

ANNUAL REPORT

2017
2018



**EASTERN SHORES
SCHOOL BOARD**



Who ARE WE?

● FERMONT

MAP OF TERRITORY

Legend

- Elementary
- Secondary
- Elementary & Secondary
- Adult Education



SCHOOL BOARD BUDGET

\$29
million



STUDENT ENROLMENT

1268

Pre-School	179
Elementary	565
Secondary	353
Youth Sub-total	1097
Adult Education	Academic 101
	Vocational 70
Adult Education Sub-total	171

SCHOOLS

Primary Schools	6
Secondary Schools	3
Both Primary and Secondary	7
Sub-total schools	16
Academic and Vocational Centers	6

List of COMMISSIONERS

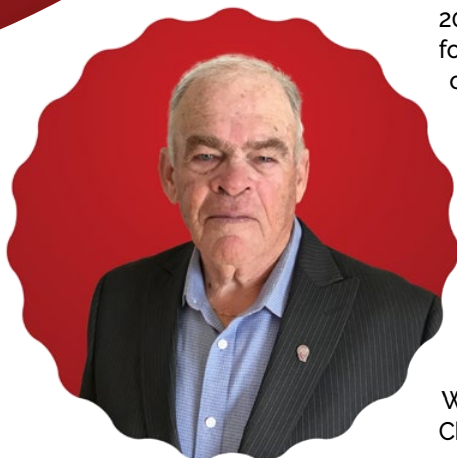
2017
2018
SCHOOL YEAR

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 and Port Cartier</i>
Kerry Dickson	<i>Commissioner</i> <i>Magdalen Islands</i>
Michael Clarke	<i>Commissioner</i> <i>New Carlisle</i>
Cindy Carney	<i>Parent Commissioner</i>
Kathy MacKenzie	<i>Parent Commissioner</i>
Myrna Howatson	<i>Parent Commissioner</i>



Messages from the CHAIRPERSON AND THE DIRECTOR GENERAL



We are pleased to present Eastern Shores School Board's Annual Report for 2017- 2018. It contains information on results achieved and objectives of our 2011-2016 Strategic Plan which is closely tied to the Partnership Agreement signed between Eastern Shores School Board and the Ministry of Education and Higher Education (MEES).

I take this opportunity to extend a special "Thank You" and "Congratulations" to all who work diligently to help provide a quality education to all youth and adult at ESSB.

As we exercise our mandate to represent our constituents and give support to administration, the results continuously make us proud.

2017-2018 has been a transitional year for Eastern Shores School Board. Our former Director General, Howard Miller retired on July 1st of 2018. I take this opportunity to thank Howard for his forty plus years of dedication to education with our school board. We wish Mr. Miller the wealth of opportunity and pleasures that retirement affords.

Ms. Natascha Joncas has accepted the challenges of Director General with ESSB moving forward. On behalf of all Commissioners, I wish Natascha total success as we press on to the greater achievements of the future. "Together we will continue to make a difference"

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

Wade Gifford
Chair of ESSB

My mandate as Director General started in May 2018 by visiting all of ESSB schools and centers. During these visits, I had the privilege to speak with teachers, custodians, secretaries, administrators, special education technicians and attendants. In preparation to my visits, the following questions were sent to schools and centers:

- ① What are your biggest accomplishments in the past two years?
- ② Name 2-3 goals you would like to achieve in the next 3 years?
- ③ List actions you will take to achieve these goals?
- ④ How will these goals help with student success?
- ⑤ How can ESSB help you achieve these goals?
- ⑥ What are potential areas of growth for ESSB?

I was delighted with the responses I received and would like to take this opportunity to thank everyone who attended these meetings and shared their thoughts with me. As a result of these conversations, the management team has begun working on the Eastern Shores School Board strategic plan for 2019-2022. I am convinced that the dedication of our teachers, professionals, support staff and administrators will ensure that our students are successful and leave our schools and centres with the best possible educational experience we can offer them.

