

# ANNUAL REPORT > 2016 2017



**EASTERN SHORES  
SCHOOL BOARD**

# Who ARE WE?

MAP OF TERRITORY

## Legend

- Elementary
- Secondary
- Elementary & Secondary
- Adult Education

FERMONT

## SCHOOL BOARD BUDGET

**\$26,089,554**  
MILLION

QUEEN ELIZABETH  
NORTHERN LIGHTS Adult Ed.  
FLEMMING

RIVERVIEW

BAIE COMEAU

MÉTIS BEACH

WAKEHAM Adult Ed.

GASPÉ Poly. GASPÉ Elem.

BELLE ANSE

EVERGREEN

SHIGAWAKE PORT-DANIEL ST-PATRICK

ESCUMINAC

NEW RICHMOND

NEW CARLISLE

LISTUGUJ Adult Ed.

GROSSE ISLE Adult Ed.  
GROSSE ISLE

STUDENT ENROLMENT		1336
Pre-School		196
Elementary		550
Secondary		386
<b>Youth Sub-total</b>		<b>1132</b>
Adult Education	Academic	111
	Vocational	93
<b>Adult Education Sub-total</b>		<b>204</b>
SCHOOLS		
Primary Schools		6
Secondary Schools		3
Both Primary and Secondary		7
<b>Sub-total schools</b>		<b>16</b>
Academic and Vocational Centers		6

# LIST OF *Commissioners*

2016-2017  
SCHOOL YEAR



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

# Director General's MESSAGE



## Here is a recap of important events that occurred in 2016-17.

At the governance level, Cindy Carney and Peter Kerr are new Parent Commissioners. Our parent commissioners (4) now have the right to vote at meetings of the Council. At the administrative level, Sandy Astles Belanger was engaged as Complementary Services Coordinator replacing Sheila Gedeon. Carla Shaw was engaged as principal of Gaspé Polyvalent. Crystal Aubie was named principal of Escuminac Intermediate School, replacing Nelson Roussy (who retired). Richard Jalbert, acting principal of Gaspé Polyvalent, was promoted to ESSB Adult Education Coordinator, replacing Mr. Kenny Ward (who retired). Mr. Jalbert continued to look after the Wakeham Adult Education Center in addition to his new Board level duties. Reliable stalwarts of the Payroll Department, Pat Harris and Ruth MacWhirter, also took their retirement. Kenny Imhoff and Julie Haggerty are their able replacements. Nelson, Kenny Ward, Pat and Ruth had stellar, long-term careers with our school board and all four will be missed very much.

School buildings were amongst our greatest challenges. Over the summer of 2017, renovations to New Richmond High School responded to needs for additional classroom space. The parking lot of NRHS was expanded and an outdoor storage shed was provided. The Ministry of Education's approval of a \$12 million project meant Metis Beach School will soon have a state-of-the-art building that will be the envy of the province. This is the

largest and most expensive construction for ESSB in the last 40 plus years. It necessitated the entire relocation of students and staff to nearby Ste. Jeanne D'Arc, an unused school building belonging to our good neighbor, CS des Phares. The plan is to restrict this move to a two-year maximum and have everyone back in Metis Beach School for 2018-19. Presently, construction is on schedule. Finally, in the late spring, to cap off an exceptional buildings year, the Ministry provided Shigawake-Port Daniel with a \$3 million gymnasium. Mr. Trevor Renouf, our Buildings Superintendent, deserves full credit for his exceptional work on these three important dossiers.

Best of all, Eastern Shores School Board continued its streak of student graduation rates, and remains consistently amongst the top 20% of school boards across the province. It was not that long ago (seven years) that ESSB was at the bottom of the pack. Great things happen when there are many people who can take a bow for their share in this academic success story. The list includes our supportive parents, our dedicated staff, our involved commissioners, and last but certainly not least, our hard-working students. Special thanks to our Chairperson, Wade Gifford, for his patience, wisdom and kindness. Wade is a pleasure to work with. I would be remiss if I did not display great respect and deep affection for the ESSB staff, who day in, day out, always work way beyond the call of duty, with only one goal in mind – the continued success of our students!

Howard Miller  
Director General

## MESSAGE FROM THE *Chairperson*



In 2016-17, Eastern  
Shores School Board

finished, once again, in the top tier for academic performance in Quebec public school boards.

Congratulations are extended to our students for their efforts and performance. This could not happen without strong parental support and professional assistance from our team of educators. With the financial assistance of the Ministry and the diligent preparation of our Buildings staff, we have managed to effect the following major renovations in 2016-17. Metis Beach School is receiving a multi-million dollar face-lift. We are planning for a fall 2018 official opening. The Ministry has also accorded a new gymnasium for Shigawake-Port Daniel School with a "ground-breaking" ceremony scheduled for the spring of 2018.

I would like to take this opportunity to thank all commissioners for their continued support and dedication as we work to provide all our Youth and Adult students with the best academic and vocational training possible.

Thanks as well to the Director General and all staff at ESSB for helping to make our interventions in education a positive, enriching, and pleasant experience.

A handwritten signature in black ink that reads "Wade Gifford". The signature is written in a cursive style.

Wade Gifford  
Chairperson

*Messages from*

**SCHOOLS**

*and*

**ADULT  
EDUCATION  
CENTERS**



## **BAIE COMEAU** *HIGH SCHOOL*

2016-2017 was a year filled with student success, engagement and scores of activities involving parents, community and school. BCHS took advantage of its resources to offer a wide variety of programs and activities. By referring consistently to our MESA, we were able to fund curricular and extra-curricular initiatives such as coaching, tutoring, professional development, classroom resources (in particular, the building of our classroom libraries), and release time for staff (for planning, professional development, and preparation of student IEPs). Our Community Learning Centre (CLC) and Home & School Association enabled us to fund programs and coordinate Busy Bodies, Breakfast for Learning, fieldtrips, fund-raising, sports programs, as well as a host of other student activities.

