



ANNUAL REPORT



Message from the Chairman & Director General

The 2020-2021 school year began with renewed energy, hope and the commitment to making it a successful school year in spite of the ongoing challenges dictated by the pandemic. Despite reported staffing challenges, the Eastern Townships School Board (ETSB) was able to begin the new school year with a full complement of instructors and support staff. Personnel welcomed students back with smiles and happily greeted those just beginning their educational journey. While times were less than perfect (with the need for class bubbles, daylong masking, limited student activities, etc.), spirits were high as we faced the challenges together and focused on the positive – that we could all return to school safely in person.

We were pleased to welcome back Kandy Mackey, who took over the role of Assistant Director General. We all rallied together with the staff to continue working as a team in line with our overarching goals. We were amazed with the staff's resiliency and adaptability amidst the ever-changing times. This was especially the case regarding the quick turnaround of delivery of service as learning went from in person to online, and back multiple times.

With the ETSB's Commitment to Success Plan in its third year of implementation, we were looking forward to continuing the roll out of programs and resources to support our main academic goal of increasing the 7-year cohort graduation and certification rate. Our focus was on early intervention and play-based teaching and learning strategies. This was put into action to support and foster student engagement and learning during those very important early years. The results three years in are very promising, showing that the ETSB is well on track.

The ETSB, one of nine English School Boards in Quebec, was launched into a potentially destabilizing situation this year that threatened to change the entire structure of our administrative system with Bill 40. As English Boards remain in place thanks to a legal stay (injunction) pending judgment from the Quebec Superior Court on Bill 40, the ETSB continues to put student success at the forefront and remains governed by a council of commissioners composed of elected officials. The 2020 elections for school commissioners were scheduled for November 1st, but in the end, numerous candidates were unopposed and declared elected.

Many milestones were achieved during this year of 2020-2021, including the official green light to build a NEW school – our 1st NEW school since 1969!!! Land was purchased for the construction of a cutting-edge elementary school in Drummondville and, in February 2020, a virtual ground breaking ceremony was held to commemorate the special occasion. Plans are still on target for the official opening of Drummondville Elementary in the early spring of 2022. We thank all participating in the realization of this massive project and for the support of our communities involved. We are pleased to report that many other special projects took place throughout the year that added to school spirit and community involvement which are elaborated on in this report under the "Who we are" section!

In conclusion, we wish to congratulate everyone for an incredible year – students, teachers, support staff, professionals, administrators and especially our ETSB families for their cooperation, determination and positive approach to these challenges endured and those overcome. As a team, we weathered the year reasonably well and were able to keep contagion in our schools well below the regional averages which is a feat in itself. We now look ahead with optimism and plan for continued progress and global achievement in the academic year to come.



*Michael Murray,
Chairman*



*Michel Soucy,
Director General*


Michael Murray


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**



**Mary-Ellen Kirby,
Bury, Cookshire,
Sawyerville**



**Frank MacGregor,
Sherbooke**



**Alice McCrory,
Granby, Waterloo**



**Marc Mercure,
Parent
Commissioner**



**Jonathan Murray,
Cowansville**



**H el ene Turgeon,
Parent
Commissioner**



**Eliza McKnight,
Parent
Commissioner**



**Daniel Zigby,
Vice-Chair**

Council of Commissioners' Highlights

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

- Lennoxville CLSC – Lease agreement renewal
- Request for contributions to the Legal defense fund
- Lennoxville CLSC – ETSB/CSSRS Lease agreement
- Clarenceville Elementary School - Permission for cession
- Marguerite Knapp Building – Permission for cession
- Board Office – Online procedure on Complaint reception and review
- Drummondville Elementary School – Construction of a new school & land purchase agreement
- Organizational Framework for Managing Risks of Corruption and Collusion in the Contract Management Process
- School bus bids 2019-2020 (Phase I & II)
- Appointments for school elections (returning officer, clerk)
- Financing request for project JEME 2020
- Eastern Townships School Board - International Student Program - Agent Fees
- Transportation Policy (P005)
- 2020-2021 Insurance renewal
- Technology Acquisition
- 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

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 2020-2021 school year, there were no complaints brought before the Professional Review Committee.

