

Annual Report | 2014 2015

EASTERN SHORES SCHOOL BOARD



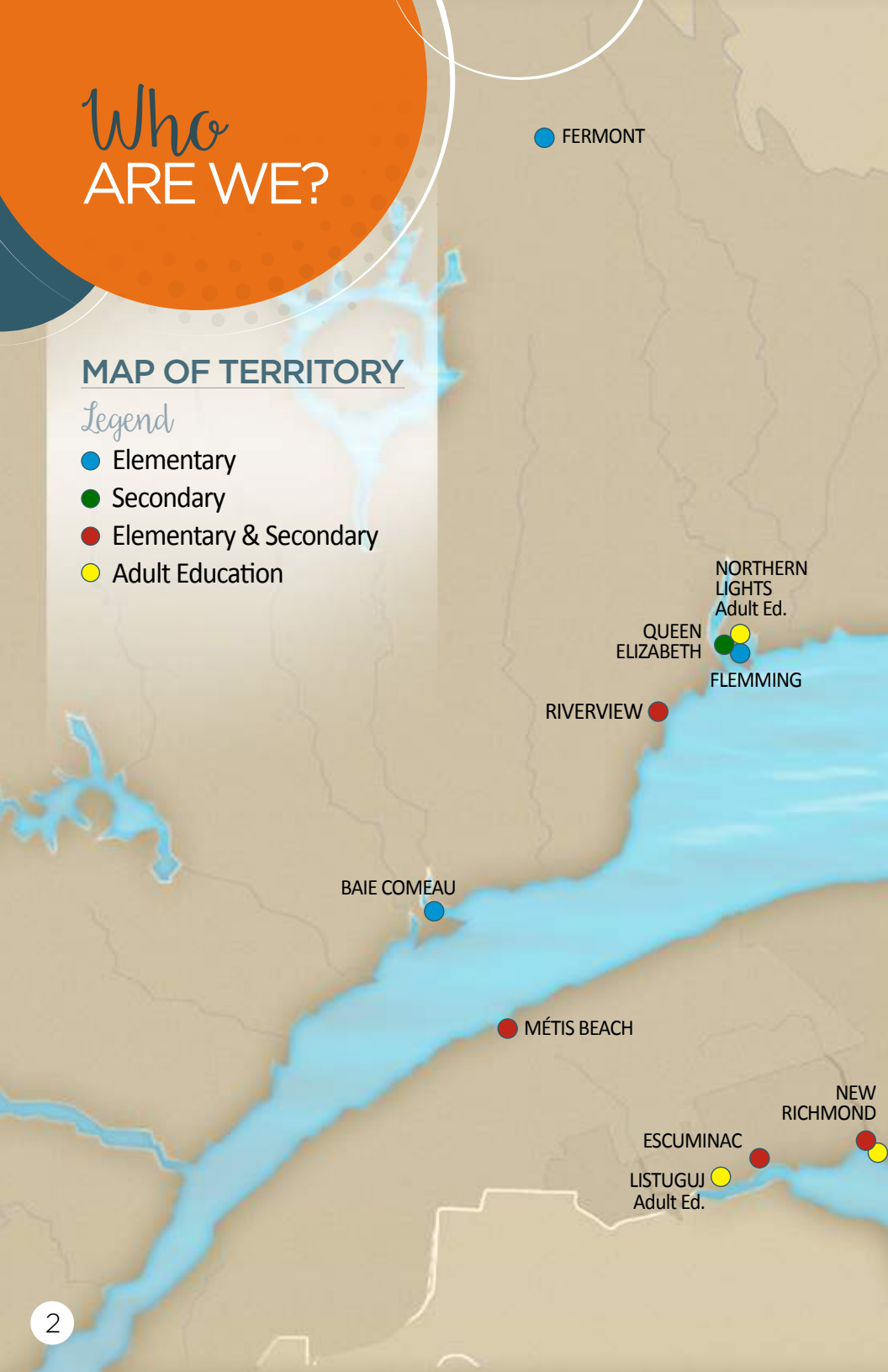
**EASTERN SHORES
SCHOOL BOARD**

Who ARE WE?

MAP OF TERRITORY

Legend

- Elementary
- Secondary
- Elementary & Secondary
- Adult Education



SCHOOL
BOARD
BUDGET
\$26,075,037
MILLION

Student Enrollment

1380

Pre-School

183

Elementary

529

Secondary

428

Youth Sub-total

1140

Adult

Academic

156

Education

Vocational

84

Adult Education Sub-total

240

Schools

Primary Schools

6

Secondary Schools

3

Both Primary and Secondary

8

Sub-total schools

17

Academic and Vocational
Centers

6



List of COMMISSIONERS

2014-2015
SCHOOL YEAR



Wade Gifford	<i>Chairperson</i> <i>ESSB</i>
Keith Eldridge	<i>Vice-chairperson</i> <i>Sept Iles</i>
Donald Bourgoin	<i>Commissioner</i> <i>Belle Anse</i>
Gary Briand	<i>Commissioner</i> <i>Chandler</i>
Ron Mundle	<i>Commissioner</i> <i>Gaspé</i>
George Hayes	<i>Commissioner</i> <i>Shigawake-Port Daniel</i>
Darryl Gray	<i>Commissioner</i> <i>Escuminac</i>
Kelly Imhoff	<i>Commissioner</i> <i>New Richmond</i>
Mary-Ellen Beaulieu	<i>Commissioner</i> <i>Baie Comeau, Fermont</i>
Kerry Dickson	<i>Commissioner</i> <i>Magdalen Islands</i>
Michael Clarke	<i>Commissioner</i> <i>New Carlisle</i>
Roberta Billingsley	<i>Parent Commissioner</i>
Kathy MacKenzie	<i>Parent Commissioner</i>
Myrna Howatson	<i>Parent Commissioner</i>



Message from the CHAIRPERSON

I am pleased and honored to present my first message as new Chairperson of Eastern Shores School Board. Seven year had passed before another school board election was held on November 2, 2014. Our electoral participation rate of 22%, expressed as a percentage of eligible voters, was among the highest in the province. Six commissioners were acclaimed and four commissioners were elected. For the first time, Chairpersons were elected under rules of universal suffrage from the school board's total of eligible voters.

Three of our most respected and long-time serving commissioners retired prior to the election of November 2, 2014: Carter Coffin (46 years), Herbert Cochrane (28 years) and Irvin Carmichael (26 years). Two other members of the former Council of Commissioners deserve special mention. Cyrus Journeau worked for our board as teacher, union president, principal, Director General, and commissioner for close to fifty years. Audrey Acteson served as commissioner, Executive member, and Chairperson over a 34 year span. These former commissioners, through their exceptional dedication, deserve our gratitude for the services they rendered to our students, staff, and school board.



In closing, I wish to thank the staff for the incredible reception I received which made my learning curve as Chairperson so much easier. Together WE are making a difference. None of us are in education for the "income"; we are in it for the successful "outcome" of our students.

A handwritten signature in black ink, appearing to read 'Wade Gifford'.

Wade Gifford, Chairperson

Message from the DIRECTOR GENERAL



As DG, I am blessed to have ESSB staff members who are completely devoted to the cause of improving student success in our schools and centers. ESSB continues to rank amongst the top 15 of 72 school boards in the province. I was saddened by the departure of Ms. Audrey Acteson as our Chairperson. I had grown very close to Ms. Audrey and I knew I would miss her. Our new Chairperson, Mr. Wade Gifford, is committed to support students, families and staff. Together with his other commissioners, they are providing the necessary backing to help staff deliver the best education possible for our children and young adults.

