



COMMISSION SCOLAIRE
Eastern Townships
SCHOOL BOARD

ANNUAL REPORT

2021 - 2022



ETSB.QC.CA

Message from the Chairman & Director General

Here at the Eastern Townships School Board (ETSB), the hope at the outset of 2021-2022 was for a return to normal but COVID-19 continued to impose burdens on students, staff and families. Being hit with the 4th wave at the beginning of the year we quickly understood that we would have to get used to living with mitigation measures. Classes had to be cancelled at times throwing an additional burden on staff and families. Our teams and leadership demonstrated excellent resilience and adaptability in the face of so many challenges, performing far above and beyond what could be expected. We applaud and celebrate their performance taking care of the safety and health of our students and fellow employees while continuing to foster students' success.

We are proud to report continued improvement in graduation rates despite the interruptions and challenges. Student learning continued and apparently recovered from lost time with fewer dropouts than feared. The ETSB's 7-year graduation and certification rates improved to 77.5%, at par with the provincial average and surpassing the main objective of our 2018-2023 Commitment to Success Plan (which was set at 76.2%). We owe a special congratulation to our educators at all levels who made this happen as well as to our parents. Thank you for your cooperation, understanding, support, and above all else, the trust you have put in all of us here at the ETSB. We are also encouraged as enrolment in our schools rose for the 8th consecutive year. Given parents of every student make the choice to attend our schools, it suggests that we are serving our community well.


During the second half of the year, in-person meetings started to resume for some activities subject to precautions of masking, sanitizing and distancing. Finally, after almost 2 years, our students can attend in-person award events, and graduating classes were able to hold their ceremonies to the great satisfaction of all. Student activities and class trips resumed allowing the enrichment and socialization that is an essential part of education. Students and staff also enjoyed the opportunity to celebrate their accomplishments with end-of-year events.

There are many great moments to share that took place each day in our schools and centres, but we will highlight a few. In 2022 ETSB added the first new school building since the 1968-69 academic year. It was built in Drummondville with a budget of close to 20 million dollars. This state-of-the-art school was delivered by our Buildings and Grounds team along with our partners in 12 months time; a wonderful achievement! Drummondville Elementary is a model for our future schools and sets a high standard of convenience, comfort and an exemplary learning environment for students and staff.

Another great upgrade was realized at Alexander Galt Regional High School, which now has a fully accessible entrance. The school is now accessible by its main entrance, gymnasium and auditorium. As we continue to focus on learning and student achievement, our facilities are being steadily upgraded and improved. A major initiative launched this year to transform heating and cooling of existing schools to green energy will also enhance the quality of the environment for students and personnel alike. Extending over multiple years, it will ensure proper ventilation through mechanical circulation and air filtering in classrooms and buildings.

Adult Education services were reorganized and expanded. The Eastern Townships Adult General Education's (ETAGE) goal is to serve the entire English community where and how they need to be served. General adult education is now being offered in several of our communities rather than only at two locations. A great deal of emphasis has also been dedicated to improving the transition between the youth sector (high school) and our adult sector. In vocational education (professional training) a collaboration with French language centres enabled the ETSB to extend its reach and range of offerings to better serve our community.

In closing, the 2021-2022 school year will be remembered for more than just the pandemic. We have a lot to celebrate and be proud of. In conclusion, we wish to congratulate everyone – students, teachers, support staff, professionals, administrators and especially our ETSB families for their cooperation, determination and positive approach to the many challenges endured and overcome. We plan for and anticipate continued progress and achievement in the academic year to come.