Student Ombudsman's Report

Annual Report for the 2020-2021 school year (from July 1, 2020 to June 30, 2021)

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, 2020, to June 30, 2021.

During the above-mentioned period, I received sixteen complaints. In eleven 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 five complaints:

- One was resolved with the assistance of the Secretary General and the Director of Complementary Services. Two were resolved with the assistance of the Principal and Vice-principal of a High School.
- One was related to COVID-19 Sanitary Measures. 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 the level of services offered to a student with special needs. My investigation showed that an Individualized Educational Plan was in place, including support services and strategies in line with the strengths and needs of the student. The complaint was dismissed 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 to stop bullying and violence, as complaints of this nature were, to the best of my knowledge, properly managed internally.

September 14th, 2021



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 2020-2021 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 2020-2021 school year, staffing levels decreased from the previous year. We did see increases in the maintenance service area as we added resources related to COVID-19. We continue to receive grant monies for students with special needs and with an overall increase in student enrolment, we continue to maintain our numbers allowing us to provide direct support to students. The Eastern Townships School Board continues to receive significant increases 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.

There are no Service Contracts for 2020-2021 to be reported.

Financial Statements...

In keeping with the Québec Government’s desire to strive for transparency with its public sector entities, for the 2020-2021 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 2021](#)

The Eastern Townships School Board is...

Who we are:

We are the Eastern Townships School Board (ETSB) and cover 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, 3 high schools, 2 vocational training centres and an adult general education service with 2 campuses. Depending on the location of each school, the population varies in terms of numbers and language spoken at home, ranging from almost 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 the majority of the students, a 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.

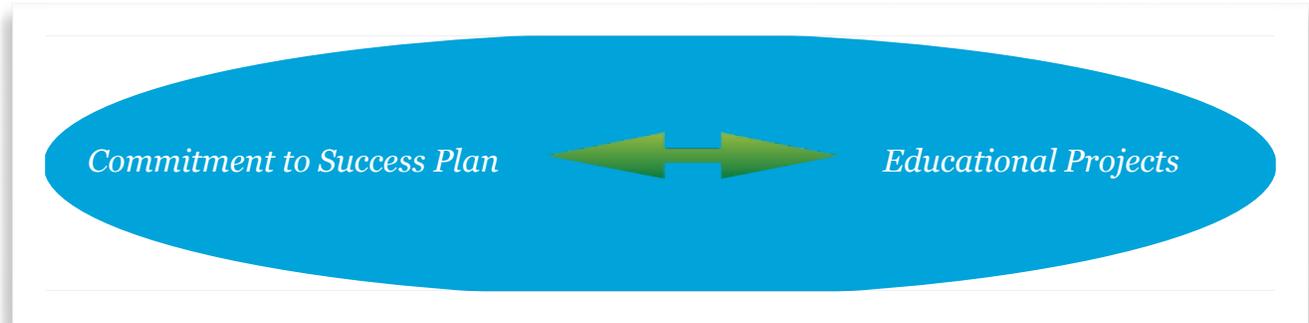
The ETSB has 4 CLCs comprising 10 Schools served by 5 Community Development Agents (CDAs). The ETSB CLCs directly serve the following communities: Bedford, Bury, Danville, Drummondville, Farnham, Magog, Richmond, Sawyerville and Stanstead. Our CLCs cultivate partnerships to improve student success and community vitality. They offer services, programs and community links that help to build and strengthen the relationships that our schools have within their communities and surrounding region.