Both New Carlisle and New Richmond High Schools had Secondary V graduations. The last time that occurred for both schools was 1973. We had two new principals, Neil MacIntosh (Baie Comeau) and Natalie Knott (Flemming) who served us well. Both of these competent individuals chose to return to their respective homes in Outaouais and Montreal.

Our greatest challenge is to provide quality education against the backdrop of continued cuts in funding. Remarkably, our graduating results continue to trend upward. We have hard-working students, supportive families, involved community partners and an exceptional staff, all who want the very best for our children and young adults. Together we deliver the precious gift of *caring* for our students. Research shows that, when it comes to success, kindness really matters.

A handwritten signature in black ink, which appears to read "Howard Miller". The signature is fluid and cursive.

Howard Miller, Director General



BAIE COMEAU High School

In Sports, we held a memorable Basketball-a-thon wherein the rag-tag Old Boys beat the young Whippersnappers in a hotly contested game.

In Study, elementary French students translated a true account of Santa Claus parachuting into Baie-Comeau in the 1940s. The bilingual book will be available in September 2016. Contributions were made by BCHS staff, the Camp Littéraire de Baie-Comeau, the North Shore Community Association and our Community Learning Centre. Secondary ELA students won the Legion's Poetry & Essay Contest for Remembrance Day.

In Spirit, students put on an unforgettable H&S Bean Supper performance of "Seven Nation Army" by the White Stripes, thanks to the Busy Bodies program and the École de Musique Côte-Nord. Our Odyssey monitor and secondary students, assisted by the NSCA's 50+ Club & their Art and History teachers, transformed our 3rd floor with murals depicting early day life in Baie-Comeau.



BELLE ANSE School

We received a Kino-Quebec grant of \$1,500.00. Along with CLC funds, we were able to purchase 13 new sets of cross country skis, poles and boots for our students.

We continued our garden project with the Produire Sante Ensemble and held our annual harvest meal where student chefs used our own garden produce.

Our students made giant puppets, which they showcased at Family Day. Other special activities included the 2nd annual Pink Shirt 5K, a Science Fair, swimming, skating, tubing, a museum visit with cycle 2 and 3, and a visit to Gesgepegiag for Youth Leadership and Aboriginal Awareness. There was a year-end trip to the Bio-Parc and the Grade 6 trip to Moncton. Our students reported a 100% sense of belonging on the TTFM survey.

Both ELA and FSL teachers reinforced our bilingual approach. We were pleased that all cycle 3 students were successful in Math, ELA and French final evaluations!



ENTRY ISLAND School

2014-15 was a milestone for the very last two Entry Island School students, one that they will never forget.

Regular school activities were punctuated with special off-island outings: visit to Grosse Ile School to attend a motivating meeting with former Olympic champion, Sylvie Bernier, small-scale boat exhibit at the Musée de la Mer, and the lighthouse building, partnered with CAMI.

Other partnerships included: Healthy Habits and Cooking with Québec en Forme and le Pacte Rural. There were alcohol and drug prevention workshops, and entrepreneurship workshops through make it-sell it micro business.

Our school was also a venue for a variety of visitors whom the students greeted for story telling during Conte en Îles, a local classic. They shared their ideas on "Riders to the Sea," a classic Irish seafaring play.

The bell won't toll for Logan and Braiden; their names are forever etched in Entry Island School history. We wish both of them well in their new school in Grosse Ile.



ESCUMINAC Intermediate School

We had 29 students registered as of September 30, 2014. Staffing remained the same as the previous school year.

In the fall, we took part in shore-line cleanup at Pointe a la Garde. During the winter, we acquired the services of artist Marcio Melo, who developed a theme for our Mural Project. This mural is in our locker room common area where students, staff and visitors can admire this beautiful artwork.

In May students attended the Mawiomi in Gesgapegiag ESSB Youth Conference and learned much about Micmac Culture.

In June, EIS was honored to receive a plaque noting its prominent role in producing the most winners in the 7 years of the Great Gaspésie Literacy Contest.

We may be a small school but we are large in the successes of our students. EIS continues to actively pursue all avenues to increase enrollment and provide a safe environment for all our students.



EVERGREEN High School

[Chandler]

We had 30 students registered at Evergreen High School. We had an amazing year, filled with exciting activities and while preparing these activities we always kept in mind the success of our students. The variety encouraged our students and increased their motivation. It also created opportunities for the staff and the students to form relationships. Some of our students visited Montreal, others New York. Students participated in an anti-bullying conference, held a Snow Day, and were exposed to many other educational activities and sports. We achieved our goal of getting our students more involved. Our students also had access to remediation after school and at lunch to help improve their success rate. Staff communicated with parents regularly since we strongly believe that working together achieves greater student success. Even if we are a small school, we are extremely proud of our results and everything that was accomplished during the school year.



FERMONT School

The year was filled with interesting and motivating activities for our students. Our digital citizens reached beyond the walls of our remote classrooms. Students connected via weekly Skype meetings with students from Port Cartier to create a Monster Project. Teachers' concentrated efforts to improve our MEESR/Common Exams were successful. Our target to increase the FSL Exam exceeded expectations with a 91% average. Our target on the Math Exam was exceeded in Cycle 1, Year 2 and Cycle 2, Year 2. We maintained a 95% participation in school clubs and 86% attendance in our afterschool homework program. Our target of 100% for students in Cycle 2, Year 2 reading at grade level was achieved. For 2015-16, our goals are to increase Cycle 3, Year 2 math results. The 'Tell them from me' survey indicated that 100% of students were motivated and valued school outcomes. We are very proud of our students' success.



FLEMMING Elementary School

[Sept 1les]

We had 159 students. A Welcome Back Breakfast kicked off an action-packed school year which focused on giving back to our community. Our PPO became an official Home and School, which raised funds to improve our schoolyard.

We participated in the Terry Fox Walk, Jump Rope for Heart, Holiday Food Baskets and Light it Up Blue for Autism. The Grade 6 students gave back by volunteering to follow a peer mediation workshop and helped staff supervise the playground.

Staff focused on improving success rates in math. We hosted a two day workshop for teachers. Subsequently, an "I Love Math Week" was organized. A *Problem Solving Blizzard* launched the week. There were daily contests, daily math riddles and an activity morning. Our MEESR exam success rate increased by about 40%!

Cycle 3 classes and teachers were involved in a Nexus tablet project and we applied for two PDIG grants. Classes will be larger next year and so extra tablets were purchased with our Tech Grant.



GASPE ELEMENTARY School

Partnerships with Vision and PAELE (early literacy project) resulted in Pre-K and Kindergarten students holding numerous reading activities and library visits. We continued the Mother Goose program for under 4 year olds with “graduates” receiving a “welcome to Pre-Kindergarten package.”

We prepared projects that focused on environmental awareness, nutrition, digital citizenship, the history of pioneer life and putting an end to intimidation. Participatory events included the: “Great Canadian Shoreline Clean-up”, body image workshops, Pioneer Days, our second walk/run “Pink Shirt 5K”, the Grand Defi Pierre Lavoie with weekly physical activity “energy cubes”, and a musical production of “A Bugz Christmas”. A special afterschool student choir participated in a province-wide virtual choir with many other schools. These activities aim to give students a sense of belonging and promote school success.

Writing was our data team’s priority. Student response to literature and written production remains an area to develop. We had 100% global success rates in grade 4 and 6 ELA and FSL final evaluations.



GASPE POLYVALENT

High School

An excellent year at GPS! Our community partners included: CLC, Fondation ADO, Caisse Populaire, Berceau du Canada, Ecole C.E. Pouliot, and local businesses who acted as employers for our WOTP groups.