There's a popular saying that states: "If you want to go fast, go alone. If you want to go far, go together." Here at ESSB, we plan on going far and look



forward to the opportunities that lie ahead. I want to thank every member of the ESSB family for your trust in the work we do and for making a difference in the lives of our students and their families.

Natascha Joncas

Natascha Joncas
Director general





Messages from

SCHOOLS

**ADULT AND VOCATIONAL
EDUCATION CENTERS**

BAIE COMEAU *High School*

2017-2018 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 hire extra staff, fund curricular and extra-curricular initiatives such as coaching, music, tutoring, professional development, classroom resources and release time for staff. Our Community Learning Centre (CLC) and Home & School Association enabled us to fund programs and coordinate Breakfast for Learning, fieldtrips, fund-raising, sports programs, as well as a host of other activities.

There were a number of highlights: we implemented "Response To Intervention" approach at the elementary levels, sustained our use of Google Classroom, and organized a 3-day Secondary III-IV year-end "Adventurous Journey Kayak Expedition".

A number of "mesures" from the Ministry of Education assisted in providing a wide-range of services to our students. We hired extra staff and placed a priority on providing human resources to our special needs students. Nevertheless, not all the advertised positions were filled.

Our Home & School Association continues to partner with the school, providing students and staff with a wealth of extra-curricular activities and support in several "theme" days. They provide an outstanding resource in terms of managing our many school-based accounts.



A significant change was in the creation of a School Community Enhancement Fund. Primarily, it serves to manage rental incomes and provide financial assistance to those school-based projects and initiatives that are deemed worthy of funding.

We continue to face a multitude of challenges: declining enrolment; ever-increasing linguistic and mathematics-related literacy needs; increase in behaviour-related issues. Nevertheless, we strive to provide students with a safe, caring and supportive learning environment.

BELLE ANSE *School*

This was another exceptional year of learning at Belle Anse School. Our little bilingual school has been making great strides from prekindergarten to grade 6. We had another year of consistent, if not growing, enrolment at 36. We continued to offer the full day prekindergarten for our students four days per week. Furthermore, our grade 6 students were successful on all ministry exams. A key initiative this school year was our music program that allowed for the addition of a qualified music teacher who worked with students twice a week on rhythm and percussion. We also purchased new xylophones and spoons that students used in these music classes. The students culminated the program with 3 performances, one during the year-end graduation ceremony, and at two different senior residences in the Gaspé and Barachois Communities. Under the guidance of their music teacher, the students even composed an original piece of music titled "Belle Anse Blues".

Our kindness, growth mindset, and environmental responsibility initiatives were reinforced through school-community campaigns. Vision Gaspé-Percé offered Bright Beginnings early literacy activities at our school. As a result of these programs, students



have a high sense of belonging to our school and bullying is almost non-existent.

We were very pleased to offer training sessions for parents on our LIPs reading program and how Growth Mindset can impact how students see themselves as successful learners. These were well attended and appreciated by parents who, at BAS, see themselves as partners in their child's learning.

Last but not least our fundraising goals were attained and we were successful in our playground improvement project. Our school community set the goal of purchasing new playground equipment that would provide students with an opportunity to develop their gross motor skills on a new state-of-the-art circuit structure. An accomplishment to be proud of!

ESCUMINAC

Intermediate School

"Success is the sum
of small efforts,
repeated day-
in
and day -out"

Robert Collier

Escuminac School saw another increase in enrollment this year primarily in the elementary sector which afforded us our first ever full day preschool. However, enrollment in the secondary sector continues to be modest. Despite this increase, our student population continues to remain under 30 and our classrooms multilevel.

Measures from the Ministry allowed for our school to hire additional support staff as well as much needed resources for our classrooms; such as levelled libraries, Aboriginal texts and special needs materials. These measures allowed for our students to access additional activities and events such as swim levels,



tri seasonal camping trips, music and dance lessons as well as weekly volunteering efforts with senior citizens.

In order to re-energize our school spirit, our students, parents and staff participated in the creation of a new school logo which was then placed on sweatshirts for all. Common spaces around the building were also given much needed attention and fundraising efforts were started in order to address our need for new playground equipment.