In 2020-2021, the CLCs of the ETSB put a focus on supporting parents through a workshop series on creating healthy bedtime routines for pre-school children through the Goodnight Bags program. The info-graph illustrates the community partner’s collaboration & investment in this Bedtime Routine series, along with highlights from participating families. In addition, CLCs rallied around supporting student success and the health & well being of all, to name but a few areas of focus.

Other exciting projects took place this year in our schools/centres that drew on community support and involvement, such as Knowlton Academy and Cookshire Elementary. Both schools worked with partners to grow exciting gardens that spread out into “Farm to Table” type collaborations that were woven into aspects of the school curriculum. Another noteworthy accomplishment was the launch of a Professional Studies Certificate program through the Lennoxville Vocational Training Centre (LVTC). The program “Support for Assistive Care in Long-Term Care Centres” helped to address the shortage of patient attendants in response to the COVID crisis. LVTC was the only vocational training centre to offer the course in English within the Eastern Townships and provided four cohorts throughout the academic year. An offering that supported learners and the community/society alike.

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

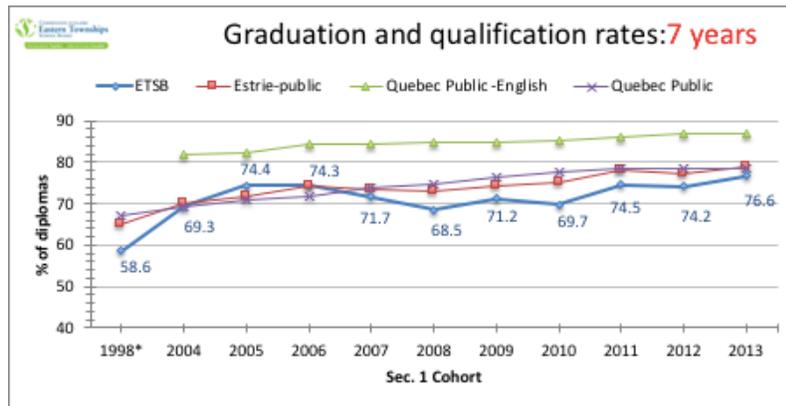
Based on the importance of the student/adult relationship and understanding the development of the child/adolescent.

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 (71.2%).



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	2013/2014 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	7 years: 2020
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	N/A
Students under 20 obtain a first diploma <u>or</u> qualification	Total	74.4%	74.3%	71.7%	68.5%	71.2%	69.7%	74.5%	74.2%	76.6%

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 continue to improve, now at 76.6%, narrowing the gap with the provincial average and surpassing our 2023 target. We also continue to see an increase in the graduation rates for the cohort of students over 5, 6 and 7 years of studies, which is very encouraging.

With one year remaining of our Commitment to Success Plan, we remain focused in our interventions and 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:

- A Pedagogical Consultant who focuses on early years (literacy) and the transition to kindergarten
- Early Intervention Initiative focusing on purposeful play
- Increase of 4-year-old kindergartens across our territory to reach almost all our elementary schools
- A Welcome-to-Kindergarten initiative implemented in several schools
- A Partnership with Phelps Helps to promote a summer transition camp for children entering Kindergarten in the community of Stanstead

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
- > Workshops focusing on children's mental and emotional health
- > Parenting workshops
- > Book bag and book exchange projects



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.

As the Ministry of Education cancelled compulsory and sanctioned exams for the 2019-2020 school year, schools were provided with alternate assessments of a formative nature to support teachers in determining which students had achieved essential learnings.

This orientation will further be elaborated on in the 2021-2022 Annual Report, with the implementation of Common formative assessments in ELA, FSL, Math and Science at various levels.

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.

With the vision to reach vulnerable adults within the Eastern Townships territory, the Adult Education sector increased its collaboration with local organizations, such as the Yamaska Literacy Council, Phelps Helps, Townshippers’ Association and CommunÉcole. Two main projects were done this year: 1) ETSB on the Road offering local SARCA and literacy services in Waterloo, Bedford, Mansonville and Cowansville. 2) Family literacy activities online. Both Centres have also increased offers of services with free part time online language courses and basic English classes in the Sherbrooke area. A special thank you to our partners and to our teachers who developed the online platform and classes for basic English.