There were a number of highlights. We took great pride in sustaining our 100% Secondary V graduation rate. We implemented a "Response To Intervention" (RTI) approach at the Cycle 1 level and enhanced our implementation of Google Classroom. A "Reading Wall" mural was painted in our "Green Area".



## **BELLE ANSE** *SCHOOL*

At Belle Anse, we are a little family. We provided innovative opportunities for students to explore science through the purchase of mini microscopes and coding robots. Teachers continued to use the successful AIM program in FSL and our end-of-year DRA results indicate 83% of our students are reading at level.

Students continue to improve their physical health and enjoy nature in the process. We traditionally embrace winter sports at BAS and now have purchased cross country skis and snowshoes for almost everyone. We embarked on a jogging program that gave students the chance to practice nearby with our ocean and beaches as the backdrop. We then participated in the ESSB sponsored cross-country running event and a 5K run for World Ocean's Day. From these events, we demonstrated persistence, sportsmanship, an awareness of our physical capabilities, and, most especially, the need to protect our environment. We are proud of the developing confidence and positive attitudes of our students, all who have adopted the growth mindset philosophy!



## ESCUMINAC INTERMEDIATE SCHOOL

We saw an increase in our student enrolment this year. However, despite this increase, multi-level classrooms continue to be the norm. Our size allows for us to provide a 1 to 1

ratio for technology per student in the elementary and secondary as well as the opportunity to provide quality instructional practices in core subject areas.

Our students benefit from sporting, cultural and community events as well as regular noon hour clubs, swimming lessons and a variety of awareness campaigns.

Our teachers continue to develop their professional practice by participating in workshops, training sessions and conferences. These efforts, along with student perseverance, are why we have made positive strides in achieving our MESA goals.

We will continue to offer our students a wide variety of experiences to help them grow as citizens and we will continue to work with our families and community partners to build a strong network so that all our students can experience success.



## EVERGREEN HIGH SCHOOL [CHANDLER]

Evergreen is a small English school situated within a larger Francophone community. Twenty-one students from Secondary I to Secondary V were enrolled. Organizing activities and making sure that our students feel like they belong is always a challenge. However, this year our sense of belonging deepened, and most of our students participated in the school board's sporting events. We even hosted Cross Country Running! Many guest speakers visited and offered extra help during and after school hours. Transportation was available every Tuesday to ensure that every child could stay for remediation. Our Secondary V students worked hard all year to organize an exciting trip to New York City, which also provided an opportunity to speak English outside of school. "Let's talk Science", a group of Scientists from Concordia, visited and gave our students an opportunity to explore Science from a different point of view. Despite our small size, we are very proud of our school. Student success is our number one priority.

## FERMONT SCHOOL

The 2016-2017 school year was very successful at Fermont School. We started to implement Response to Intervention, focusing on literary and numeracy, and our end-of-year data revealed impressive results. We had a 100% success rate on our end of Cycle III math and language arts exam results, as well as our Cycle III French second language board common exam results. The students participated in two concerts, skiing, winter carnival events, lunch clubs, wellness activities, and our homework program. In our Tell Them from Me surveys, 100% of our students reported being interested and motivated in learning, and 100% of our students also reported they tried hard to succeed. One of our goals for the 2017-2018 school year is to improve upon our Response to Intervention (RTI) implementation to further help individualize targeted support and increase the chances for students' success. We are a very small elementary school but we have a lot of school spirit!



## FLEMMING ELEMENTARY SCHOOL [SEPTILES]

With a growing enrollment, Flemming continues to prioritize learning for all, regardless of ability. At Flemming, we encourage parent participation in our school life. We take pride in bringing community partners into our school and getting our students out into the community through our CLC (Community Learning Centre).

At Flemming, we are proud to provide an environment of inclusive learning in all of our classrooms. We strive for achievement both academically and socially. We are proud to promote a no-nonsense approach to bullying and the promotion of kindness towards one another.

At Flemming, we offer our students an environment where they feel safe, supported and free to be themselves. We are a "Flemming Family", where everyone is someone and where each student, their family, and our staff are all important members of our school community.



## **GASPÉ ELEMENTARY SCHOOL**

At GES, we believe that a healthy body leads to a healthy mind. This year, with community partner CEGEP de la Gaspésie Adventure

Tourism program, our staff benefitted from training on how educators can accomplish traditional learning outcomes by embracing outdoor education. Through our CLC, GES applied for and was awarded a \$1000 grant to create outdoor classroom bins. In May, our school celebrated National Outdoor Classroom Day. All students received each of their lessons for that day outdoors. We also used our partnership with the CEGEP Tourism program to offer an afterschool Outdoor Adventure Club. Cycle 3 students learned outdoor skills such as shelter building, knot tying, track identification, and orienteering. Cycle 2 students took a leadership role in worm composting and creating school gardening boxes to grow both flowering plants and vegetables. All students were involved in the planning process as well as planting and watching the seedlings grow. Students were engaged, improved their environmental awareness all-the-while maintaining academic success!



## **GASPÉ POLYVALENT HIGH SCHOOL**

We have an enrolment of 67. All eleven Secondary V students graduated with high school leaving certificates.

As a Tri-School Community Learning Center (Gaspé Poly, Gaspé Elementary and Belle Anse), we provide a link between our community partners and school activities. Examples: Our students act as "ambassadors" and host cruise ship tourists, dressed as historical characters. Vision Gaspé-Percé Now hosted a career fair at our school. Carrefour Jeunesse Emploi works with our students and teachers in Entrepreneurship and Work Oriented Training Path projects. We were particularly proud of our participation in the Grand Defi Building My Region, an entrepreneurial contest for all Francophone and Anglophone schools in our region. Our students are active fundraisers for local charitable causes. In particular, our Secondary V students organized a large community picnic.

We participated in almost all of the sporting events and tournaments sponsored by our school board across our vast territory. We are also a member of the RSEC (regional) basketball league.