Our staff continues to participate in professional development opportunities centered around response to intervention (RTI), Mindset and supporting students with exceptionalities.

We recognize that these efforts, repeated day in and day out along with our small, caring school community, will assist us in making an environment where students want to learn, have a sense of pride and experience success.

EVERGREEN *High School*

It was a successful year for Evergreen High School and we are proud of our accomplishments. Improving student results and increasing the participation rate in our sporting events was our mission. Evergreen High School is a small English community part of a larger French school; therefore integration is always something we need to work with. Twenty-three students from secondary one to secondary five were present on September 30th 2017, and with these small numbers we can offer quality education within smaller class sizes. Since we rent a small space in a French school making sure that our students feel like they belong is always a challenge. Nevertheless, this year we were successful, our students participated in many of the schoolboard sporting events, and we hosted our cross-country activity. We worked in collaboration with the French staff, parents and different members of our community. Furthermore, with the funding available, such as NANS and Vitalité, we were able to create



more opportunities for our students to explore a variety of educational topics while participating in a range of events. We also offered several opportunities for the students to stay after school to work with the teachers or to participate in a variety of clubs. Since we work in the same building as the Francophones, we have the opportunity to offer a wide range of sports to our students. We also invited some students to summer school and many of them took this opportunity and worked hard to improve their results. We are extremely proud of our small school and we will keep working to improve our student success and develop our school spirit.

FERMONT *School*

The students at Fermont School had another successful school year. Our students were very involved in extra-curricular activities both in school and in the community. Our small school organizes Lunch Clubs, Christmas Concerts, Spring Concerts, Pre-Kindergarten and Kindergarten and Grade Six Graduations, and trips to the neighbouring community to participate in sporting activities. The students also participate in Winter Carnival activities and physical education classes with the students from the French school. We achieved our goal of no aggressive incidents at our school during the 2017-2018 school year. We would attribute part of this success to the inclusion of the Second Step Program, empathy discussions in the individual classrooms, and a positive rapport among teachers and students. We created time for Professional Learning Communities in the teachers' timetable. Our teachers attended a significant number of professional development sessions both online and in person. Many of the workshops focused on Literacy, Numeracy and Mental Health. This information helped to support our Response to Intervention implementation. The online sessions were a great opportunity for our teachers. Often the expensive cost of travel restricts their ability to participate in professional development sessions. The Special Measures distributed to the schools allowed us to hire a Resource teacher to help support students with emerging difficulties. The extra support in the classroom had positive benefits for our students. Our success rates in the MELS Compulsory Cycle 3, Year 2



Math and Language Arts Exams, and French Second Language Board Common Exam dipped this year. We usually achieve a 100% success rate on all three exams, however one of our goals for the upcoming school year will be to return to the 100% success rate. Our aspiration for the 2018-2019 school year is to encourage all of the student and staff members to achieve personal growth using a Growth Mindset.

FLEMMING *Elementary School*

Flemming Elementary, known to everyone as Flemming, is the largest elementary school in the Eastern Shores School Board. We offer Pre- Kindergarten to Grade 6 in English.

At Flemming, we strive for success for all, regardless of ability. We have experienced staff who go the extra mile to ensure that the needs of all students are met. A family community school is what makes Flemming stand out from all other schools. At Flemming, personnel work together as a team to ensure success is at the forefront.

We strive for inclusion and acceptance of all differences. We respect our First Nation culture and celebrate Native Appreciation during the month of October each year.

In 2017-2018, parents, staff and students pulled together to fundraise for a new playground. All of the hard work paid off when in January a total of 25,000 was raised. Teamwork had paid off once again.

Our *Tell Them from Me* survey results show that bullying at Flemming has decreased significantly in the past 4 years. More supervision, more discussions and



workshops on bullying within classrooms and more acceptance of differences, all attribute to this decline.

At Flemming, everyone feels welcomed and appreciated. At Flemming, you make a difference and are celebrated for being you.

At Flemming, you are IMPORTANT.