Students were involved as hosts on docking cruise ships and at the Berceau du Canada, O'Hara Point. They acted as tourist guides and provided information, especially at O'Hara Point, in the center of Gaspé town, where they dressed as people from "Old Gaspé". The students planned, in conjunction with the local Royal Canadian Legion, an activity to honour the veterans of Gaspé. The faces of the veterans present said it all. This special event helped our students learn more about and appreciate our veterans' war-time sacrifices.

Senior students participated in Encounters with Canada, the Provincial Leadership Conference in Chateauguay, and a local leadership experience in the Parc de la Gaspésie. Student attitude and behavior continues to improve. There were no violent/bullying incidents in the school – a first!



GROSSE ILE School

Our student population has continued its annual decline to where our enrolment is now only 54 students. This is not unique to our school, but also to the other Magdalen Island schools where youth are migrating away from the traditional seasonal fishing industry.

Multi-grade/multi-level classes are our new reality. To meet this challenge, through NANS funding, we implemented a one-to-one ratio for technology in the high school. Teachers were trained on GAFE and effective classroom practices to ensure we are meeting diverse classroom needs.

In conjunction with the CLC, we continue to offer an array of extra-curricular activities, ranging from humanitarian (Terry Fox, food bank) to sporting (juijitsu and circus school). This has an overall positive impact according to our TTFM student survey, resulting in a greater sense of student belonging and engagement.

Our students continue to do well in the three core subjects. According to end-of-year results, 94% of our students were successful in ELA, 89% were successful in FSL and 91% were successful in mathematics.



METIS BEACH School

Once again, MBS had 100% of our Secondary V succeed in obtaining their diploma and move onto post-secondary education. Our successful Literacy, Numeracy, Snack and Sports programs, combined with strong incorporation of technology and Project Based Learning teaching styles, engaged our students and kept MBS a very active and close-knit family.

Highlights included: a 3-day bicycle tour from Trois Pistoles to Les Mechins, a live MBS broadcast of CBC Radio's Breakaway show, the Mawimi in Gesgapegiag ESSB Youth Conference, Remembrance Day, Public Speaking Competition, Olympiad, Aster and Geordie Productions visits, a cooking course with Reford Gardens and a variety of guest speakers. Popular lunchtime activities included Vanier CEGEP sessions, robotics and movie clubs.

Staff focus was on Special Needs students, with the purchase of many new resources with help from our community. A large investment also went into our Anti-Violence Program, including the launch of our protocols document with posters, wristbands and other promotional items and activities.



NEW CARLISLE High School

Following the closure of Bonaventure Polyvalent, NCHS had its first graduating Sec V students in decades. We focused on increasing student success in four areas: literacy, numeracy, French second language skills, and student engagement. Our WOP program offered off-campus “stages” to our students.

Forty NCHS students participated at a board-wide soccer tournament held in Sept Iles. It was the first event of its kind for our school, and the students returned home proudly wearing their medals!

Our Arts-to-Grow is in year three of a five-year project. The Art exhibition/gala raised close to \$3000, and received the *Coup de Coeur* award from the Chamber of Commerce’s Entrepreneurship contest.

Our Community Learning Center continued to offer a variety of extracurricular programming, increasing parental/community participation in our school. In partnership with the Anchor, work began to establish a concomitance project bridging Youth and Adult Ed sectors. We are proud of our students and staff. Together we are committed to ensuring excellence in student achievement and overall success.



NEW RICHMOND High School

This was the first year with academic programs that stretched from Pre-K to Secondary 5. It was also the first year NRHS has had a graduating class since 1973. Our student population grew to 132 students, 65% of whom are First Nations. The increase in student population and program options made for a vibrant, if crowded year. Classroom space remains a challenge at NRHS. As a staff, we sought to maintain our strong academic support strategies and sustain our rich and varied extra-curricular programs. Our student results continued to improve and our student engagement in extracurricular activities increased. We are grateful to our many partners for their continued support.





QUEEN ELIZABETH High School

[Sept 1les]

We continued our focus on “students at risk” and improving results in core subjects.

Staff professional development was offered on Differentiated Instruction Methodology, and subject specific in-service in Math, French, and Science. IEP directed learning for students “at risk” and our tutoring/peer-helper program proved beneficial. Seven of eight students in Secondary V attained a DES.

Again, our students played a vital role in combatting “bullying” by organizing and participating in various Anti-Bullying & Anti-Violence activities. We offered an Intro to Good Nutrition course and engaged a physical activities trainer for 4 noon hours per week.

For the first time, we offer a “*sports etude*” volleyball program for girls from Secondary I to Secondary IV, as well as hockey for boys, through an inter-school “twinning agreement” with IESI, a local private French Secondary. Twelve girls participated in the volleyball program and two boys in the hockey program. This was the twentieth consecutive year that our school organized a Terry Fox Walk.



RIVERVIEW School

[Port Cartier]

We take pride in our high academic achievement within a safe, bully-free environment. We cherish our family-like atmosphere. Our students are active and enthusiastic. Our staff team is dedicated and professional. We offer different after-school and lunch hour activities to motivate our students socially, culturally and physically. We regularly participate with other schools in the community. We also actively encourage parent participation in school life. We hold Student-Led Conferences at all grade levels and also hold community gatherings. We are an Établissements Vert Brundtland school that organizes events and activities related to the peaceful, democratic, and ecological development of our students. Our multi-grade classrooms provide an excellent environment for both challenged and gifted learners. Riverview students are immersed in an English language-rich environment. We also have a strong French program that promotes bilingualism. We use current and innovative materials. We are supported by community partners. Riverview is a happy, healthy school.



SHIGAWAKE-PORT DANIEL

School

The highlight of our school year was being led on our annual Terry Fox Walk by grade six student and cancer survivor, Riley Dow. Diagnosed in Kindergarten with Leukemia, Riley spent all his elementary school years here at SPDS and we have always made it our goal to raise money each year to support finding a cure. This was the second year of our student Mentoring program with NCHS. Positive results were noted in the transitional phase into high school for our cycle 3, level 2 students. Based on goals and targets set by our Management & Educational Success Agreement, our cycle 3 level 2 students had a perfect success rate in ELA, Math and FSL an increase to 100% on the end-of-year ministerial examinations! Another focus was on student wellness; we continued our participation in the breakfast/snack and milk programs. There were our noon hour and after-school clubs and dance/swimming/skating lessons. The year ended with the cycle 3 students visiting Quebec City. Overall, it was another successful year at SPDS!



ST. PATRICK'S Elementary School *[Chandler]*

We had another successful and exciting year at St-Patrick's Elementary. We are a small English school in a Francophone community therefore almost all of our students are learning a new language. Our "smallness" gives us the opportunity to better individualize instruction and encourage participation in a variety of educational activities. We take part in lots of activities during the year that give our students the opportunity to be exposed to English outside of the school environment. We offer a variety of clubs at lunchtime that helps increase our success rate; our students learn best while having fun. The staff and the parents worked together to organize many events for the students. We focused a lot on English Language Arts in order to better help our students improve on their DRA results. The emphasis on ELA helps impact positively on all the other subjects as well. Needless to say, we are extremely proud of our students and our school!

Messages from ADULT EDUCATION CENTERS



ANCHOR

Adult and Vocational Education Center

Our center has been receiving younger students in both academic and vocational programs. This year, students under 20 years of age, increased to make up a third of our enrolment.

We participated in a CASA organized Career Day, exposing students from both NCHS and NRHS to Vocational training. It was an opportunity to establish contact with high school students and discuss their future plans. CASA also provided WOTP students with an information session on alternative career options.