## GROSSE ILE SCHOOL

GIS is a vibrant, stimulating environment that has cultivated a genuine community spirit. Situated in the small fishing community of the

Magdalen Islands, the staff of GIS instills in our students a sense of citizenship as well as a desire for learning.

Our students participate in many community-based activities throughout the year. These include: fundraising for the cancer society (Terry Fox Run); the Heart and Stroke Foundation (Jump Rope for Heart); collecting food, door-to-door, at Christmas for the local food bank. Students also raise money for Operation Enfant Soleil, to cover costs for sick children on the Islands.

To offset the challenge of multi-grade classes, we have implemented a one-to-one ratio for technology in the high school. We create more learners that are independent by using a blended learning approach. Advanced students follow classes online with LEARN in mathematics and the sciences.

GIS continues to offer an array of extra-curricular activities despite our dwindling population. TTFM Survey data reveals an overall positive impact.



## METIS BEACH SCHOOL

2016-17 was an interesting year for our school, with the temporary move to Sainte Jeanne D'Arc while renovation is being conducted on our school building in Metis-sur-Mer. We continued our 100% graduation rate streak thanks to our engaging programs focusing on Literacy, Numeracy, Snack and Sports combined with technology, Project Based Learning and a very involved community. Highlights of the year included our annual 3-day bicycle tour, Secondary Volleyball Team competition, Science Fair, Remembrance Day, End-of-Year Trips, Public Speaking, special guests' visits and Skype sessions with authors, TED Talk speakers, the Lieutenant-Governor of Québec and a Tibetan Lama Monk who ran meditation workshops. Staff benefitted from many professional development opportunities and the purchase of new resources with financial support from our community partners and MEES Special Measures. Our Anti-Violence Committee organized a Colour Run with input from our Student Parliament. A special thanks to all the students, parents, partners, volunteers, staff, and the community of SJD whose cooperation and support was invaluable to our successes.



## NEW CARLISLE HIGH SCHOOL

This school year saw many interesting events and happenings taking place over and above the regular curriculum.

A dedicated volunteer organized a breakfast and hot-lunch program for our students. Our Work Orientation Training Path (WOTP) students provided much assistance. Grades 1 and 2 adopted an 8 year-old Ethiopian girl and collected money weekly to send to the Save the Children Foundation in order to help continue her education. As part of our New Approaches, New Solutions (NANS) program, students were offered nutritional information, weight and fitness training as well as a successful Sync & Swim program that combined homework help with swimming on a weekly basis. Skating, snowshoeing and sliding were also part of our regular routine during the winter. A music program and crafts were also available to students after school with transportation provided.

Our very dedicated staff helped with the arrangements of a very successful Prom Night, with a "Bon Voyage" theme, for our twenty graduating Secondary V students.



## NEW RICHMOND HIGH SCHOOL

We continue our Cultural Proficiency shift to improve student engagement and school climate with the three pillars for success: Relationships, Content relevancy, and student-centered Pedagogy.

Staff training included "Attachment and Trauma Based Intervention in School" workshop, helping us to understand the impact of trauma on readiness for learning, and how we can be more proactive and helpful in strengthening relationships with students.

Students participated in a series of workshops to improve their understanding about the impact of domestic and school violence, dealing with stress, peer pressure - all with the goal of helping students develop life skills to foster positive self-esteem, and improve upon their capacity to make healthy choices.

Approximately 60% of our students are Mi'gmaq. We worked on how they could better see themselves in the curriculum, while simultaneously developing an understanding amongst all students and staff towards a greater worldview. Together, staff and community will continue to work hand in hand to improve overall student engagement and foster greater success.



**QUEEN ELIZABETH  
HIGH SCHOOL**  
[SEPT ILES]

Our MESA and NANS initiatives focused on practises that address needs of “students at risk” and help achieve better results in ELA, Math, and French. We introduced Response to Intervention (RTI) as our newest strategy. All sixteen students in Cycle 2 Year 3 were successful in attaining a DES in June 2017!

Our students played a vital role in combatting “bullying” in our school by organizing-participating in various Anti-Bullying & Anti-Violence activities. For a third year, our students benefitted from a “twinning agreement” with IESI, a local private French Secondary school, which enabled QEHS students to participate in a Sports Etudes programme. With support from our NSCA partner, we were once again able to organize a successful Career Day.

Annual highlight: a weeklong activity in February with a professional artist creating a mural that reflects the diverse make-up and interdependence of our student population (Anglophone, Francophone and First Nations) with Nature. Every student in our school participated in the creation of the mural.



**RIVERVIEW  
SCHOOL**  
[PORT CARTIER]

Mission Statement: "At Riverview I am part of a school team where I can learn with enthusiasm in a happy and healthy English environment. My school helps me to have a love of learning. I am respected as an individual. I am responsible for and proud of my behavior and success."

We had 39 students from Pre-K to Secondary 2. They enjoyed success in all subjects. Riverview's multi-grade classrooms enable students to learn at their own developmental levels while immersed in a language-rich environment. Our community helps us to create a healthy and safe school climate. Our teachers participate in a Professional Learning Community constantly seeking to improve pedagogical practices. Riverview actively encourages parent participation in student life. We do Student-Led Conferences at all levels and hold community gatherings.

We participated in the Regional Science Fair organized by the Conseil Scientific Nord-Côtier. We participated in sports events with other schools in our community. We raised money for Terry Fox Walk for the 36th consecutive year.



## SHIGAWAKE- PORT DANIEL SCHOOL

School began with exciting news that we would be starting an all-day Pre-Kindergarten! Our focus on "the whole student" continued as we

offered the following programs: breakfast/snack, milk, homework, mentoring for Cycle III-2, and Roots of Empathy. We also offered extra-curricular dance, swimming, skating, kickboxing, and art lessons. Our students met expectations on end-of-year baseline and ministerial examinations. We continued to focus on the needs of our "star students." Special mention goes out, once again, to our Home & School Association for their continued devotion to our students.