GASPÉ ELEMENTARY *School*

Early literacy development continued to be a main priority in 2017-2018 at GES. With the foundation of RTI-Response to Intervention as our guide we are very proud that a slight modification in our schedule, strategically designated resource teacher time as well as a revamped emphasis on teacher collaboration has had a direct impact on student success. Students received small group instruction from qualified teachers and support staff to assist in the goal of targeted interventions that best reflected student learning needs. Teachers worked diligently on creating a document outlining our essential reading instruction learning standards for all levels. This provides clarity and consistency for teaching and learning.

A highlight this year was our emphasis on developing our students as positive and productive citizens both in school and their community. Our 5 Anchors of Success have been pivotal to this. We held monthly assemblies that reinforced our values, the teachers worked the themes into their Second Step lessons, and used our school bulletin boards to continually present and inspire thought-provoking messages. Another new initiative was our mini-student council. The students were asked to give their input and suggestions for school improvement, provide ideas for school activities and community involvement, and give feedback pertaining to school safety concerns. We felt that this committee activated student voice and leadership.



We continue to engage our students in the broad areas of learning by providing a diverse array of activities that allow children to develop their health and well-being (ESSB sports, Colorful Food Tastings, School Olympics), appreciation of the arts and music (Art Gallery, Music clubs/performances, Petite Ecole en Chansons) and creative exploration (Living Wax Museum, Skype sessions, Science Discoveries). We are proud that our dynamic school is a bustling environment where the vision of student learning and engagement is the driving force.

GASPÉ POLYVALENT *High School*

In 2017-2018, GPS has a population of 69 students. All 8 Secondary V students qualified for a DES in June and 4 WOTP students met the requirements for a certificate in a Semi-Skilled Trade.

Five Secondary IV students required summer ministerial exams. Three of the students attending summer school, successfully attained the required credits. The other two were offered support in preparation to re-take the exams in January. Shared francophone bus runs presented challenges due to differences in school calendars and alternative services.

Throughout the school year, GPS has continued working with its partners through our Community Learning Centre (CLC). Our Tri-School CLC is often the link between the community partners and school activities/programs. The CLC also helps in collecting data to inform our decisions (e.d. Tell Them From Me (TTFM) survey). Other significant partners: Birthplace of Canada, Vision Gaspé-Perce Now, Carrefour Jeunesse Emploi, CASA.

Our Secondary 4-5 students hiked and explored, developing leadership skills, living an outdoor classroom experience, and connecting with local culture through participation in activities aimed at Autochtone awareness. Secondary IV students participated in the ESSB Mountain Math experience at the Parc de la Gaspésie. This was an intense preparation for ministerial exams and greatly benefited some of our most at-risk Math students. Jam sessions and lessons were held with our CLC Coordinator during lunch hours.



Our students also participated in various fundraisers for graduation, student activities, and charitable causes. Examples include: Bottle drives, popcorn sales, Terry Fox walk, seafood basket, grocery packing, handmade quilt, etc.

GPS usually participates in all ESSB sporting events. This year, we participated in golf, soccer, volleyball, and softball. We hosted basketball, badminton, and track and field. GPS registered in RSECQ basketball (league team) as well.

GROSSE ILE *School*

2017-2018 was an exciting year at Grosse Ile School (GIS). Our students were engaged in countless pedagogical and extracurricular activities.

Continued improvement being a focus for all, we maintained high-quality practices such as Daily Five, SoundPrints, and Leveled Literacy Intervention during the newly implemented *Response to Intervention* (RTI) strategy. In support of the curriculum, the resource team and staff worked with students who required additional support and academic help. Whether student needs were for remedial or for enrichment, all students had better access to various devices to ensure success for all.

Our many activities and fieldtrips included the Terry Fox run, Geordie Productions, Christmas Concert and Operation Enfant Soleil, not to mention the numerous extracurricular activities sponsored by the school during the evenings and weekends. Overnight trips included Grade 10 students travelling to PEI to tour the UPEI and Holland College campuses. Elementary students participated in an overnight outdoor adventure at Auberge Paradis Bleu in Fatima.