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**



**Shawn Jersey,
Magog**



**Richard Gagnon,
Lac-Brome**



**Gary Holliday,
Richmond**



**Joy Humenuik,
Farnham**



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



**Frank MacGregor,
Sherbooke**



**Alice McCrory,
Granby, Waterloo**



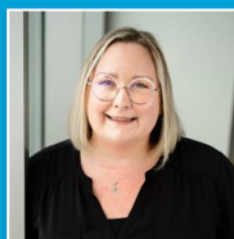
**Marc Mercure,
Parent
Commissioner**



**Jonathan Murray,
Cowansville**



**H  l  ne 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 for the 2021-2022 school year:

- Lennoxville Vocational Training Centre – Appointment of Centre Director
- Butler Elementary School – Cafeteria Roof Replacement
- Eastern Townships School Board – 12 schools involved – Eco-Energetic Project – Phase A – Loan
- Multimedia Equipment 2021-2022
- Lennoxville Elementary School – Wall repair & Mural
- Parkview Elementary School – Sanitary bloc renovation
- Princess Elizabeth Elementary School – Corridor renovation
- *Comité des achats regroupés de la Montérégie Estrie (CARME)* – Call for tenders for purchase of school furniture and flexible equipment
- Butler Elementary School – Windows & Doors replacement
- Service contract for professional development in Mathematics
- Assessment report on Risk Management Plan concerning the Risks of Corruption and Collusion in Contract Management Process
- *Centre d'acquisitions gouvernementales (CAG)* mandate – Oil Fuel
- *Centre d'acquisitions gouvernementales (CAG)* mandate – Office Supplies & Paper
- Criteria for enrolment 2022-2023
- School bus bids 2021-2022
- Heroes' Memorial Elementary School – Appointment of Principal
- Heroes' Memorial Elementary School – Gymnasium renovation
- Heroes' Memorial Elementary School – Outside Doors and Marquise Renovation
- Mansonville Elementary School – Windows and Doors replacement
- Alexander Galt Regional High School – Electric panels replacement
- Sunnyside Elementary School – K4 Renovation
- Sherbrooke Elementary School – Kitchen and Cafeteria Renovation
- Clarenceville Elementary School – Building sale
- ADS, Sutton and Butler Elementary Schools – Playground Annual Project
- Butler Elementary School – Windows and Doors replacement
- Lennoxville Elementary School – Fire escape replacement
- Lennoxville Elementary School – Staircase renovation
- New Horizons – Staircases renovation
- Sherbrooke Elementary School – Staircase renovation
- Waterloo Elementary School – Emergency repair (flood)
- ETSB – International Student Program (ISP) – Agent Fees
- Ukrainian refugees
- By-Law 01 – Council of commissioners meetings
- By-Law 04 – Executive committee meetings
- Alexander Galt Regional High School – Project of dedicated trails and a multifunctional trail – Viewpoint

- Knowlton Academy – Appointment of Principal
- *Services Québec* Agreement with the ETSB
- *Certificat d'attestation de fonctions et de signatures*
- Objectives and Principals Governing the Allocation of Resources pursuant to Section 275 of the Education Act and Allocation of surplus Section 193.4 – Budget year 2022-2023
- ADS – Asbestos removal of fixed partitions and renovations of sanitary blocs
- Cookshire Elementary School – Inside and Outside doors replacement
- Policy for the Code of Ethics for all employees
- Schedule of Council of Commissioners – 2022-2023
- Confirmation of the Head Office Administrative Structure – 2022-2023
- 2022-2023 Insurance Renewal Contract
- Contracts to Public Bodies – Annual Rendering of Accounts
- Procurement and Management of Contracts Policies and Procedures
- Alexander Galt Regional High School – Catwalks Security Guardrails
- *Centre d'acquisitions gouvernementales (CAG)* mandate – Air filters for ventilation duct
- Farnham Elementary School – Renovation of Foundations and Envelope and Renovation of Perimeter Drainage and Insulation
- New Horizons – Drainage, Repair and Renovation of Parking lot
- Sutton Elementary School – Replacement of Floors in Common Areas, Classrooms and Offices
- Adoption of the ETSB budget
- Assistant Director of Educational Services
- QESBA Membership Fees – 2022-2023
- Delegation of Powers to the Director General
- Confirmation of Schools and Centres Administrative Structure – 2022-2023
- ADS – Replacement of the improvement site (Drop-off area and rear sidewalk)
- Sunnyside Elementary School – Elevator
- *Centre d'acquisitions gouvernementales (CAG)* mandate – Sports material and equipment
- *Centre d'acquisitions gouvernementales (CAG)* mandate – Standard and upgradable class furniture
- North Hatley Elementary School – K4 (Room 2)
- Multimedia Equipment for schools
- Renewal of Laptops
- Engagement of Megan Webster for Phase 2 of the Coaching/Mentoring Program

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 2021-2022 school year, there were no complaints brought before the Professional Review Committee.