In June, grades 4, 5 & 6 visited Quebec City for a packed itinerary of enjoyable learning activities; the guided tour of the parliament building was a definite highlight. The school year ended on a wonderful high note when it was announced that we would be receiving a multi-million-dollar project to build a brand new gymnasium onto SPDS! We would like to express our sincere appreciation to the Ministère de l'Éducation et de l'Enseignement Supérieur for their support!



## ST. PATRICK'S ELEMENTARY SCHOOL [CHANDLER]

It was an exciting school year at St-Patrick's Elementary. We are a small school with forty-two students enrolled from pre-kindergarten to grade six. A majority of our students

are Francophone; therefore, they have the opportunity to learn English and become bilingual. During the school year, we organized a variety of activities such as swimming, skating, badminton, and we participated in many of the school board's sporting events. We organized an anti-bullying walk and we were proud to wear our pink shirts. We organized an educational/fun trip to Quebec City where our students visited the National Assembly. Many financial measures were available for our school, such that we were able to hire extra help for our students, and this has resulted in great student success as demonstrated by DRA results. Seven students were successful in achieving the grade six requirements and are moving on to Evergreen High School. We are extremely proud of our students and their successes!



## **ANCHOR** *ADULT AND VOCATIONAL EDUCATION CENTER*

Vocational: We offered the Home Care program for the first time in many years. We graduated six students, five whom are now working in the field. We had four graduates in the Accounting program, which will end in November 2017. The Carpentry program

was offered in collaboration with New Frontiers School Board in order to respond to a particular need of the Gesgapegiag community. In December 2016, six members of this community joined the program and will be completing their training in the 2017-2018 school year, along with 4 non-native students.

In collaboration with Emploi-Québec, we offered a 510-hour French Immersion program to eight students. This program included stages in the community, workshops with a psychologist, and visits to different local touristic sites.

We also continue our highly valued PIVC (life skills) program (14 students).

Our center continues to receive younger students in both vocational and academic programs. We therefore have redoubled our efforts to strengthen the relationship between our center and our local high schools.



## **GROSSE ILE** *ADULT EDUCATION CENTER*

We 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 Marine Emergency Duties with respect to basic safety (MED A1), Restricted Operator Certificate marine commercial (ROC-MC) and marine basic first aid training, for fishermen.

The Centre was also successful in collaborating with Group Collegia to provide a bilingual customer service program that ran from October to December 2016. We had 13 students, 7 French and 6 English, working together to improve their oral language proficiency such that they would be capable of integrating into the local labor market.

In addition, we had 2 students registered in academic upgrading. For 2017-2018, we will continue to work with Emploi-Quebec and Transport Canada to offer fishing courses to the local population and continue our mission of meeting the diverse needs of the local population.



**LISTIGUJ/  
ESCUMINAC**  
*ADULT EDUCATION  
CENTER*

As of September 12, 2016, the Listiguj-Escuminac Adult Education Center had 24 LPN (Licensed Practical Nurse) students, 18 of whom had completed

Year 1 of the program. There were also 18 Secretarial students, 10 of whom had completed Year 1 of the program. On November 28, 2016, there were 10 students registered in Starting a Small Business, 5 who have since completed the program.

As of October 2016, there were 7 students registered for Academic upgrading, 5 of whom completed the school year. There were no high school graduations, from the Listiguj/Escuminac Center for the 2016-17 school year. One of ESSB Teacher Attendants successfully wrote the SSET (Secondary Studies Equivalence Test).



**NORTHERN  
LIGHTS**  
*VOCATIONAL AND  
ADULT EDUCATION  
CENTER*

The 2016-2017 school year was very successful. We have maintained our student attendance and student retention. We finished our school year with 13 students. We started our Pilot Project – School Success and School Orientation for aboriginal adult students. This pilot project is done in collaboration with the MEES and the Société du Plan Nord. We took part in a visit at the Old Trading Post of Sept-Iles and in the Sky Day at Gallix. We are proud to announce that we have two graduates this year: Ms Wanita Guanish and Ms Sylvanne Einish-St-Onge. Congratulations to both of you! Keep reaching for the stars, as you are both a source of inspiration and an example of perseverance!

## WAKEHAM ADULT AND VOCATIONAL EDUCATION CENTER



PROGRAM	Students	Starting Date	Ending Date	Graduating May 2017	
Academic Upgrading/ GDT/ Equivalency/ Literacy	17	Sept. 2016	May 2017	3	
Accounting On-line	12	Sept. 2016	May 2017	3	
Accounting	7	Sept. 2016	May 2017		
Home Care Assistance/ Assistance in Health Care Facilities	1 <sup>st</sup> Group	7	Oct. 2016	May 2017	7
	2 <sup>nd</sup> Group	5	Feb. 2017	Ongoing	
Trucking (entente)	10	Nov. 2016	April 2017	10	
RAC (Secretarial)	2	Sept. 2016	Ongoing		

Our promotional activities included ads in local newspapers, banner on Go-Gaspe website, pamphlets and prospectus distributed to schools, malls, and private businesses. We had 17 partners helping to promote the value of our center by actively supporting student training and activities. Student activities included Adult Learners' Week with a visit to the cinema, CASA and Centre Jeunesse Emploi sponsored motivational speeches, truck driving tour and simulator, our annual Christmas dinner, year-end bowling and meal.



## SARCA [SERVICES D'ACCUEIL, DE RÉFÉRENCE, DE CONSEIL ET D'ACCOMPAGNEMENT]

The ESSB SARCA team was in place for the entire school year and we had agents in each of the five Adult Education Centers to meet the needs of the population. The SARCA focus was directed to pairing our clients' interests, capabilities and desires with an appropriate program of study. We concentrated our efforts, during the 2016-2017 school year, on broadening the reach of our marketing and personalizing the advertising to include images of our facilities, staff and students. The clients' individual needs remain at the core of the service as our agents provide one-on-one continued support in order to better assist clients as they transition from students to graduates in the field of their choosing. SARCA helps to ensure that everyone's goals are within reach.