We shared our vocational shop area with students from NCHS for a special ship building project entitled appropriately “The Build.” We are also collaborating with NCHS to offer a plastering program in concomitance through an integrated timetable.

Our own academic students were successful in obtaining credits toward their high school leaving diploma. We also continued our work with PIVC (life skills) program students. This is a very popular and successful venture.

We have a very dedicated staff that works hard to assist students achieve their educational goals.



GESGAPEGIAG

Adult Education Center

The Gesgapegiag Adult Academic Center registered 19 adults in 2014-2015 with 4 students completing the year. The Center offered 27.5 teaching hrs weekly (8:00/11:30—13:00/15:30). One teacher was contracted for twenty hours and was responsible for English, Math and optional courses. Another teacher was contracted for 7.5 hours and was responsible for French and the Center's SARCA dossier.

The MI'GMAQ Community Educational representatives are important partners with ESSB as we continue to offer educational services to their community. They have recommended that ESSB offer MI'GMAQ cultural subjects within the student's daily schedule for 2015-16. They have also requested that the cultural subjects be taught by a First Nations member. In response to these suggestions, and also due to projected student numbers, the schedule and teacher contracts may require some modifications for the upcoming school year.



GROSSE ILE

Adult Education Center

In 2014-2015, the Grosse-Ile Adult Education Centre continued to be an essential service provider to the English-speaking community of the Magdalen Islands. By organizing formal and informal training sessions, the Centre was able to provide the population with required certifications, such as first aid and Small Vessel Operator certification for fishermen.

The Centre was also successful in partnering with other adult education centers in the Eastern Shores School Board in order to promote programs that are being offered throughout the board. As a result of this, two students from the Magdalen Islands registered in the Truck Driving DEP at the Wakeham Centre in Gaspé.

In addition, at the Grosse-Ile Centre, one student completed his high school equivalency examination and has now entered a DEP training program. Moving forward in 2015-2016, the Grosse-Ile Centre will continue its mission of meeting the diverse needs of the local population.



LISTIGUJ *Adult Education Center*

The Listuguj Vocational Programs had the following set of results:

Nine students successfully completed their 1st year of Nursing.

The Nursing program will resume Sept 14, 2015 and be completed by April 15, 2016.

Sixteen students completed their 1st year of Accounting.

The Accounting program will resume Sept 8, 2015 and be completed by December 22, 2015.

The Listuguj Adult Academic program was located in Pte-a-la-Garde, and had ten registered students in 2014; all 10 students completed the school year which ended on April 30, 2015.

In May 2015, we relocated our Adult Educational center to Escuminac Intermediate School, in preparation for the school year 2015-16. This should prove to be a positive move insofar as it will allow students who need transportation to use the ESSB busing system. We look forward to our new educational facility which shall be of mutual benefit to both Adult Education and Youth students.



Proudly presenting our Corn Dolls

NORTHERN LIGHTS

Adult Education and Vocational Centre

The school year 2014-2015 for the Northern Lights Adult and Vocational Center was successful. We maintained our student attendance and also our student retention and finished our school year with 15 active academic students. Again, we were very busy at Northern Lights! The students were introduced to a local Aboriginal Literature, History and Culture course developed by their teacher. For the purpose of that course, they were fortunate to go to the Shaputuan, our Autochtone museum in Sept-Iles. We attended a conference given by the well-known singer and actor, Dan Bigras, during our School Perseverance week. In October, we also went to the cruise terminal to visit a large cruise ship at the dock along with the Sedna IV anchored in the Baie of Sept-Iles during Maritime Week. Congratulations to all (both students and staff) for your engagement and perseverance!



WAKEHAM Adult Education and Vocational Training Center

We had the following registrations in our Vocational programs: Accounting On-line (12 students), Accounting On-site (7 students), Health Assistance and Nursing (7 students), Trucking (13 students) and RAC (1 client). Our academic upgrading program had 25 students. Our staff consisted of 9 teachers, a SARCA technician, a secretary, a janitor, and a coordinator.

We have a long list of partners which includes: Carrefour Jeunesse, CASA, CEDEC, Gaspé Poly, Centre Hospitalier de Gaspé, Centre Readaptation, Centre Intègre de formation professionnelle, CS Chic Chocs, École nationale de Transport de Charlesbourg, Gaspé Perce CLC, New Frontiers School Board, CLE, Vision Gaspé Perce, Western Quebec School Board and York River Senior Citizens.

Our activities included: Adult Learners' Week (bowling), Presentation on job market and resumes, Employability workshop, Christmas dinner, Year-end meal, Family Literacy Day, and Graduation exercises for Trucking, Accounting, and General Academics.

We are proud to announce that our own student, Julia Rooney, received the PGI award for courage and determination in following her educational dreams.



SARCA

[SERVICE, ACCUEIL, RÉFÉRENCE,
CONSEIL, ACCOMPAGNEMENT]

We continue to develop the SARCA service with the philosophy of One Student. Be it an ESSB student from the youth or adult sector, we take the necessary time to work with one student at a time. We focus on guiding people towards a rewarding future that includes earning a diploma in the field of their choosing. Emphasis was made, during the 2014-2015 school year, on ensuring that all Adult Centers were: prepared to receive clients; proactive at sharing our philosophy of lifelong learning; and were taking every opportunity to share the benefits of vocational training to the general public. Support for SARCA clients remains paramount to student success. There was a considerable investment in the program this year insofar as our students experienced many extenuating personal circumstances that required the special attention from SARCA reps. The network of our community partners proved to be essential support for providing the appropriate services required by our SARCA ESSB clients.

Annotated Annual Report on the ESSB PARTNERSHIP AGREEMENT of 2011-2016

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A Review of the General Context

Although the Partnership Agreement 2011-2016 has not been signed by MEESR as of the writing of the Annual Report on the Partnership Agreement, ESSB has proceeded with reporting on the goals and strategies used in this unsigned version of the Partnership Agreement for 2014-2015.

In the general context of the Partnership Agreement 2011-2016, economies of scale and socio-economic conditions were highlighted for the clientele that ESSB serves. In addition, the following factors were highlighted for the Gaspésie-Iles-de-la-Madeleine and North Shore regions:

- Unemployment
- Linguistic profile
- Low income
- Education levels

These factors are not the same for each region and therefore the Partnership Agreement lists them separately.

MEESR GOAL # 1

- 1a) Increasing student certification and qualification rates before age 20
- 1b) Decreasing the number of student leavers without certification or qualifications

CONTEXT:

- 1a) In 2010, our qualification and certification rate for students before the age of 20 was 50.0%. Our target qualification and certification rate for the year 2020 has been established by MEESR at 79.0%. Eastern Shores School Board (ESSB) has set a target of 72.0% at the end of this Partnership Agreement, June 2016.