Student Ombudsman's Report

Annual Report for the 2021-2022 school year
(from July 1, 2021 to June 30, 2022)

EASTERN TOWNSHIPS SCHOOL BOARD

STUDENT OMBUDSMAN'S ANNUAL REPORT SCHOOL YEAR 2021-2022

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 1st 2021 to June 30th 2022.

During the above-mentioned period, I received twenty-three complaints. In seventeen 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 six complaints:

- Two complaints were resolved with the assistance of the School's Principal.
- One complaint was related to Human Resources issues. 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 complaint was premature and thus not admissible. The complainant was informed accordingly.
- Two complaints raised several dissatisfactions concerning two students with special needs. An Individualized Education Plan was in place in both cases, including support services and strategies in line with the strengths and needs of the students. Therefore, most dissatisfactions were dismissed as ill-founded.

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 12th 2022



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 2021-2022 school year, there were two acts 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 2021-2022 school year, staffing levels increased from the previous year. We did see increases in the number of students enrolled for the school year, leading to increases in front line staff, mainly teachers and support staff. We have also seen an increase in the number of students with special needs, resulting in an increase of teaching, professional and technical support personnel required to provide services to these students. We also received specific grants to provide to students with specific needs. Increases in capital budget for infrastructure improvement permitted some service personnel to be added to the Material Resources department to oversee these important projects. For the period of April 2021 to March 2022, the level of staffing was 3.44% above the assigned level by the *Secrétariat du Conseil du Trésor*. There are no Service Contracts for 2021-2022 to be reported.

LOI SUR LA GESTION ET LE CONTRÔLE DES EFFECTIFS TOTAL DES HEURES RÉMUNÉRÉES AVRIL 2021 À MARS 2022

883000 Eastern Townships

	AVRIL 2021 À MARS 2022			
	Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1 Personnel d'encadrement	100 033,19	0,00	100 033,19	68
2 Personnel professionnel	93 662,26	199,50	93 861,76	72
3 Personnel infirmier	0,00	0,00	0,00	0
4 Personnel enseignant	772 629,55	3 200,30	775 829,85	1 152
5 Personnel de bureau, technicien et assimilé	442 072,55	960,01	443 032,56	690
6 Agents de la paix	0,00	0,00	0,00	0
7 Ouvriers, personnel d'entretien et de service	207 654,17	528,40	208 182,57	220
8 Étudiants et stagiaires	0,00	0,00	0,00	0
Total	1 616 051,73	4 888,21	1 620 939,94	2 202

Financial Statements...

In keeping with the Québec Government's desire to strive for transparency with its public sector entities, for the 2021-2022 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 2022](#)

The Eastern Townships School Board...

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, there are eight municipal regional counties (MRCs), 20 elementary schools, 3 high schools, an adult education centre with satellite locations distributed across our territory and 2 vocational training centres. Depending on the location of each school, the population varies in terms of language spoken at home and the numbers of students ranging from almost 20 students in the smallest of our elementary schools to approximately 900 students in our largest secondary school. There is an equal distribution of English and French as mother tongue within our families, which truly confirms the bilingual nature of the School Board.

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.