## A REVIEW OF THE GENERAL CONTEXT

Although the Partnership Agreement 2011-2016 has not been signed by MEES 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 2015-2016.

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.

### MEES 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 MEES 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) MEES Goal #1

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

MEES - GOAL 1		BASELINE		TARGET	RESULTS	
OBJECTIVE STATEMENTS		2010	2011	2016	2016	2017
1.1a	To increase the success rate of students who receive qualifications and certification	50.0%		72.0%	*NA	
1.2a	To increase the success rate in Elementary Cycle 3 MEES Compulsory Math Exam		58.7%	70.0%		73.1%
1.3a	To increase the success rate in Secondary 4 Math, CST Uses Math Reasoning 563-420 MEES Uniform Exam		25.0%	70.0%		40.7%
1.4b	To decrease the number of students leaving high school without qualification or certification	40		30	*NA	

\* MEES : PORTRAIT DES STATISTIQUES MINISTÉRIELLES - Tableau 1 & 2 - Not published for 2016

\*\* Internal School Board Results on Compulsory Exams - July 2017

\*\*\* Report from Charlemagne - Produire le fichier des stats. Résultats d'épreuve - July 2017

#### ANALYSIS: (CHART 1.0)

##### Level of accomplishment

An analysis of the above results indicates:

- Our success rate for the elementary cycle 3 MEES Compulsory math exam increased from 52.3% June 2014 to 73.1% June 2017, exceeding the target by 3.1%.
- Our success rate on the Sec 4 CST math exam (563-420) decreased from 52.5% in June 2014 to 40.7% in June 2017.

# MEES 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 MEES objective of improving language competencies. While MEES 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 MEES Goal #2

MEES - GOAL 2		BASELINE	TARGET	RESULTS
OBJECTIVE STATEMENTS		JUN-11	JUN-16	JUN-17
2.1	To increase the success rate in secondary 5 FSL 530 Production competency	79.2%	88.0%	93.2%
2.2	To increase the success rate in secondary 5 FSL MEES Uniform Exam 520 Reading competency	44.4%	65.0%	71.2%
2.3	To increase the success rate in secondary 5 FSL global result	83.3%	95.0%	90.0%
2.4	To increase the success rate in elementary end of cycle III ELA MEES compulsory exam	75.2%	95.0%	85.7%
2.5	To increase the global success rate in secondary III ELA common exam	83.9%	90.0%	-

\* Report from Charlemagne - *Produire le fichier des stats. résultats d'épreuve* - July 2016

\*\* *Internal School Board Results on Compulsory Exams* - July 2016

## 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 93.2% in June 2017.
- In FSL secondary V reading, we have reached our target of 65.0% success. Our June 2017 results indicate a 6.1% increase from our June 2016 target.
- In FSL secondary V 634504 global subject result, we have increased our success rate of 83.3% in June 2011 to 90.0% in June 2017.
- In ELA elementary end of cycle, we increased our success rate of 75.2% in June 2011 to 85.7% in June 2017.
- 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.



## MEES 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 June 2017 may be difficult to obtain given our small enrollment. We will modify this goal to include percentages as well.

**CHART 3.0** MEES Goal #3

MEES - GOAL 3		BASELINE	TARGET	RESULTS
OBJECTIVE STATEMENTS		JUN-11	JUN-16	JUN-17
1.1	To increase the number of students with IEPs who receive certification or qualification	13	24	27
	Total IEP Students in 7 year cohort	56		40
		23.2%	60.0%	68%

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 special needs students. There was an increase of 14 IEP students receiving certificate or qualification from June 2011 to June 2017. Of the 27 students, 13 graduated with a high school diploma and 14 with a Work Oriented Pathway certification.

## MEES 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: MEES 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** MEES Goal #4

MEES - GOAL 4		BASELINE	TARGET	RESULTS
OBJECTIVE STATEMENTS		2011	2016	2016
1.1	To reduce the number of violent and bullying incidents leading to suspensions	*45	40	18

\* Tally of the suspension letters related to violent and bullying incidents as reported by the schools for 2016-2017.

### ANALYSIS: (CHART 4.1)

#### Level of accomplishment

An analysis of the above results indicates:

- ESSB decreased the number of violent and bullying incidents leading to suspension in schools by 27 incidents from 2011 to 2017.

Believe  
Achieve  
Succeed

# MEES 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** MEES Goal #5

MEES - GOAL 5		BASELINE	TARGET	RESULTS
OBJECTIVE STATEMENTS		JUN-10	JUN-15	JUN-16
1.1	To increase the number of new registrants under 20 years of age in vocational programs	10	15	*NA

MEES : *Portrait des statistiques ministérielles* - Tableau 7 - Not published for 2017



# 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 16 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 MEES 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 two (face-to-face) and eight (on-line) meetings of ESSB Management Committee is on data-driven results.

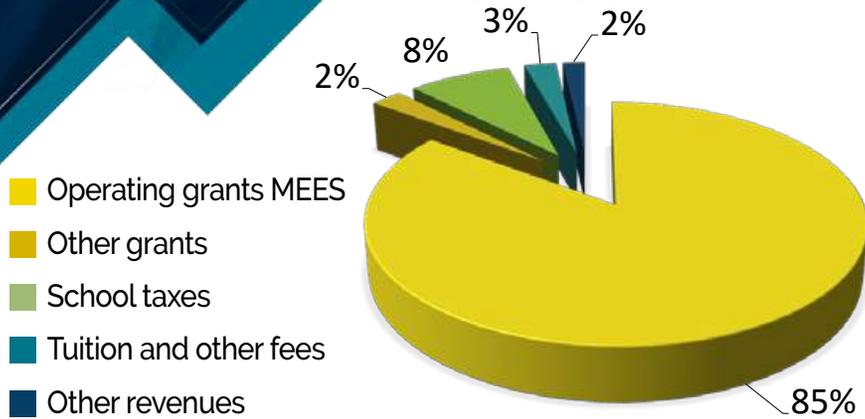
## SECTION 3: LES BONS COUPS ET LES DIFFICULTÉS RENCONTRÉES

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.