CHART 1.0 A) MEESR Goal #1

To increase the graduation and qualification rate of students under the age of 20

MEESR - GOAL 1		BASELINE		TARGET	RESULTS	
OBJECTIVE STATEMENTS		2010	2011	2016	2014	2015
1.1a	To increase the success rate of students who receive qualifications and certification	50.0%		72.0%	78.4% *	
1.2a	To increase the success rate in Elementary Cycle 3 MEESR Compulsory Math Exam		58.7%	70.0%		64.3% **
1.3a	To increase the success rate in Secondary 4 Math, CST Uses Math Reasoning 563-420 MEESR Uniform Exam		25.0%	70.0%		47.8% ***
1.4b	To decrease the number of students leaving high school without qualification or certification	40		30	26	

* MEESR : PORTRAIT DES STATISTIQUES MINISTÉRIELLES - Tableau 1 & 2 - Octobre 2015

** Internal School Board Results on Compulsory Exams – July 2015

*** Report from Charlemagne - Produire le fichier des stats. Résultats d'épreuve – July 2015

ANALYSIS: (CHART 1.0)**Level of accomplishment:**

An analysis of the above results indicates:

- Our success rate of 78.4% for students receiving certification or qualifications in the 7 year cohort 2006-13 surpasses the target of 72.0% by 6.4%.
- Our success rate for the elementary cycle 3 MEESR Compulsory math exam increased from 52.3% to 64.3%. The success rate is improving and is on track to meet the 2016 target.
- Our success rate on the Sec 4 CST math exam (563-420) decreased from 52.5% in June 2014 to 47.8% success in June 2015.

- The number of students leaving high school without qualification or certificate has decreased from 40 students in 2010 to 26 students in 2014. This surpasses our target of 30 students by 4 students. Of the 26 students, 11 are indicated as leaving in secondary cycle one, which leads ESSB to conclude that there were families moving out of province. The number of students leaving in Secondary 3 decreased from 14 in 2011-2012 to 9 in 2012-2013.

MEESR GOAL # 2

- 2a) Improvement in French Second Language (FSL)
- 2b) Improvement in English Language Arts (ELA)

CONTEXT:

ESSB, as an English Linguistic School Board, targeted improvements in both English and French to meet the MEESR objective of improving language competencies. While MEESR has not established specific targets for improvement, ESSB has reviewed data for student success in Secondary V FSL and Elementary end of Cycle 3 and Secondary 3 ELA, and developed targets and strategies for each.



CHART 2.0 MEESR Goal #2

MEESR - GOAL 2		BASELINE	TARGET	RESULTS
OBJECTIVE STATEMENTS		JUN-11	JUN-16	JUN-15
2.1	To increase the success rate in secondary 5 FSL 530 Production competency	79.2%	88.0%	*92.7%
2.2	To increase the success rate in secondary 5 FSL MEESR Uniform Exam 520 Reading competency	44.4%	65.0%	*67.3%
2.3	To increase the success rate in secondary 5 FSL global result	83.3%	95.0%	*92.7%
2.4	To increase the success rate in elementary end of cycle III ELA MEESR compulsory exam	75.2%	95.0%	**96.4%
2.5	To increase the global success rate in secondary III ELA common exam	83.9%	90.0%	—
2.5	To increase the global success rate in secondary II ELA common exam – Replacement Goal	91.7%	90.0%	**89.2%

* Report from Charlemagne - *Produire le fichier des stats. Résultats d'épreuve* – July 2015

** Internal School Board Results- tabulated July 2015

ANALYSIS: (CHART 2.0)**Level of accomplishment:**

An analysis of the above results indicates:

- In FSL secondary V 530 Production, we have increased our success rate of 79.2% in June 2011 to 92.7% in June 2015.
- In FSL secondary V reading, we have surpassed our target of 65.0% success by 2.3%.
- In FSL secondary V 634504 global subject result, we have increased our success rate of 83.3% in June 2011 to 92.7% in June 2015 and are on track to reach our goal of 95.0% success in June 2016.
- In ELA elementary end of cycle, we increased our success rate of 75.2% in June 2011 to 96.4% in June 2015 and are on track to meet our goal of 95.0% for June 2016;

- In an effort to standardize student success for recommendation to the Work Oriented Pathway, ESSB has removed the common exam for secondary 3 and replaced it with secondary 2. Our secondary 2 ELA common exam result in June 2015 is close to meeting our target of 90.0% success in 2016.

MEESR GOAL #

3

- 3) Improved levels of retention and academic success for certain target groups (Special Needs)

CONTEXT:

ESSB has 100% integration of special needs students in regular classrooms. Students having an IEP represent 25.3% of the 1236 students registered in 2011-2012. Our goal of increasing the number of students with IEPs who receive certification or qualification from 14 students to 24 by August 2016 may be difficult to obtain given our small enrollment. We will modify this goal to include percentages as well.

CHART 3.0 MEESR Goal #3

MEESR - GOAL 3		BASELINE	TARGET	RESULTS
OBJECTIVE STATEMENTS		JUN-11	JUN-16	JUN-15
1.1	To increase the number of students with IEPs who receive certification or qualification	13	24	20
Total IEP Students in 7 year cohort		56		34
		23.2%	60.0%	59.0%

Stats generated by ESSB

ANALYSIS: (CHART 3.0)

Level of accomplishment:

An analysis of the above results indicates:

- ESSB is working toward the goal of increasing certification or qualification success rates among our special needs students. There was an increase of 7 IEP students receiving certificate or qualification from June 2011 to June 2015. Of the 20 students, 13 graduated with their high school diploma and 7 with a Work Oriented Pathway certification.

MEESR GOAL # 4

4) To improve the health and safety of the school environment

CONTEXT:

ESSB believes that healthier and safer school environments will lead to greater school success. The data in the accompanying Table 4.0: MEESR Goal #4 indicates the type of violent behavior and the number of incidents occurring that is considered serious in all of our youth sector schools. This information prompted ESSB to implement prevention measures to reduce the number of incidents.

CHART 4.1 MEESR Goal #4

MEESR - GOAL 4		BASELINE	TARGET	RESULTS
OBJECTIVE STATEMENTS		2011	2016	2015
1.1	To reduce the number of violent and bullying incidents leading to suspensions	45	40	51

Tally of the suspension letters related to violent and bullying incidents as reported by the schools for 2014-2015.

ANALYSIS: (CHART 4.1)

Level of accomplishment:

An analysis of the above results indicates:

- ESSB increased the number of violent and bullying incidents leading to suspension in schools by 6 incidences from 2011 to 2015. ESSB feels that there is an increase of reports as schools have become more familiar with reporting incidents of bullying and violence.

MEESR GOAL # 5

- 5) To increase enrolment of first time students under 20 years of age in Vocational Education

CONTEXT:

ESSB lists having diverse needs for the adult education centers in their respective regions. ESSB also points out the common issues that the adult clientele have within our areas. ESSB recognizes that vocational training for first time students under the age of 20 is an important component for successful transition to the work force.

CHART 5.0 MEESR Goal #5

MEESR - GOAL 5		BASELINE	TARGET	RESULTS
OBJECTIVE STATEMENTS		2009-2010	2014-2015	2013-2014
1.1	To increase the number of new registrants under 20 years of age in vocational programs	10	15	3

MEESR : *Portrait des statistiques ministérielles* - Tableau 4 - Octobre 2015

ANALYSIS: (CHART 5.0)

Level of accomplishment:

An analysis of the above results indicates:

- ESSB had 3 new registrants in vocational programs under the age of 20 in June 2014. Given small numbers, and limited programs, meeting the target of 15 new registrants by June 2015 may be difficult to achieve. It is important to note that ESSB had a total of 75 registrations in FP during 2013-14, most of whom were 20 years and older, which does not count towards our statistical goal.

BELIEVE
ACHIEVE
SUCCEED

General Summary and Commentary

SECTION 1: *Mesures de pilotage de suivi*

The committee consisted of the Director General, Director of Educational Services, Coordinator of Complimentary Services, Consultants (including Math, ELA, Special Needs, FSL, and Analyst), Adult Education, and the 14 Principals of the 17 schools.