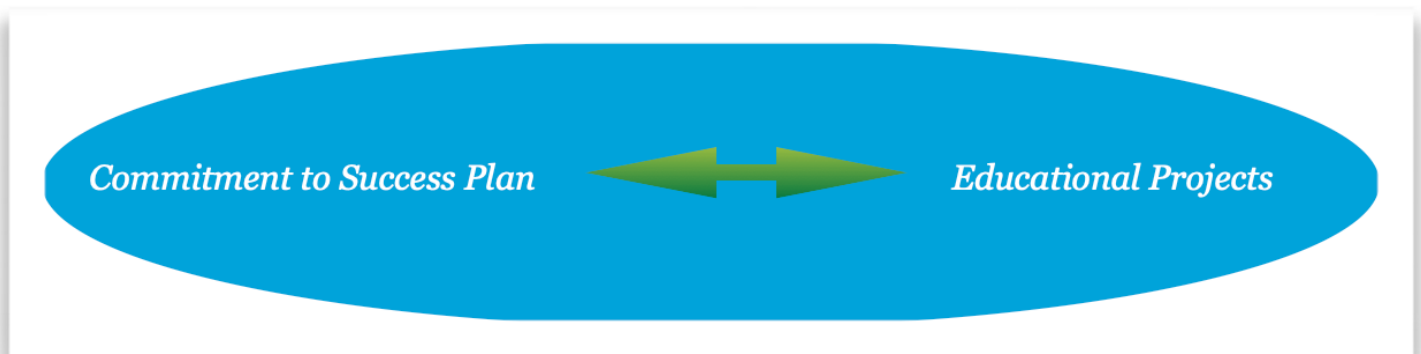
The ETSB has 4 CLCs comprising 10 Schools served by 5 Community Development Agents (CDAs). The ETSB CLCs directly serve the following communities: Bedford, Bury, Danville, Drummondville, Farnham, Magog, Richmond, Sawyerville and Stanstead. Our CLCs cultivate partnerships to improve student success and 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 2021-2022, the CLCs of the ETSB continued to put a focus on early literacy, readiness for Kindergarten and family engagement through various projects and workshops on a variety of topics, including bedtime routines & Goodnight bags, "Ready, Set, Grow workshops", Books to Belly and Mini-Move sessions, playgroups and online reading buddies. In addition, CLCs rallied around supporting student engagement and health & well-being. Activities included various Artists Inspire projects promoting a sense of belonging, reading challenges and transition activities, Nature Nerding projects bringing students closer to nature, as well as various health/nutrition and garden initiatives.

Other exciting projects that promoted Community Vitality included workshops on Mental Health, Tea and Talk for Seniors, a Virtual Health and Wellness Fair, as well as the administration and support in the implementation of various Community Micro-grants to encourage community involvement in increasing health and well-being for the English-Speaking Community.

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.