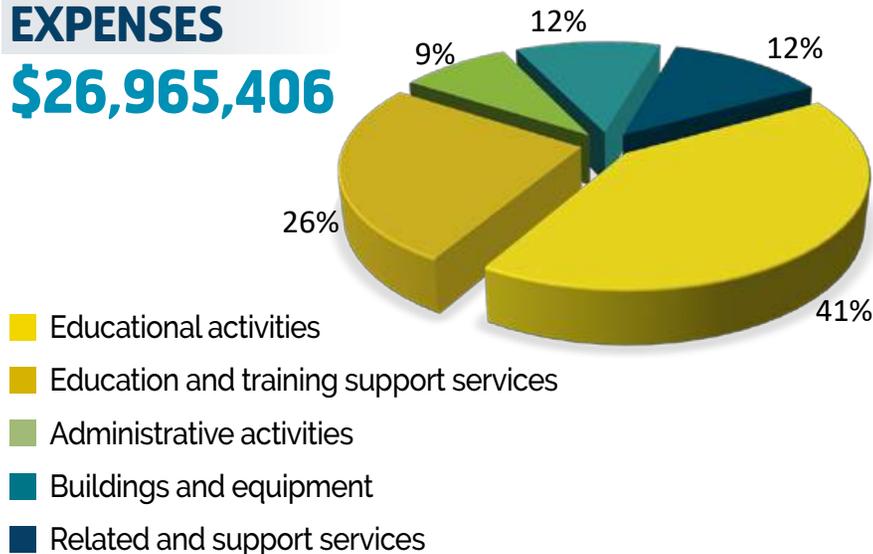
Our principal challenge was that data came in all shapes and sizes, both regionally and provincially, and lacked consistency in both look and location. Accessibility of data, relative to the time frames for completion of the PA task, arrived in different moments, hence creating constant revisions of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

# Financial PORTRAIT 2016-2017

## REVENUES \$27,783,517



## EXPENSES \$26,965,406



## STATEMENT OF OPERATIONS

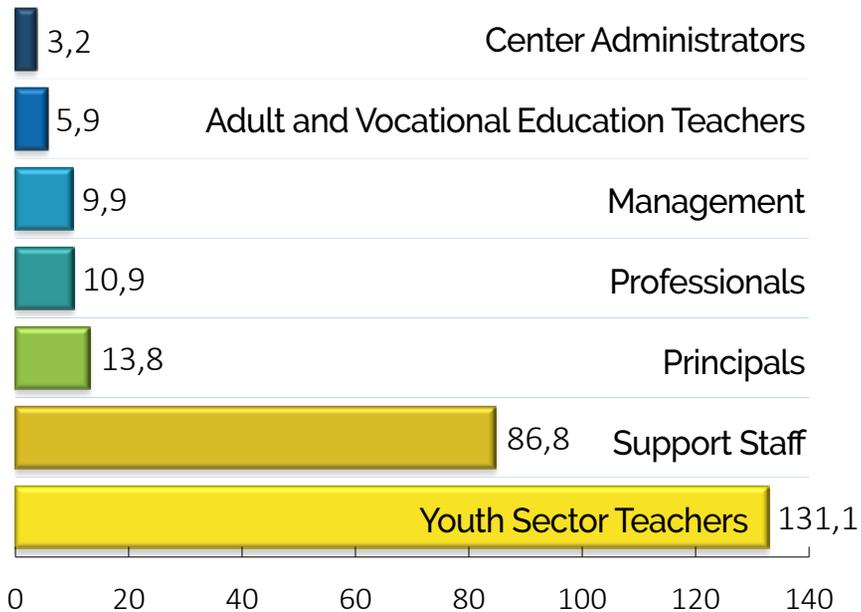
	2016-2017	2015-2016
<b>REVENUES</b>		
Operating grant MEEs	23 666 762	22 156 073
Other grants & contributions	684 945	599 690
School taxes	2 248 324	2 196 811
Tuition and course related fees	701 295	653 447
Sales of goods & services	215 368	203 263
Other revenues	249 430	262 867
Depreciation of deferred contributions - Capital assets	17 393	17 393
<b>TOTAL REVENUES</b>	<b>27 783 517</b>	<b>26 089 544</b>

	2016-2017	2015-2016
<b>EXPENSES</b>		
Education and training	11 208 676	11 074 383
Education and training support services	6 904 859	6 173 021
Related services	2 260 889	2 070 351
Administrative activities	2 352 127	2 188 625
Activities related to buildings & equipment	3 138 947	2 902 884
Complementary Activities	1 004 824	1 298 736
Variation of prov. Employee benefits	110 473	( 4 106)
Gain of disposal of capital assets	( 15 388)	( 97)
<b>TOTAL EXPENSES</b>	<b>26 965 406</b>	<b>25 703 797</b>
<b>SURPLUS OF THE YEAR</b>	<b>818 111</b>	<b>385 747</b>

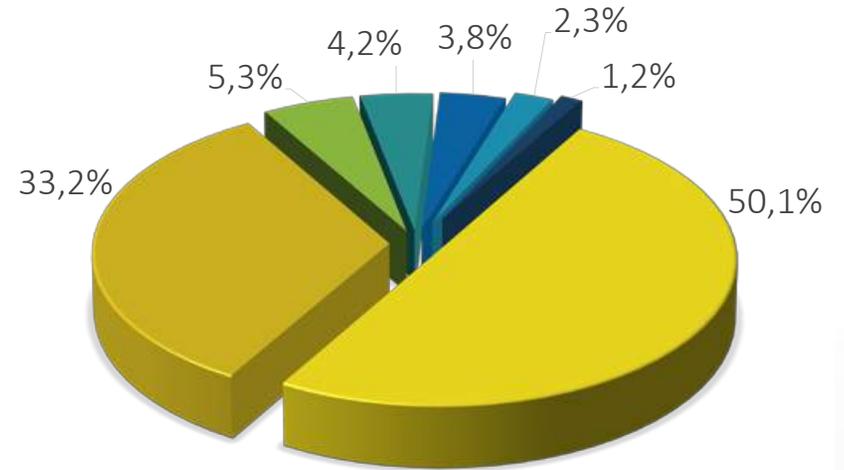
# Human Resources REPORT

During the 2016 – 2017 year, Eastern Shores School Board had the equivalent of 261.7 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

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 April 1, 2016 to March 31, 2017.