At all ESSB meetings of principals and center coordinators, there is a review of progress on MESAs, where issues of data collection and implementation of data-driven strategies is discussed. Progress on MESAs is followed by both the DG and the DES, under the guidance and assistance of the ESSB consultant team. The ESSB Analyst is responsible for the gathering and distribution of relevant data to all schools (both that which is generated internally through ESSB exams and report cards, and that which is generated by uniform and common exams of the MEESR and MaST). A MESA template was provided to all schools for additional guidance.

SECTION 2: *Mesures d'accompagnement et de formation des directions d'écoles et de personnel*

The focus of the four ESMC meetings is on familiarizing and focusing on data-driven results. The Director General, as the team leader, as well as the ESSB Analyst, benefitted from numerous telephone, email, and personal one-on-one meetings with a key member of the PST.

SECTION 3: *Les bons coups et les difficultés rencontrées*

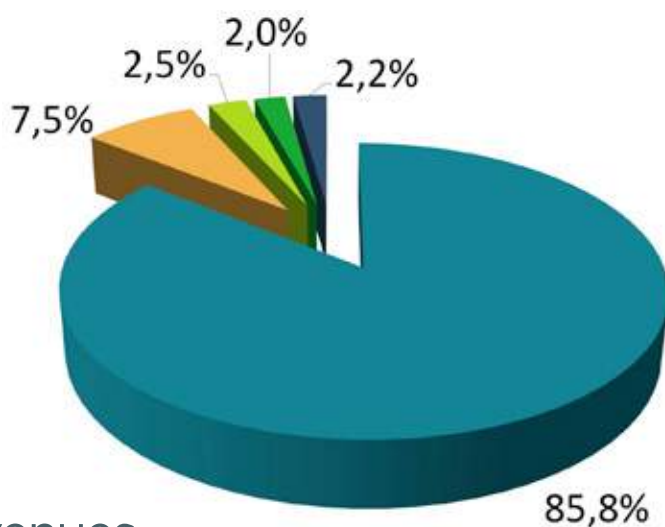
There is a continued spirit of cooperation among principals, consultants, and teachers as our schools and school board become increasingly more familiar with using internal and external data to drive practice by redefining strategies based on concrete academic results and the patterns that are derived from those said statistics.

Our principal challenge was that data came in all shapes and sizes, both regionally and provincially, and lacked consistency in both look and location. Accessibility of data, relative to the time frames for completion of the PA task, arrived in different moments, hence creating constant revisions of not only charts and graphs, but analysis and application of the changing data as well.

FINANCIAL Portrait

REVENUES

\$25,657,998

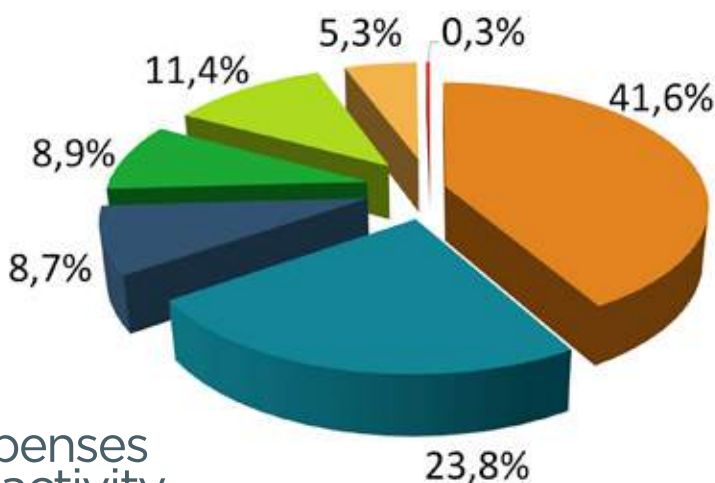


Revenues

- MEESR grants - \$22,020,776
- School taxes - \$1,912,501
- Tuition and other fees - \$640,696
- Other grants - \$522,085
- Other revenues - \$561,940

EXPENSES

\$26,023,200



Expenses
by activity

- Education and training - \$10,825,058
- Education and training support services - \$6,184,713
- Related services - \$2,269,978
- Administrative activities - \$2,314,344
- Buildings and equipment - \$2,974,744
- Complementary services - \$1,385,659
- Variation in the provision for future benefits - \$68,704

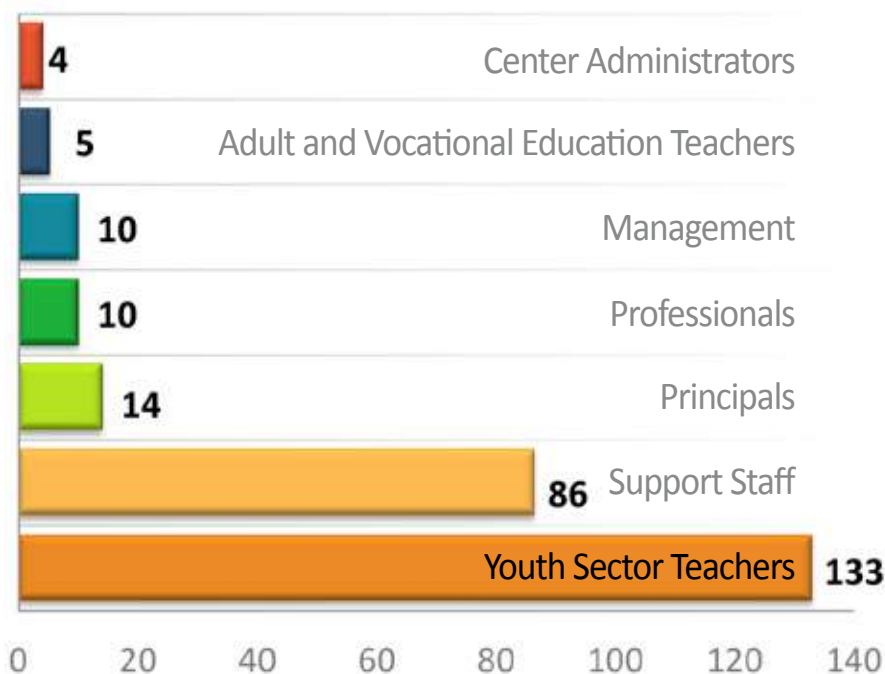
DEFICIT OF THE YEAR

\$(365,202)

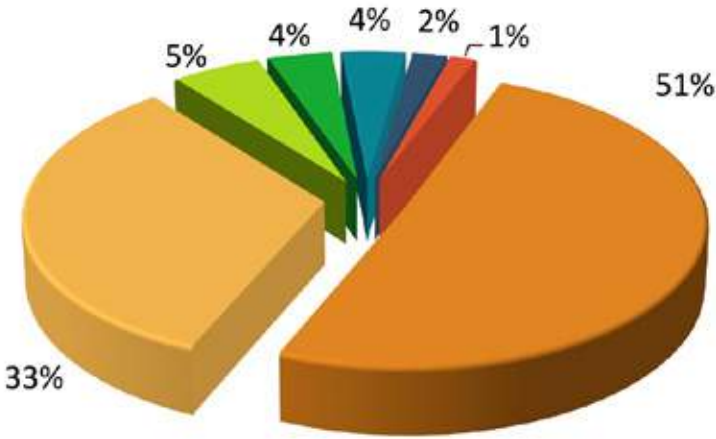
Human RESOURCES REPORT 2014 - 2015

During the 2014 – 2015 year, Eastern Shores School Board had the equivalent of 262 full-time employees providing services and support to the students under its jurisdiction.