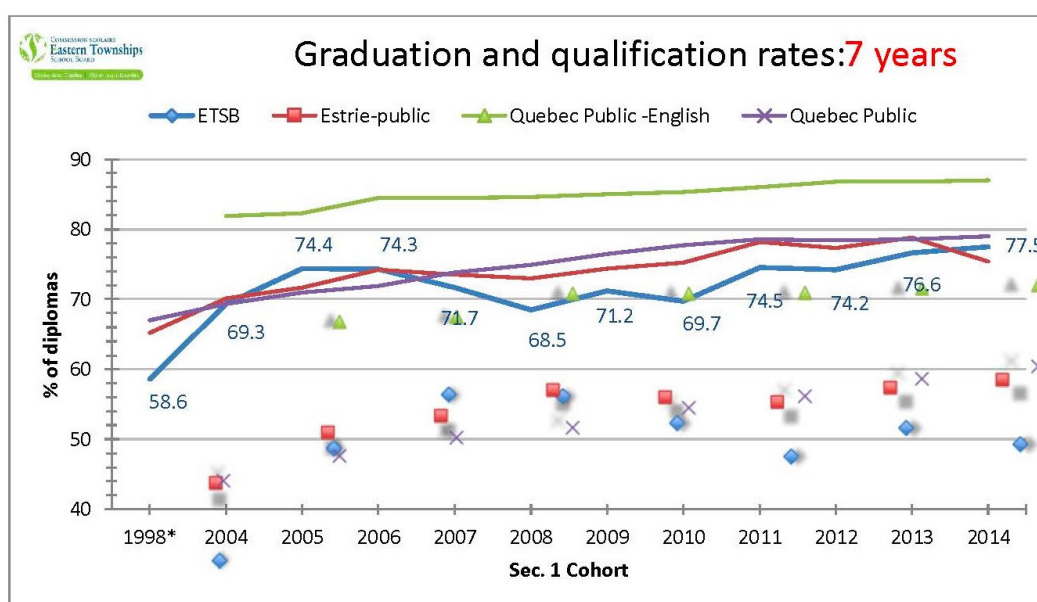
Student Engagement

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%

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 structures. Within these parameters, every school and centre contributes to reaching and even surpassing this objective with its laser-focused approach in the Educational Projects. Essential words that 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	2014/2015 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	7 years: 2021
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%	67.1%	66.9%	69.0%
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%	76.6%	77.5%

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 7-year graduation and certification rates continue to improve, now at at 77.5%, at par with the provincial average and surpassing our 2023 target. We remain focussed in our interventions and strive for improved results as we plan our future Commitment to Success Plan 2023-2028.

ETSB Orientations

Orientation 1

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

The level of vulnerability, as evaluated by the 2017 *Quebec Survey of Child Development in Kindergarten* (QSCDK), places the pre-school children eligible for an education at the ETSB at the highest vulnerability level as compared to other Estrie Service centres and English School Boards, in all five (5) domains: physical health and well-being, social competencies, affective maturity, cognitive and language development and communication skills and general knowledge.

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 and the Summer Slide Program to promote a summer transition camp for children entering Kindergarten or Cycle 1, in the communities of Stanstead and Cookshire

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
- > GoodNight Bags
- > Parenting workshops and playgroup sessions
- > Reading Buddies (buddying up Kindergarten students with parents online)



Orientation 2

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

The ETSB is integrating assessment models based upon adult learning and collective responsibility for student achievement. 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.

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 Adult Campuses have also increased offers of part-time language courses online and basic English classes in the Sherbrooke area free of charge. 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 digital 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 from an Our School Survey administered in 2022 indicate that we have met our 2023 target, highlighting that girls and boys in Grades 4, 5 and 6 spend on average 1.2 hours/day doing moderate physical activity (above the Canadian norm of 1.1 hour/day). Additionally, survey results indicate that these students spend on average 1.2 hours/day doing intense physical activity (slightly below the Canadian norm of 1.3 hours), with boys spending more time (1.3 hours) than girls (1.1 hours) in these types of activities.

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		Cohort 2014-2015 7 years: 2020-21	
Graduation Rate	74.4%		74.3%		71.7%		68.5%		71.2%		69.7%		74.5%		74.2%		76.6%		77.5%		
	Gap	Gap	Gap	Gap	Gap	Gap	Gap	Gap	Gap	Gap	Gap	Gap	Gap	Gap	Gap	Gap	Gap	Gap	Gap	Gap	
Male	68.3%		71.6%		69.0%		64.6%		69.8%		74.0%		69.7%		69.8%		74.0%		70.0%		
Female	80.8%	12.5%	77.5%	5.9%	74.3%	5.3%	72.4%	7.8%	80.3%	10.5%	74.0%	8.0%	79.8%	10.1%	78.5%	8.7%	79.6%	5.6%	84.9%	14.9%	

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 14.9% in 2020-2021. We have noted a significant increase in the gap between girls and boys in 2020-2021, where we celebrate a 5.3% increase in the girls' graduation rate, the highest in 10 years, with a decrease of 4% in the boys' rate. While specific actions related to the reduction of the gap are addressed in the schools' and centres' Educational Projects, we will continue to monitor this gap moving forward, taking into consideration the shortage of personnel in the labour market that draws many of our students. In doing so, we will need to continue promoting vocational training programs that meet the needs of those students wishing for hands-on training opportunities that allow for easier access to the job market.

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 school team 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%.

Unfortunately, we have not yet received the data from the Ministry of Education for the 2020-2021 school year. However, we do have the data for the 2019-2020 school year which can be found below.