GIS continues to have strong partnership between our CLC, CAMI and the Municipality. This partnership allows our students to have on-the-job work experiences that otherwise would not be possible. The elementary and high school students worked collaboratively



during the CIF project to start and operate a small greenhouse and community garden which products were sold locally to help support the local social economy.

Lastly, government measures invested into our school allowed for the first time, the hiring of a high school education consultant, a pre-school education consultant and a recreation technician, all the while, continuing to improve the quality of education, the instructional competencies of teachers and the care dispensed by our support staff to students.

METIS BEACH *School*

This school year was one of great anticipation. Watching the construction of the new building in Metis take shape, planning for the move, ordering new furniture, etc. was so exciting for all of us. While we were still in our temporary site in Sainte Jeanne d'Arc for a second year, our family continued to work hard, organized a number of exciting events and produced some amazing results. However, this distraction, the distance from our community partners and extra travel led a sharp drop in our core results. Our graduation rate dropped from 100% to 67%, DRA averages from 74% to 71% and GB+ down from 79% to 72%, and our TTFM results had the same representation. Highlights of our year included our Mosaic Project, which will see a large mural incorporating the work of students, staff and community for our new building. We also held our inaugural Colour Run and Winter Duathlon, annual Public Speaking and Science Competitions, Remembrance Day and Kindness Week. We continued our strong emphasis on literacy with regular school wide events and our sports program remained an important facet of our school, with skiing, biking and our Secondary Volleyball team, and even a skype session with a Canadian Olympian gold medalist



for Rugby, Karen Paquin. But this year saw us expand this program to include Bouge en Cube in an effort to keep our students active for at least 60 minutes every day. We continued our focus on Literacy, with numerous activities to encourage reading and we were awarded a \$22,000 Indigo/Chapters grant to purchase books. We now look forward to the next school year, ready to move back to Metis-sur-Mer in our new building!

NEW CARLISLE *High School*

At NCHS, we believe in building positive relationships with our students, our staff and our communities. During the school year, we were fortunate to provide a healthy breakfast every day for our students, thanks to the Breakfast Club of Canada. We also incorporated the Winter Olympics into our curriculum where students had the opportunity to be interviewed by CBC Quebec radio and chat online with 6 athletes attending the Olympics. We went skating on a weekly basis, swimming, skiing, snowshoeing, tubing within our communities to promote a healthy lifestyle. We also had cooking lessons for our cycle 1 students. We continued sponsoring the adopted child on a weekly basis. The Roots of Empathy program visited students to promote awareness. In addition, NCHS students were excited to demonstrate their entrepreneurial skills by taking part in the Grand Défi and OSEntreprendre. Our entrepreneurship skills were honored at the Grand Défi Gala where we won impressive recognition and prizes. NCHS had four entrepreneurial projects: Metal Recycling (L.S.F.), Grow (Grade 10), The Gaspésienne Belles (Grade 9), The Salmon



Project (Grade 5/6). Additionally, we piloted a program called Learning for a Sustainable Future, which enriches learning using an environmental approach. With the support of the Adult

Education in New Carlisle, L.S.F. students were able to get familiar with various tools and develop numerous projects at the ANCHOR. NCHS and the CLC joined efforts with different community organizations to continue our involvement with the Prevention and Promotion committee to discuss various topics and needs. In June, grade 11 students went to Montreal for their Year-End trip. Grade 11 students proudly celebrated their accomplishments during their Graduation ceremony. We concluded our 2017-2018 school year with our traditional family BBQ.

NEW RICHMOND *High School*

In 2017-2018, our goal was to build on the foundation for transformational shift in improving student engagement and school climate. The umbrella of Cultural Proficiency and the recognition of the importance of the three pillars for success: Relationships, Content which is relevant to our students and Pedagogy which is student centered. This continues to be our objective.

Some teachers understood the rational and means to help foster student engagement and understanding by indigenizing the curriculum as much as possible. This transformational shift in pedagogy helped to create a mirror for our Mi'kmaq students to see themselves in the curriculum and provided means by which other students and staff could develop a better appreciation of the Mi'kmaq worldview. To support this end I sent a number of Elementary and Secondary teachers to workshops with the intent of to sensitizing them to Mi'kmaq worldview and the issues facing them. It continues to be a work in progress.