DISTRIBUTION OF **FULL-TIME EQUIVALENCIES** BY EMPLOYMENT CATEGORY



REPRESENTATIVE
PERCENTAGE BY
EMPLOYMENT CATEGORY



- Youth Sector Teachers
- Support Staff
- Principals
- Professionals
- Management
- Adult and Vocational Education Teachers
- Center Administrators

... HUMAN RESOURCES *report*

2014 - 2015


In conformity with Article 20 of the *Loi sur la gestion et le contrôle des effectifs des ministères*, the following chart provides a status update of number of hours paid, by employment category for the period from January 1, 2015 to March 31, 2015.

January - March 2015	Number of Employees	Hours Worked	Overtime Hours	Total hours paid
Management	29	12,693.80	0,00	12,693.80
Professional Staff	26	4,560.77	0,00	4,560.77
Teachers	235	64,037.06	29.04	64,066.10
Office and Special Education Support Staff	129	29,940.58	176.71	30,117.29
Bus Drivers and Maintenance Staff	37	10,541.54	49.05	10,590.59
Total	456	121,773.75	254.80	122,028.55

REPORT ON
contracts

Loi sur la gestion et le contrôle des effectifs

An Act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises



Ministerial Target (January – March 2014)	Difference	Explanations	Corrective Measures
13,431.94	- 738.14	N/A	N/A
4,124.80	435.97	Supernumerary Engagement (Student Life Animator) under measure 30364.	The temporary position terminated on June 30, 2015.
63,987.06	79.04	Replacement of absent teachers.	N/A
28,287.14	1,830.15	Increase in direct interventions with special needs students. There are 17 new students requiring services in the 2014 - 2015 school year. Also, the replacement of absent employees.	N/A
10,510.57	80.02	Replacement of absent employees.	N/A
120,341.51	1,687.04	—	—

	Contracts entered into with companies other than a natural person	Contracts entered into with a natural person	Total Contracts
Number of contracts	16	8	24
Value of contracts	\$1, 301,668.73	\$421 041.64	\$1, 722,710.37

ELEMENTARY & SECONDARY *Schools*

2014-2015

BAIE-COMEAU HIGH • *Baie-Comeau*

Principal: Neil McIntosh
Tel: 418-296-2832

BELLE ANSE ELEMENTARY • *Barachois*

Principal: Beryl Boyle
Tel: 418-645-2236

ENTRY ISLAND •*Entry Island*

Principal: Hugh Wood
Tel: 418-986-4546

ESCUMINAC INTERMEDIATE • *Escuminac*

Principal: Nelson Roussy
Tel: 418-788-5549

EVERGREEN HIGH •*Chandler*

Principal: Jane Bradbury
Tel: 418-689-7540

FERMONT •*Fermont*

Principal: Karen Kean
Tel: 418-287-5497

FLEMMING ELEMENTARY • *Sept-Iles*

Principal: Natalie Knott
Tel: 418-962-2166

GASPÉ ELEMENTARY •*Gaspé*

Principal: Beryl Boyle
Tel: 418-368-2259

GASPÉ POLYVALENT •*Gaspé*

Principal: Pat Drohan
Tel: 418-368-6532

GROSSE ILE •*Grosse Ile*

Principal: Hugh Wood
Tel: 418-985-2885

MÉTIS BEACH •*Métis-sur-Mer*

Principal: Brett Mitchell
Tel: 418-936-3288

NEW CARLISLE HIGH • *New Carlisle*

Principal: Kristy Larose
Tel: 418-752-3316

NEW RICHMOND HIGH • *New Richmond*

Principal: Alice Dell
Tel: 418-392-4441

QUEEN ELIZABETH HIGH • *Sept-Iles*

Principal: Lavergne Fequet
Tel: 418-962-4540

RIVERVIEW •*Port-Cartier*

Principal: Shaunna Goudie
Tel: 418-766-2665

SHIGAWAKE - PORT-DANIEL • *Shigawake*

Principal: Lori-Ann Hayes
Tel: 418-396-5252

ST-PATRICK / St. Joseph • *Chandler*

Principal: Jane Bradbury
Tel: 418-689-5905

2014-2015

ADULT ACADEMIC & VOCATIONAL *Centers*

WAKEHAM • *Gaspé*

Administrator: Richard Jalbert

Tel: 418-368-3376

Toll-Free: 1-877-668-3376

THE ANCHOR • *New Carlisle*

Administrator: Christine Grenier

Tel: 418-752-3848

Toll-Free: 1-866-752-3848

GESGEPEGIAG •

New Richmond

Administrator: Owen Mailloux

Tel: 418-788-5668

LISTUGUJ / POINTE-À-LA-GARDE •

Pointe-à-la-Croix

Administrator: Owen Mailloux

Tel: 418-788-5668

Toll-Free: 1-866-988-5668

NORTHERN LIGHTS • *Sept-Îles*

Administrator: Chantal Pitt

Tel: 418-968-8412

Toll-Free: 1-866-968-8412

GROSSE-ISLE • *Grosse-Isle*

Administrator: Nancy Clarke

Tel: 418-985-2885













GOAL # 1

To increase the success rate of students receiving qualification or certification

OBJECTIVES	STRATEGIES
To increase the success rate of students who receive qualification or certification	<i>Track success results to support school targets every year.</i>
To increase the success rate in elementary end of cycle III math compulsory exam	<i>Organize and provide PD on the Progression of Learning and Evaluation, math and differentiation strategies.</i> <i>Implement cycle specific Professional Learning Communities to establish and support a board-wide curriculum.</i>
To increase the success rate in secondary 4 math CST 420 – uses math reasoning competency	<i>Conduct annual year-end transition meeting from feeder schools and secondary math information and establish priorities.</i> <i>Monitor and support school specific math sessions, use of SOS LEARN, and summer math for secondary 4 math students.</i> <i>Organize and provide PD specific to Progression of Learning and Evaluation.</i>
To decrease the number of students leaving school without qualification or certification	<i>Schools are to avoid retention of students.</i> <i>Monitor student leavers, and report on (i.e. meetings with Adult Ed or SARCA, etc.)</i>
To improve technological skills and provide more equitable access to technological tools for our students, staff and families.	<i>Determine clear and achievable outcomes.</i> <i>Install, support and facilitate the use of (VCN, Adobe Connect, Skype)</i>

Qualification or certification before the age of 20

	IMPLEMENTED		
	YES	PARTIALLY	NOT
<i>...s in establishing individual school and subject</i>			
<i>...ession of Learning, developmental phases of</i>			
<i>...l Learning Communities (PLCs) and use of curriculum map.</i>			
<i>...meetings between elementary math teachers with teachers from receiving schools to exchange</i>			
<i>...c measures (such as after-school tutoring summer school programs) to increase success for</i>			
<i>...secondary 4 CST math with a focus on the on (assessment for learning) strategies.</i>			
<i>...ents.</i>			
<i>...n the follow-up measures taken (and families).</i>			
<i>...mes for improving teacher ICT usage</i>			
<i>...f connective technologies</i>			

GOAL # 2 To Improve in FSL and ELA






OBJECTIVES	STRATEGIES
<p>To increase the success rates in the secondary 5 FSL –</p> <ul style="list-style-type: none"> • 520 Reads competency • 530 Production competency • Global Result 	<p><i>Provide training to FSL teachers to develop effective strategies in the French classroom.</i></p> <p><i>Establish an FSL Professional Learning Community.</i></p>
<p>To increase the success rate in elementary end of cycle III ELA compulsory exam.</p>	<p><i>Establish a lead ELA teacher in each school to develop balanced literacy approaches.</i></p>
<p>To increase the global success rate in the secondary 3 ELA common exam</p>	<p><i>Increase teacher opportunity to participate in professional development to reinforce evaluation as a learning tool.</i></p> <p><i>Provide PD induction to new teachers in the first year of teaching visits to ensure PD continuity.</i></p>