We are continuing to work with our local adult literacy partners as we recognize the positive impact on our families and communities when we increase adult literacy. 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. Results will be further elaborated on in the 2021-2022 Annual Report.

Objective 1

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

Boys and Girls:

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		Cohort 2013-2014 7 years:2019-20	
Graduation Rate	74.4%		74.3%		71.7%		68.5%		71.2%		69.7%		74.5%		74.2%		76.6%	
	Gap		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%	69.8%	8.7%	66.0%	8.0%	69.7%	10.1%	69.8%	8.7%	74.0%	5.6%
Female	80.8%	%	77.5%	5.9%	74.3%	5.3%	72.4%	7.8%	80.3%	8.7%	74.0%	8.0%	79.8%	10.1%	78.5%	8.7%	79.6%	5.6%

Statistical analysis of the gap between the ETSB boys' and girls' graduation rates over the years have fluctuated between a low of 5.3% in 2013-2014 and 12.5% in 2011-2012. We are encouraged to note a decrease in the gap over the past two years, with an increase in graduation rates for both girls and boys.

The ETSB gap for the baseline year established by the Ministry (2014-2015) is 7.8% compared to the provincial 10.1%. We are happy to have met our Commitment to Success target of 6% for the 2019-2020 school year. Specific actions related to the reduction of the gap are addressed in the schools' and centres' Educational Projects, as we aim to narrow this gap even further while ensuring an increase in graduation rates for both girls and boys over the next year.

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 that 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%.

The ETSB data from 2019-2020 reveals a consistent improvement in the success rate for students with special needs (from 48.7% to 62.1%). When comparing data from the 2018-2019 year, we notice a slight decrease in graduation rates for girls with special needs (from 65.6% to 61.2%). However, there is a significant increase for the boys with special needs (from 55.8% to 62.6%), bringing our total graduation rate for students with special needs up by 1.8%.

The total gap between regular students and students with special needs is 25.2% as compared to the provincial rate of 30.4%.

Interestingly, the ETSB total graduation rates for students with special needs has been higher than the provincial rates over the last 3 years (a difference of 3% in 2017-2018, 6.1% in 2018-2019 and 5.9% in 2019-2020). This statistical analysis shows that our approach with students with special needs is working.

Écarts entre les élèves HDAA et les élèves ordinaires	Groupes d'élèves selon qu'ils avaient ou non un plan d'intervention écrite leur entrée au secondaire	Cohorte 2008 suivie jusqu'en 2014-2016					Cohorte 2009 suivie jusqu'en 2016-2018					Cohorte 2010 suivie jusqu'en 2018-2017					Cohorte 2011 suivie jusqu'en 2017-2018					Cohorte 2012 suivie jusqu'en 2018-2019					Cohorte 2013 suivie jusqu'en 2018-2020				
		Sans		ans		7 ans	Sans		ans		7 ans	Sans		ans		7 ans	Sans		ans		7 ans	Sans		ans		7 ans	Sans		ans		7 ans
		Total	Total	Total	Masculin	Féminin	Total	Total	Total	Masculin	Féminin	Total	Total	Total	Masculin	Féminin	Total	Total	Total	Masculin	Féminin	Total	Total	Total	Masculin	Féminin	Total	Total	Total	Masculin	Féminin
Réseau public	Élèves ordinaires	89.0	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	88.8	76.1	83.6	86.4	83.3	89.2	76.5	83.8	86.2	82.8	89.1	78.7	84.6	86.6	83.3	89.8
	Total HDAA	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	39.3	51.5	56.2	54.9	58.5
	Total	80.1	70.2	74.9	69.8	80.6	61.7	72.0	76.5	71.9	81.4	63.6	73.5	77.7	72.8	83.0	65.7	74.9	78.6	74.0	83.5	66.1	75.0	78.4	73.4	83.6	68.2	75.9	78.6	73.9	83.7
Commission scolaire Eastern Townships	Élèves ordinaires	75.4	80.2	83.3	80.2	85.8	76.0	83.6	85.2	80.5	85.4	74.7	79.6	82.4	81.0	83.5	75.8	84.7	86.4	83.8	88.7	74.7	80.8	81.6	79.4	83.3	78.5	85.4	87.3	86.4	88.0
	Total HDAA	36.3	44.0	46.7	45.1	48.1	24.1	41.8	48.1	42.2	46.9	28.4	45.4	49.9	48.9	49.0	39.7	53.4	59.2	56.2	63.6	46.1	56.2	60.3	55.6	65.6	47.8	58.8	62.1	62.6	61.2
	Total	59.5	64.6	66.5	64.6	72.4	55.9	67.6	71.2	63.3	69.3	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	69.6	78.5	65.1	74.0	76.6	74.0	79.6