## NUMBER OF HOURS PAID BY EMPLOYMENT CATEGORY

APRIL 2016 - MARCH 2017	Number of Employees	Hours Worked	Overtime Hours	Total hours paid	Ministerial Target (Jan.-Dec. 2014)	Difference	Explanations	Corrective Measures
Management	31	48,625.26	0.00	48,625.26	52,184.02	-3,558.76	N/A	N/A
Professional Staff	17	18,282.97	0.00	18,282.97	17,409.78	873.19	Additional engagements through Measures	N/A
Teachers	351	224,951.82	186.10	225,137.92	224,193.56	944.36	Additional engagements through Measures	N/A
Office and Special Education Support Staff	207	120,883.46	67.33	120,950.79	110,196.83	10,753.96	Increase in direct interventions with special needs students. There were 17 new students requiring services in the 2016 – 2017 school year. There were also additional engagements through the measures.	N/A
Bus Drivers and Maintenance Staff	64	39,373.44	-0.80	39,372.64	40,198.21	-825.57	N/A	N/A
<b>Total</b>	670	452,116.95	252.63	452,369.58	444,182.40	8,187.18	—	—

## 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

	Contracts entered into with companies other than a natural person	Contracts entered into with a natural person	Total Contracts
Number of contracts	5	4	9
Value of contracts	178,215.52\$	186,550.00\$	364,765.52\$

## ELEMENTARY & SECONDARY SCHOOLS

## ADULT ACADEMIC & VOCATIONAL CENTERS

**BAIE-COMEAU HIGH** ·  
*Baie-Comeau*  
Principal: Stephen Kohner  
Tel: 418-296-2832

**BELLE ANSE ELEMENTARY** ·  
*Barachois*  
Principal: Beryl Boyle  
Tel: 418-645-2236

**ESCUMINAC INTERMEDIATE** ·  
*Escuminac*  
Principal: Crystal Aubie  
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: Vicky Robertson  
Tel: 418-962-2166

**GASPÉ ELEMENTARY** · *Gaspé*  
Principal: Beryl Boyle  
Tel: 418-368-2259

**GASPÉ POLYVALENT** · *Gaspé*  
Principal: Carla Shaw  
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: Dave Douesnard  
Tel: 418-752-3316

**NEW RICHMOND HIGH** ·  
*New Richmond*  
Principal: Mike Isaac  
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

**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

**LISTUGUJ / ESCUMINAC** ·  
*Pointe-à-la-Croix*  
Administrator: Owen Mailloux  
Tel: 418-788-5668  
Toll-Free: 1-866-988-5668

**NORTHERN LIGHTS** · *Sept-Iles*  
Administrator: Chantal Pitt  
Tel: 418-968-8412  
Toll-Free: 1-866-968-8412

**GROSSE-ISLE** · *Grosse-Isle*  
Administrator: Hugh Wood  
Tel: 418-985-2885



# STRATEGIC PLAN 2011-2016



## GOAL 1

**To increase the success rate of students receiving qualification or certification before the age of 20**

OBJECTIVES	STRATEGIES	IMPLEMENTED		
		YES	PARTIALLY	NOT
To increase the success rate of students who receive qualification or certification	<i>Track success results to support schools in establishing individual school and subject 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, developmental phases of math and differentiation strategies.</i>	■		
	<i>Implement cycle specific Professional Learning Communities (PLCs) and use to establish and support a board-wide curriculum map.</i>		■	
To increase the success rate in secondary 4 math CST 420 – uses math reasoning competency	<i>Conduct annual year-end transition meetings between elementary math teachers from feeder schools and secondary math teachers from receiving schools to exchange information and establish priorities.</i>		■	
	<i>Monitor and support school specific measures (such as after-school tutoring sessions, use of SOS LEARN, and summer school programs) to increase success for secondary 4 math students.</i>	■		
	<i>Organize and provide PD specific to secondary 4 CST math with a focus on the Progression of Learning and Evaluation (assessment for learning) strategies.</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 the follow-up measures taken (i.e. meetings with Adult Ed or SARCA, and families).</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 for improving teacher ICT usage</i>		■	
	<i>Install, support and facilitate the use of connective technologies (VCN, Adobe Connect, Skype)</i>		■	

## GOAL 2 *To Improve in FSL and ELA*

OBJECTIVES	STRATEGIES	IMPLEMENTED		
		YES	PARTIALLY	NOT
To increase the success rates in the secondary 5 FSL – • 520 Reads competency • 530 Production competency • Global Result	<i>Provide training to FSL teachers to acquire most effective reading instructional strategies in the French classroom.</i>	■		
	<i>Establish an FSL Professional Learning Community online (SAKAI portal on LEARN).</i>	■		
To increase the success rate in elementary end of cycle III ELA compulsory exam.	<i>Establish a lead ELA teacher in each school to mentor other classroom teachers in balanced literacy approaches.</i>			■
To increase the global success rate in the secondary 3 ELA common exam	<i>Increase teacher opportunity to participate in regional marking centers to reinforce evaluation as a learning tool at key end of cycle years.</i>	■		
	<i>Provide PD induction to new teachers in ELA philosophy and practices, with follow-up visits to ensure PD continuity.</i>	■		