GOAL # 3 Improved levels of retention in school and academic achievement for students with learning or adjustment difficulties




OBJECTIVES	STRATEGIES
<p>To increase the number and/or percentage of students who receive qualification or certification, among those students with an IEP.</p>	<p><i>Establish an ESSB transition committee to monitor transition meetings.</i></p> <p><i>Establishment of board-wide guidelines for student retention.</i></p> <p><i>Provide teachers with training sessions on differentiated instruction and different styles of learning.</i></p>

GOAL # 4 Improvement in health and safety in school environment





OBJECTIVES	STRATEGIES
<p>To reduce the number of violent and bullying incidence leading to suspensions</p>	<p><i>Review Codes of Conduct for all schools.</i></p> <p><i>Establish and implement Anti-Bullying Policy.</i></p> <p><i>Establish and implement emergency response plans in conformity with board policy.</i></p> <p><i>Supply all schools with the training and resources for a Social Competency Program.</i></p>

	IMPLEMENTED		
	YES	PARTIALLY	NOT
acquire most effective reading instructional			
community online (SAKAI portal on LEARN).			
school to mentor other classroom teachers in			
participate in regional marking centers to at key end of cycle years.			
ELA philosophy and practices, with follow-up			

c success among certain target groups, especially handicapped students or

	IMPLEMENTED		
	YES	PARTIALLY	NOT
re which will provide guidelines to schools for			
s for the identification and support of WOTP			
s that reinforce strategies for differentiated ning (including “digital natives”).			

onment

	IMPLEMENTED		
	YES	PARTIALLY	NOT
ls and centers.			
y Action Plans in all schools.			
response teams, along with crisis procedures			
and purchase materials for implementation of			

GOAL # 5

To increase the number of students under the age of 20 in vocational programs




OBJECTIVES	STRATEGIES
To increase the number of new registrants under the age of 20 in vocational programs	<i>Establish close partnerships between schools</i>
	<i>Improve sharing of transportation, lab</i>
	<i>Promote the SARCA initiative</i>

GOAL # 6








To enhance community loyalty by building a youth culture in community volunteering.

OBJECTIVES	STRATEGIES
Establish a nutritional breakfast and/or snack programs (Food for Thought) in all schools and centers, where possible.	<i>To promote and provide material support of breakfast programs (Petits De</i>
Increase the variety of physical activity options and maximize time allocation of physical education where ever possible	<i>Provide necessary material and financial curricular activities (adapted to regional students to get more involved in school)</i> <i>Ensure that Adult Education students have ties.</i>
Encourage and promote the creation of community partners in all ESSB schools and centers, under the philosophical belief that it “takes a village to raise a child” ...the CLC concept.	<i>Identify potential partners who have community - specifically the need for exchange of services can be established participation on local and regional Partnership Tables, with a particular emphasis on</i> <i>Prioritize the presence of ESSB personnel</i>
Increase level of meaningful partnerships with families, allowing for more concrete interaction among students, staff, and parents	<i>Improve ties to the families of our students (academic and social success require our students to have or emergent literacy 0-4 years).</i> <i>Promote and increase the use of our facilities (hence access by our families to health sectors) to workshops and resources.</i>

of 20 receiving a certification in Vocational Training

	IMPLEMENTED		
	YES	PARTIALLY	NOT
adult education centers and youth sector			
and gym facilities			
			

ful leadership base, and by providing opportunities for our youth to engage

	IMPLEMENTED		
	YES	PARTIALLY	NOT
port for schools in their application and oper- jeuneurs of Quebec, Breakfast for Learning).			
financial support for after-school and extra- curricular interests) that attract and motivate of life.			
have reasonable access to Youth gym facili-			
ve demonstrated certain needs within the for rental/meeting space. Where possible, an shed. Partners are identified through active Partnership Tables.			
panel/representatives at all local and regional emphasis on MSSS-MELS and CSSS.			
cial needs children whose challenges to aca- support and expertise (example: PAELE project			
r video-conference network (of CLCs) to en- h, social, educational (both youth and adult			

ESSB'S IMPACT ON THE MEESR *Strategic Plan*

A comparison of ESSB's strategic plan with the MEESR's strategic plan revealed the following common Orientations/Goals.



Orientation 1

ESSB has worked diligently in support of MEESR orientation 1 to improve the Graduation/Certification Rate for students under the age of 20. Our strategic plan lists numerous strategies which are in line with the ten MEESR objectives to accomplish this orientation.

Orientation 2

MEESR's second orientation has been met by ESSB. Through goal five of the Strategic plan, ESSB has implemented strategies to help make "Formation Professionnelle" more accessible to students. The FP centers have also applied to offer programs that are consistent with the workforce.

Orientation 4

ESSB has ensured that the students' health and safety at school is a priority as for the MEESR orientation on this subject. Goal 4 of the strategic plan in concert with the requirements of law 19 has ensured uniformity and proper reporting of violence in school issues.

Orientation 5

ESSB's NANS allocation has supported schools in the application of budgets and adaptation of strategies specific to their regional, socio-economic needs.

Summary report of BULLYING AND VIOLENCE

In order to ensure the confidentiality of nominative information regarding students, the school board is not legally obliged to publish, other than to the Minister of Education, Superior Education and Research (MEESR), statistics about schools with an enrolment of less than 30 students OR which have 5 incidents or less - of intimidation, bullying, or violence, during the course of a school year.

At Eastern Shores School Board (ESSB), all incidents that result in the suspension of a student or students are reported to the Director General. During the school year of 2014-15, there were a total of 72 reports of student suspensions. 15 of our 17 schools reported results equal to or less than 5 incidents of intimidation, bullying, or violence during the course of the school year 2014-15. There were a total of 21 suspensions that were unrelated to incidents of intimidation, bullying or violence during the course of the school year 2014-15. Regarding suspensions, there were no complaints submitted to the Student Ombudsman.

Of the 72 reports:

- 4 were for physical violence
- 20 verbal bullying
- 5 cyber bullying
- 22 acts of violence
- 21 miscellaneous suspensions

Of the 17 schools:

- 6 had no suspension reports
- 7 had 5 or less suspension reports
- 4 had more than 5 suspension reports

	BULLYING			VIOLENCE
	Physical	Verbal	Electronic	
Baie-Comeau	5 or less incidents reported to the Director General			
Belle-Anse	5 or less incidents reported to the Director General			
Entry Island	Less than 30 students in the school			
Escuminac	5 or less incidents reported to the Director General			
Evergreen	5 or less incidents reported to the Director General			
Fermont	Less than 30 students in the school			
Flemming	5 or less incidents reported to the Director General			
Gaspé Elementary	5 or less incidents reported to the Director General			
Gaspé Poly	5 or less incidents reported to the Director General			
Grosse Ile	5 or less incidents reported to the Director General			
Metis Beach	5 or less incidents reported to the Director General			
New Carlisle	2	10	0	9
New Richmond	0	4	0	4
Queen Elizabeth	5 or less incidents reported to the Director General			
Riverview	5 or less incidents reported to the Director General			
St-Pat's	5 or less incidents reported to the Director General			
SPDS	5 or less incidents reported to the Director General			

Student OMBUDSMAN REPORT

During the 2014-2015 school year, the Student Ombudsman, Donatien Grenier, received no complaint referrals and no complaint referrals concerning acts of bullying or violence.



Donatien Grenier
Student Ombudsman





BELIEVE
ACHIEVE
SUCCEED



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