Reference: MEES, Obj. Polit. 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

		Success rates of targeted populations and gaps between groups																
		Provincial			Eastern Townships School Board												ETSB Targets 2022 (2014-2015 cohort)	
		2008-2009 Cohort (2014-2015 data)	MEES Targets 2022	Gap(%)	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)		2013-2014 Cohort (2019-2020 data)			
Success rate (%)	Gap(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)		
Sex	Male	73.8	All sectors	10.1	6.1	64.6	69.7	66.0	69.7	69.8	69.8	69.8	74.0	5.6	6.0			
	Female	83.9				72.4	7.8	79.8	10.1	74.0	8.0	79.8	10.1			78.5	8.7	79.6
Special Needs	EHDAA ¹	48.3	Public sector	34.1	25.3	48.7	59.2	48.9	59.2	59.2	60.3	21	62.1	25.5	29.0			
	Regular students	82.4				83.3	34.6	86.4	27.2	82.4	33.5	86.4	27.2			81.6	87.3	
IMSE index	Disadvantaged areas ²	69.0	Public sector	6.6	5.4	66.7	61.0	44.2	61.0	48	48	27.8	48.4	30.5	1.0			
	Intermediate areas ³	75.6				67.8	1.1	75.7	14.7	73.0	28.8		75.7			14.7	75.8	
	Advantaged areas ⁴	81.0				75.0	7.2	50.0	14.7	73.0	28.8		75.7			14.7	75.8	
Immigration	First-generation	75.0*	All sectors	9.0	3.8	50.0	75.0	45.5	75.0	75.0	75.0	1.2	53.8	23.6	N/A			
	Second-generation	84.0				86.4	36.4	74.4	0.6	70.3	24.8		74.4			0.6	74.2	
	Non-immigrants	78.8				67.6	18.8	74.5	0.1	69.7	0.6		74.5			0.1	77.4	

Source:

Portrait des statistiques Ministérielles, "Portrait_Stat_CS_2015.xls" Table 1.1
 Rapport - Diplomation 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.

High schools	ETSB											Target 2022
	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	
Proportion of students in secondary 1, 13 years and older	12.1%	13.5%	20.0%	12.5%	16.1%	20.1%	17.2%	18.0%	17.2%	16.0%	--	18.9%

Statistical analysis reveals that over the last 10 years at the ETSB, this rate has fluctuated from 12.1% in 2011-2012 to 20.1% in 2016-2017. The most recent data shows that there has been a decrease in the proportion of students starting school at age 13 or older and at 16.0% 2020-2021, we continue to surpass our 2023 target.

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 2020-2021, due to COVID-19 realities. 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 favorable physical environment for all school community members with the objective to significantly contribute 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 all ETSB buildings in 100% condition by 2030. We continue to work towards this target.