Another focus we have at NRHS deals with the cultivation of appropriate and proactive social skills



training. A remarkable number of our students at the Elementary and Secondary levels have experienced some form of trauma in their lives. This social maladjustment has had a negative impact on academic success and overall school climate. Compounded by the lack of understanding by staff to the root causes of this behaviour does at times contribute to the problem rather than the solution.

Transforming our Pedagogical approach may be one way to helping our students become more engaged and focus more on academics. We continue to provide support for our students with our "Measures" funding, engaging support staff and partnerships outside of school.

This year out of ten potential graduates, four graduated from the regular Youth Sector and four graduated from the WOTP program. An additional two students had to leave due to health and/ or personal reasons.

It is time to now to introduce the Culturally Responsive Teaching Model to further support student success and nurture a positive school climate.

QUEEN ELIZABETH *High School*

Queen Elizabeth High School, also known as Queenie, is the only Anglophone high school in Sept-Iles. Having a small population provides a family-like environment, which enables teachers and staff to build positive relationships with students.

Providing a caring and safe environment that is conducive to learning is our priority. Our staff members are dedicated in providing a quality education by making their teaching relevant while addressing the needs of all students.

At Queenie we believe that laying a foundation for lifelong learning will lead our students to a happy and fulfilling future. This foundation not only includes academics, but also exploring interests beyond the basic curriculum. The "Brigades Culinaires" a program offered by *La Table des Chefs*, was introduced at Queenie this year. This program consisted of bringing in a chef from our community to engage students in cooking techniques and creating balanced meals. This program will be returning to Queenie in 2018-2019. Furthermore, twenty-two of our students from cycle 1 and cycle 2, accompanied by two staff members, went on an educational field trip to Italy over Spring Break. We are hoping to continue this culturally enriched experience in the future, as Greece 2020 is in the planning.



The revival of a Student Council, with the help of a teacher and recreational technician strengthened student interest in all aspects of school life. The recreational technician was a great addition to our school community and engaged students within our school and outside in the community in various activities. With her group of students, she collected money for cancer research and participated in the Relay for Life walk.

RIVERVIEW *School*

Riverview School is a small English school on the North Shore of Quebec. Our building is bright and clean. Riverview is a school that demonstrates high academic achievement and a safe, bully free environment. Our teachers enjoy a relationship with their students. We are proud of our family-like atmosphere. Our students are active and enthusiastic. We have increased our Physical Education classes to encourage greater physical. Our team is dedicated and professional. We encourage participation in various extra-curricular activities to motivate our students socially, culturally and physically. We participate in events with other schools in the community. Riverview holds a school wide Science Fair and takes part in the Regional Science Fair. We do Student- Led Conferences at all levels and hold community gatherings. We are an Etablissement Vert Brundtland school that promotes the peaceful, democratic, and ecological development of our students. All students actively participate in the formation of our Code of Conduct. They are encouraged to express their opinions and are respected. We are learning to be good world citizens. Riverview's multi-grade classrooms provide an excellent environment for the challenged and gifted learner. Riverview students are predominantly francophone. They learn at their own developmental levels and are immersed in a language- rich English environment. This approach encourages independence and Growth Mindset. We have a strong French program that promotes bilingualism. We use current



and innovative materials and are introducing robotics to our students. We are planning to improve our outdoor space in order to bring our classrooms and learning outdoors. Riverview is supported by many community partners. Riverview is a happy, healthy school.

SHIGAWAKE-PORT DANIEL

School

Our main objective at SPDS is to provide a 100% safe learning environment for all our students and I believe we continued to make good progress this school year towards this goal.

Along with our partners, we are proud of school incentives that contribute to the well-being of our students by encouraging them to eat healthy and live active lives; we continued our participation in the breakfast/snack and milk program and offered a variety of indoor/outdoor sports as part of in-class and extra curriculum activities.