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 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					Cohorte 2013 suivie jusqu'en 2019-2020					Cohorte 2014 suivie jusqu'en 2020-2021				
		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			5 ans	6 ans	7 ans			5 ans	6 ans	7 ans		
		Total	Total	Total	Garçons	Élèves	Total	Total	Total	Garçons	Élèves	Total	Total	Total	Garçons	Élèves	Total	Total	Total	Garçons	Élèves	Total	Total	Total	Garçons	Élèves	Total	Total	Total	Garçons	Élèves	Total	Total	Total	Garçons	Élèves
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	76.5	83.8	86.2	82.8	89.1	78.7	84.6	86.6	83.3	89.6	n/a	n/a	86.8	n/a	n/a
	Total EHDAA	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	n/a	n/a	57.5	n/a	n/a
	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	66.1	75.0	78.4	73.4	83.6	68.2	75.9	78.6	73.9	83.7	68.1	75.4	79.0	74.0	84.2
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	78.5	85.4	87.3	86.4	88.0	n/a	n/a	n/a	n/a	n/a
	Total EHDAA	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	47.8	58.8	62.1	62.6	61.2	n/a	n/a	n/a	n/a	n/a
	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	65.1	74.0	76.6	74.0	79.6	68.1	75.1	77.5	70.0	84.9

Reference: MEEs, OBI, Polt, reus

Interventions en milieux défavorisés (IMD)

Since 2017, the ETSB has three schools with Secondary 1 classes classified as IMD schools (formerly known 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 .

												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)		2013-2014 Cohort (2019-2020 data)		2014-2015 Cohort (2020-2021 data)		ETSB Targets 2022 (2014-2015 cohort)				
		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(%)	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	74.0	5.6	70.0	14.9	6.0			
	Female	83.9				72.4		79.8		74.0		79.8		78.5		79.6		84.9					
Special Needs	EHDAA ¹	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	62.1	25.5	n/a	n/a	29.0			
	Regular students	82.4				83.3		86.4		82.4		86.4		81.6		87.3		n/a					
IMSE index	Disadvantaged areas ²	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	48.4	30.5	n/a	n/a	1.0			
	Intermediate areas ³	75.6				67.8		75.7		73.0		75.7		75.8		78.9		n/a					
	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	75.0	0.6	45.5	24.8	75.0	0.6	75.0	1.2	53.8	23.6	n/a	n/a	N/A			
	Second-generation	84.0				86.4	74.4	70.3	74.4	74.4	77.4	n/a											
	Non-immigrants	78.8				67.6	74.5	69.7	74.5	74.2		n/a											

Success Rates of Targeted Populations and Gaps between GroupsSource:

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%	n/a	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. While the most recent data is not available, the 2020-2021 data shows that there has been a decrease in the proportion of students starting school at age 13 or older over the past three years and have met our 2023 target.

Objective 3

Raise the 7-year cohort graduation and qualification rate.

As discussed previously, this is the ETSB's main objective, and we celebrate the fact it has been attained with a 75.5% rate, thanks to our dedicated students, staff and parents.



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 (production competency) at grade 6 and secondary 5, results for the 2021-2022 indicate an 82.6% success rate in Grade 6 and a 98.3% success rate in secondary 5. Due to Covid-19 realities, Ministry exams were cancelled in 2019-2020 and 2020-2021. In 2021-2022, these exams were reintroduced and while we did not reach our target in Grade 6, we saw a 5.6% increase from the results in 2018-2019, which is encouraging.

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 our 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.

The ETSB received a little more than \$12.1M from the MEQ for investment projects. Many projects, including the ones stated below, were accomplished or are in the process of being completed.

The most significant and major accomplishment this academic year was the completion of the NEW school building for Drummondville Elementary. Drummondville students now have a cutting edge building and are fully integrated into their new space since March 2022. The building is entirely finished and only the playground remains to be completed with a few more modules arriving soon.

The new gymnasium for Farnham Elementary is underway. After having acquired the neighbouring church, renovation began in the spring of 2022. Farnham Elementary School will then have a gymnasium with high ceilings where basketball, volleyball, badminton and other sports requiring vertical clearance will be possible. The new gymnasium for Farnham Elementary is slated to be completed for September 2023.