For the 2020-2021 school year, the Eastern Townships School Board was allotted a little over \$14.5 million from the Ministry for investment projects and more than \$1 million for maintenance projects. One of these projects is the construction of the new Drummondville Elementary school which remains on track. The keys to the new school should be handed to the ETSB at the latest February 2022. The official opening of the new school is planned for early Spring 2022!

Every year our goal is to offer our students an environment that is most conducive to fostering student success. We aim to maximize our budget so that our projects have the greatest impact and benefit possible. One such major ongoing project for the 2020-2021 school year was Farnham Elementary's expansion in response to its growing student population. Having acquired the neighbouring church, the planning continued for its refurbishment as a high ceiling gymnasium for students.

We have now been allocated the money to transform Farnham Elementary's church into a high ceiling gymnasium. \$1.5 million was received in 2021 for this purpose. In addition, larger spaces will also be created (larger playground, larger parking lot, staff room, etc).

Finally, the major project to turn Richmond Regional High School into a much greener school continues as the old oil heating system is converted to aerothermal/electricity. This change will allow the school to be tempered during extreme temperatures. The project is ongoing and completion is planned for the Winter of 2022.

As well, we continue the revamping and upgrading of our school playgrounds. Pope and Sawyerville Elementary remain on schedule to be completed by Fall 2021. Drummondville Elementary will also have a new playground on its new grounds. Funding for the playground was received and completion is slated for Summer 2022.

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.

Again this year, due to the pandemic, we were restricted as to what the ETSB and its schools and centres could hold as events and celebrations. Although many sanitary measures were still in place, our schools and centres rose to the occasion to mark special events and milestones.

Employee Recognition: Although no physical in-person events were held, retirees were honoured in the media and through our social media networks. As a token of appreciation, retirees received a gift, and in many cases, it was hand delivered by a colleague.

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:

- ★ Massey-Vanier Regional High School (MVHS) was able to hold a graduation ceremony for their graduates despite rigid COVID restrictions. Due to the imposed occupancy constraints, the ceremony was live streamed allowing as many family members to watch as possible. Held in the MV auditorium, each closed bubble shared their time on stage. As the class bubbles were called to the stage, each graduate was honoured by our Vice Principals reading their grad write-up and Principal Mrs. Vokey presenting them a congratulatory scroll with the traditional cap and gown photo. The staff decorated the auditorium and set up a photo area outside for the graduates.
- ★ Alexander Galt Regional High School (GALT) celebrated graduates with a drive through ceremony on campus. The event was Televised Live via Facebook/Youtube with professional services (Audiobec) so family and friends could take part. Students added individual touches this year – with some bringing livestock and pets...a horse, a bull, a dog and even a lizard! Each grad received a “goodie bag” of items provided by the community and the school (which included gift certificates, a copy of the Sherbrooke Record featuring an article on the GALTS' graduation etc). Grads were also treated to an optional end of year trip to La Ronde which seemed to be a great success and there was also a 1st time ever graduation cap group photo shoot and everyone left with a copy of the picture on the day (caps provided by our PPO).
- ★ Richmond Regional High School (RRHS), thanks to its smaller population, was able to run a “traditional” graduation ceremony in the gymnasium, albeit with modifications. Considering group size guidelines, each grad was able to invite two guests. Grads were recognized, presented with scholarships as well as academic and athletic awards. The ceremony was live streamed via Facebook live for those who were unable to attend.

Other local events were also held such as Terry Fox runs & Remembrance Day Ceremonies in modified formats.

We are also pleased to report that over 115 students successfully completed their study goals this year in our Adult General Education programs. As well, our Vocational Training Centres applauded approximately 240 new graduates who completed their programs in 2020-2021.

All in all, 2020-2021 was a rewarding year for the Eastern Townships School Board at all levels of learning! We are very proud of our students and staff alike for their hard work, achievements and resiliency shown this academic year.