Monies allocated to our school via various Measures provided extra resource and technician support in the classroom to offer the necessary help from the start when emerging difficulties were detected. Measures also provided the students with opportunities outside the classroom, that might not have been possible.

In keeping with our academic targets for our cycle three students, we had a 100% success in both ELA and FSL and an 80% success rate in Mathematics. Our concentrated effort to improve second language skills at SPDS continued by exposing the students



to additional opportunities to both hear and speak French; by providing them with an Odyssey monitor and the chance to attend in-school clubs and community cultural events.

It is pleasing to report that we had only one-isolated incidence of violence that resulted in an in-school suspension. Nevertheless, our goal is to have zero therefore we continue to highly motivate students to make good choices and to take ownership of their actions.

Our school year ended on a positive note with construction of the gymnasium underway. We looked forward to returning in the new school year to see the progress.

ST. PATRICK'S *Elementary School*

It was an exciting and successful school year at St-Patrick's Elementary. We are a small school with forty-four students enrolled from pre-kindergarten to grade six and we have a family-like atmosphere. A majority of our students are from French families and have the opportunity to learn English and to become bilingual by participating in a variety of activities. We always try to offer our students a variety of educational experiences during the school year within the school but also with our community. We focus on teaching our students the importance of a healthy life style since we strongly believe that a healthy life style equals to a healthy mind. Therefore, we exposed our students to a wide variety of activities such as swimming, skating, badminton, and classroom projects to understand healthy habits. Our school registered in "Le Défi Pierre Lavoie". This allowed our school to work in collaboration with the families and the community. Many measures were available for our school and we were able to hire extra help for our students, and have seen great success through our DRA results and other evaluations. With the help of the students and the parents we created a logo to represent our school and had our annual St-Patrick's show, which was an amazing experience for our students and our community. In our daily routine, we try to speak about a variety of events happening in our society so that we can expose our



students to the outside world. We invited guest speakers from outside our community to talk with students on a variety of topics. We will continue to work with the parents and the community to create a healthy learning environment for our students. It was a busy year at St-Patrick's however, we are extremely proud to provide our students the opportunity to learn while participating in a variety of educational hands-on activities.

ANCHOR

Adult and Vocational Education Center

Over the 2017-18 school year, we created partnerships with two community organizations, CASA and Family Ties, in order to better respond to our community's needs. This partnership allowed us to apply for special measures in order to offer services. We applied for 4 measures and all our projects were accepted and implemented. This allowed us to offer Family Ties clientele upgrading, introduction to technology to CASA's wellness program users and activities to promote reading for parents of children between the ages of 0 to 5. One measure allowed us to do some research for our 16 to 24-year-old drop outs. The results of this research will help plan for the implementation phase in the 2018-2019 school year.

In our vocational programs, we offered the Home Care Assistance program for the second time in as many years in order to respond to a need in that field in our region. We graduated 5 students and 4 of them are now working in the field. We also offered the recognition of acquired competencies (RAC) services in the health field and assisted 4 people in acquiring certification in the Home Care Assistance program as well as one person in the Assistance in Health Care Facilities.

The Carpentry program was offered to respond to a need of the Gesgapegiag community and in February 2018 we gradu-



ated 6 students. We offered the RAC services for this program and certified one person. In collaboration with the Centre de formation en transport de Charlesbourg, we offered the Trucking program to 15 students of which 12 graduated. We started an Accounting cohort which will graduate in the 2018-2019 school year.

We offered Academic Upgrading to 12 students and Social Integration to 14 students.

We thoroughly enjoy working with the students we serve and it must be mentioned that we have a dedicated staff that works very hard in assisting students to attain their educational goals.

GROSSE ILE

Adult and Vocational Education Center

In 2017-2018, the Grosse-Ile Adult and Vocational 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 local fishing captains, as well as their helpers, with required certifications, such as Basic Marine First Aid (BMFA), Marine Emergencies Duties (MED) and a Radiotelephone Operator's Certificate (ROC).

In addition, the Grosse-Ile Centre worked closely with the high school to allow students to complete their high school equivalency examination, giving them the opportunity to enter into various DEP training programs. As well, we had several members of the community registered in academic programs, each working towards a SSD.