## GOAL 3 *Improved levels of retention in school and academic success among certain target groups, especially handicapped students or students with learning or adjustment difficulties*

OBJECTIVES	STRATEGIES	IMPLEMENTED		
		YES	PARTIALLY	NOT
To increase the number and/or percentage of students who receive qualification or certification, among those students with an IEP.	<i>Establish an ESSB transition committee which will provide guidelines to schools for transition meetings.</i>	■		
	<i>Establishment of board-wide guidelines for the identification and support of WOTP students.</i>	■		
	<i>Provide teachers with training sessions that reinforce strategies for differentiated instruction and different styles of learning (including "digital natives").</i>	■		

## GOAL 4 *Improvement in health and safety in school environment*

OBJECTIVES	STRATEGIES	IMPLEMENTED		
		YES	PARTIALLY	NOT
To reduce the number of violent and bullying incidence leading to suspensions	<i>Review Codes of Conduct for all schools and centers.</i>	■		
	<i>Establish and implement Anti-Bullying Action Plans in all schools.</i>	■		
	<i>Establish and implement emergency response teams, along with crisis procedures in conformity with board policy.</i>	■		
	<i>Supply all schools with the training and purchase materials for implementation of a Social Competency Program.</i>		■	

## GOAL 5

### To increase the number of students under the age of 20 receiving a certification in Vocational Training

OBJECTIVES	STRATEGIES	IMPLEMENTED		
		YES	PARTIALLY	NOT
To increase the number of new registrants under the age of 20 in vocational programs	Establish close partnerships between adult education centers and youth sector schools	■		
	Improve sharing of transportation, lab and gym facilities		■	
	Promote the SARCA initiative	■		

## GOAL 6

### To enhance community loyalty by building a youthful leadership base, and by providing opportunities for our youth to engage in community volunteering.

OBJECTIVES	STRATEGIES	IMPLEMENTED		
		YES	PARTIALLY	NOT
Establish a nutritional breakfast and/or snack programs (Food for Thought) in all schools and centers, where possible.	To promote and provide material support for schools in their application and operation of breakfast programs (Petits Déjeuners of Quebec, Breakfast for Learning).	■		
Increase the variety of physical activity options and maximize time allocation of physical education where ever possible	Provide necessary material and financial support for after-school and extra-curricular activities (adapted to regional interests) that attract and motivate students to get more involved in school life.	■		
	Ensure that Adult Education students have reasonable access to Youth gym facilities.			■
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.	Identify potential partners who have demonstrated certain needs within the community - specifically the need for rental/meeting space. Where possible, an exchange of services can be established. Partners are identified through active participation on local and regional Partnership Tables.	■		
	Prioritize the presence of ESSB personnel/representatives at all local and regional Partnership Tables, with a particular emphasis on MSSS-MELS and CSSS.	■		
Increase level of meaningful partnerships with families, allowing for more concrete interaction among students, staff, and parents	Improve ties to the families of our special needs children whose challenges to academic and social success require our support and expertise (example: PAELE project or emergent literacy 0-4 years).	■		
	Promote and increase the use of our video-conference network (of CLCs) to enhance access by our families to health, social, educational (both youth and adult sectors) to workshops and resources.	■		

# ESSB'S IMPACT ON THE MEES *Strategic Plan*

**A COMPARISON OF  
ESSB'S STRATEGIC  
PLAN WITH THE MEES'S STRATEGIC  
PLAN REVEALED THE FOLLOWING  
COMMON ORIENTATIONS/GOALS.**



**ORIENTATION 1** ESSB has worked diligently in support of MEES 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 MEES objectives to accomplish this orientation.

**ORIENTATION 2** MEES'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 MEES 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

## 2016-2017 SCHOOL YEAR

At Eastern Shores School Board, all incidents involving suspension are reported to the Director General. During the school year 2016-17, there was a significant decrease in the number of suspensions. Our numbers dropped from 48 letters of suspension to 18 (all of which were either bullying or aggressive /violent verbal or physical behavior).

Of our 16 schools, none had more than 5 incidents that resulted in a suspension. Nine schools reported bullying behavior. None of the 18 suspensions was referred to the Student Ombudsman.

- 7 schools had no reports
- 6 schools had less than 5 reports
- 3 schools had more than 5 reports

Since the introduction of an anti-bullying and anti-violence campaign all over the province of Quebec, Eastern Shores School Board has shown a steady decrease in incidents amongst students. We continue to believe that this decrease is due, in part, to the increased awareness and continued efforts on the part of the school community to put an end to bullying and violence. However, we are noticing a disturbing trend of increased instances where parents are bullying staff members either in person or on social media. These statistics are presently not recorded for the purposes of public reporting. The following chart includes all incidents reported to the Director General, including those incidents that led to a suspension. Note that not all incidents necessarily lead to an in-school or out-of-school suspension.

	No incidents reported	5 or less incidents*	6-10 incidents*
Baie-Comeau		■	
Belle-Anse	■		
Escuminac			■
Evergreen	■		
Fermont	■		
Flemming			■
Gaspé Elementary		■	
Gaspé Poly		■	
Grosse Ile		■	
Metis Beach	■		
New Carlisle			■
New Richmond		■	
Queen Elizabeth		■	
Riverview	■		
St-Pat's	■		
SPDS	■		

\* Reported to the Director General

# Student OMBUDSMAN REPORT

Believe  
Achieve  
Succeed

Complaint referrals : 1

File : ESSB 2016-2017-01

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*Nature of complaint :*

Complaint concerning the outcome of an in-school art contest and the handling of the complaint.

*Corrective measures recommended :*

Recommendations concerning the rules and regulations of in-school art contests.

Recommendations to expedite the handling of complaints.

*Action taken by ESSB :*

The ESSB will follow up on the implementation of the recommendations.

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Complaint referrals concerning acts of bullying or violence : none



Donatien Grenier

Student Ombudsman



## **EASTERN SHORES SCHOOL BOARD**

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