At Sherbrooke Elementary, the kitchen and cafeteria have undergone a complete renovation in 2021-2022. The kitchen and cafeteria were overhauled in their entirety with everything replaced from the appliances to the floorings and acoustic panels. The space now makes for a happy and pleasant environment for students to gather and eat.

Asbestos-Danville-Shipton (ADS) Elementary school is reconfiguring its designated area for drop offs and pick ups to better facilitate the process of students arriving/leaving by vehicle. Upon reflection, the parking lot, drop-off area, and bus lane are all undergoing a reconfiguration to improve safety and flow. The ETSB is also adding charging stations for cars and buses.

Alexander Galt Regional High School is free to boast about its fully accessible entrance. The school is now accessible by its main entrance, gymnasium and auditorium. This has greatly improved the flow within the school and now allows for easy access to the gyms from the administrative wing having redone the main entrance to the building.

To wrap things up, 12 of our ETSB schools have embarked on eco-energetic projects. The goal of these projects is to diminish the carbon footprint of the schools by switching out oil/gas heating systems to more environmental ones. The ETSB is also adding ventilation/air conditioning into 10 of these schools. The initiation of these eco-energetic projects started in 2019, and are planned for completion by 2024 (at the latest). This initiative is valued at more than 12 Million dollars.

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 at times as to what the ETSB and its schools and centres could hold as events and celebrations. While respecting the sanitary measures in place, our schools and centres found original and meaningful ways to mark milestones and special events.

Employee Recognition: As restrictions shifted, some in-person events were able to be held, such as our Retirement Gala in honour of those employees completing their careers with the ETSB. When in-person gatherings were not permitted, others were recognized in the media and through our social media networks.

Recognition at the Council of Commissioners' meetings: Every month, the Council of Commissioners pay tribute to students and staff members who have participated, initiated or contributed to significant events or made remarkable achievements. Letters of appreciation and or recognition are sent to all saluted at these monthly meetings.

HIGH SCHOOLS: Everyone was excited to be able to celebrate graduates in a more conventional way, here are some highlights from the ETSB's 3 high schools...

Richmond Regional High School (RRHS) was able to provide graduates with a traditional graduation ceremony in the large gymnasium. For the first time since 2018, graduates were able to invite as many family members to the ceremony as they wished. The traditional ceremony was altered slightly in that it included musical performances from students and staff. They were recognized and presented with well-deserved scholarships as well as academic and athletic awards. The soirée finished off with a surprise finale of fireworks!

Massey-Vanier Regional High School (MVHS) held a traditional graduation ceremony for their graduates. The ceremony was held in the MVHS auditorium, and all students were able to be together on stage unlike the closed bubbles the year prior. MVHS was also able to fill the auditorium with family and friends! Each graduate was honoured by the reading of a personalized grad write-up by the Vice-Principals and Principal Vokey who were presenting them with a congratulatory scroll during the traditional cap and gown photo.

Alexander Galt Regional High School (GALT) celebrated graduates with a return to the Delta Hotel. The event was again televised live via Facebook/Youtube so that extended family and friends could once again join from a distance. This was their first edition of a combined Senior Academic Awards, Scholarships & Graduation ceremony, which proved successful. Graduates had the opportunity to be photographed professionally, enjoy a delicious graduation cake and win raffle prizes throughout the evening of music and dancing that followed the formal ceremony. The graduating class was also treated to an end of year trip to LaRonde, a celebratory group photo shoot and an end of year activity day and BBQ.

At the Adult level, the ETSB is also pleased to report that over 76 students successfully completed their study goals this year in Adult General Education. As well, our Vocational Training Centres applauded 216 new graduates who completed their studies and programs in 2021-2022.

Other local events were held as well such as Terry Fox runs & Remembrance Day Ceremonies through out our ETSB communities.

All in all, 2021-2022 was a rewarding year for the Eastern Townships School Board at every level of learning! We are very proud of our students and staff alike for their dedication, accomplishments, perseverance and resiliency shown this academic year.



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