7). Since 2016, there has also been a change in the way the gap between IMSE indexed schools are reported, regrouping all schools in the advantaged and intermediate areas to compare success rates with the few schools in the disadvantaged areas. Because of the small number of students emanating from the disadvantaged areas, we cannot consider the sample size statistically representative and thus we note a significant fluctuation in the gap from year to year. This is one of the reasons that we have focused our attention on the gap between boys and girls, to ensure adequate representation.

### Success Rates of Targeted Populations and Gaps between Groups

Source:

		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)		2012-2013 Cohort (2018-2019 data)		ETSB Targets 2023 (2014-2015 cohort)	
		Success rate (%)	Gap(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Gap(%)	
Sex	Male	73.8	All sectors	10.1	6.1	64.6	7.8	69.7	10.1	66.0	8.0	69.7	10.1	69.8	8.7	6.0
	Female	83.9				72.4		79.8		74.0		79.8		78.5		
Special Needs	EHDAA <sup>1</sup>	48.3	Public sector	34.1	25.3	48.7	34.6	59.2	27.2	48.9	33.5	59.2	27.2	60.3	21	29.0
	Regular students	82.4				83.3		86.4		82.4		86.4		81.6		
IMSE index	Disadvantaged areas <sup>2</sup>	69.0	Public sector	6.6 5.4	6.5	66.7	1.1 7.2	61.0	14.7	44.2	28.8	61.0	14.7	48	27.8	1.0
	Intermediate areas <sup>3</sup>	75.6				67.8		75.7		73.0		75.7		75.8		
	Advantaged areas <sup>4</sup>	81.0				75.0		50.0		73.0		75.7		75.8		
Immigration	First-generation	75.0*	All sectors	9.0 3.8	3.0	50.0	36.4 18.8	75.0	0.6 0.1	45.5	24.8 0.6	75.0	0.6 0.1	75.0	1.2 0	N/A
	Second-generation	84.0				86.4		74.4		70.3		74.4		74.2		
	Non-immigrants	78.8				67.6		74.5		69.7		74.5		74.2		

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, objectives 2 & 6 (March 2018)

## 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 2018-2019, at a rate of 18.3%, we have surpassed our 2023 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	2018-2019 Cohort	2019-2020 Cohort	2020-2021 Cohort	2021-2022 Cohort	Target 2023
Proportion of students in secondary 1, 13 years and older	12.1%	13.5%	20.0%	12.5%	16.1%	20.1%	17.2%	18.3%	N/A	N/A	N/A	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. No exams were held in 2019-2020, due to the suspension of classes as a result of COVID-19. 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, the 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 2019-2020 school year, the Eastern Townships School Board was attributed a little over \$12.1 million from the Ministry for investment projects, \$14.4 million for the construction of a new school in Drummondville, 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 the acquisition of a building (church) in Farnham located next to the school. Farnham Elementary school's student population is growing and the school is currently without a high ceiling gymnasium. The acquisition of the church will allow them to have a high ceiling gymnasium as well as to create larger spaces (larger playground, larger parking lot, staff room, etc).

In addition, Alexander Galt Regional High School received new windows and is having part of the roofing redone. This project, that is still ongoing, will welcome a new outside common area located on the second level roof. The students will be able to use this area by this spring of 2021.

Finally, the major project to turn Richmond Regional High School into a much greener school has started and will be changing the heating system from oil to geothermal/electricity which will allow the school to be tempered during extreme temperatures. The project should be completed by the fall of 2021.

As well we continue the revamping and upgrading of our school playgrounds. Heroes' Memorial, Princess Elizabeth and Cookshire Elementary schools playgrounds have been completed with Pope Memorial and Sawyerville Elementary schools slated for summer 2021.

## 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.

Unfortunately due to the pandemic and the restrictions on gatherings and the closing of schools and centres in March of 2020, many of the celebrations and activities were not held in 2020.

It is our hope that, these events will be able to take place in the new year. Below are some of the activities that did take place before March 2020.

**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.

It is important to note that many if not all of our schools and centres devised unique and innovative ways to celebrate graduations this past year. Some of which were the following:

- ★ Alexander Galt Regional High School showcased their graduates by lining the driveway and school entrance with the photos of all graduates. This 'honour guard' was seen by students as they came to the school to collect those personal belongings.
- ★ Massey-Vanier High school did a virtual graduation ceremony that was live-streamed for parents and family members to see the graduates receive their diplomas.
- ★ Richmond Regional held a 'drive-in theatre' style graduation which gave graduates the opportunity to have family and friends attend their graduation ceremony, while respecting all the necessary sanitary measures in place.

Other local events were also held such as Terry Fox runs, Remembrance Day Ceremonies, plays and concerts, that took place before March 2020.