In collaboration with community partners and the Community Learning Center (CLC), our Center also hosted a number of webinars, activities and events for seniors in the community.

Moving forward in 2018-2019, Grosse Ile Adult education Center will work to offer more academic upgrading. However, due to the small population of the English speaking community, this continues to be a challenge. Working



with the communications coordinator of our School Board, we will try to make our center a viable option for the French speaking community to do academic upgrading in English.

As well, in 2018-2019, the Grosse-Ile Adult Education Centre will enter into a partnership agreement with the centre local d'emploi (CLE) and CS des Iles Adult Education Center to offer a Master Class 4 fishing program. After several years of not being able to offer this program, due to lack of registrants, we now have a potential to offer this program to twenty participants.

In addition to the above, Grosse Ile Adult Education Center plans to offer an array of non-credit courses to the local population during the off-season of fishing, as well as continue its mission of meeting the diverse needs of our local population.

LISTUGUJ/ESCUMINAC *Adult and Vocational Education Center*

The Listuguj/Escuminac Adult and Vocational Education Center once again has attained a high rate of success. 2017-2018 was the second year of training for the vocational programs. Academic upgrading is ongoing, serving clients who need to complete pre-requisites for vocational programs, attain high school leaving, prepare for higher education or simply upgrade.

The Vocational Center situated in Listuguj hosted 17 Health Assistance and Nursing students in September 2017 of which 13 graduated. In addition, at the Listuguj Center the Secretarial and Accounting programs graduated 6 students with dual diplomas and 1 Secretarial.

The Academic upgrading takes place at the Escuminac Intermediate School. Ten students registered during 2017-2018. Six dedicated students completed the academic year. The Center is pleased to congratulate 2 students who received their Secondary School diploma. Other students upgraded core subjects, science and focused on special needs.

Looking forward to the 2018-2019 school year, plans are in motion for Eastern Shores School Board to



collaborate with New Frontiers School Board to offer for the first time a horticulture program at the Listuguj Vocational Center, which will meet the needs of the First Nations community.

Serving students from First Nations Listuguj, New Brunswick and Quebec the Listuguj/Escuminac Adult and Vocational Center together with the inter-provincial support of partners and communities together strive to make the success of all clients attainable.

NORTHERN LIGHTS

Adult and Vocational Education Center

The 2017-2018 school year marked the second year of the pilot project on educational success and educational and vocational guidance for Aboriginal adult students. Throughout the year, the students realized a collective mural project. This project was part of a group approach accompanied by professionals from the Sept-Îles Native Friendship Center. The drawing of the mural is a creation of a student of the center inspired by the group approach about culture, spirituality and self-knowledge. As part of our student retention strategy, and at the request of our students, we held a Halloween potluck party on October 31 during which we included a poetry challenge where student selected a Halloween poem to be recited for their classmates. During the last week before the holidays, the staff team transformed themselves in professional cooks and prepared breakfast for the students. Naturally, there were games and activities that were much appreciated by all. A magnificent Christmas basket was drawn and the lucky winner happens to be the student whose design inspired the mural.

During the school year, we were very fortunate; our student had access to a wonderful volunteer during mathematic classes for individual support and remedial. Therefore, a very special and warm thank you goes to Ms. Tammy for her contribution and dedication to the school success of our students. The students also took part in the reconciliation walk organized by Flemming Community School Center. We had a good retention rate with an average of 18 students during the school year. Overall, students



Joséphine Selma-Nabbinacaboo, Design creator

have made steady progress in their academic journey and we are very proud of them. We also thank Ms. Sherry-Lee. We wish you good luck on your new endeavour. Your contribution at Northern Lights did not go unnoticed and we know that you have left your mark with all our students.

WAKEHAM

Adult and Vocational Education Center

The goal of the Wakeham Adult and Vocational Education Center is to offer as many quality programs as required to the clients we serve in the Gaspé-Percé area.

During the 2017-2018 school year, we offered the following programs:

Academic, GAP, Accounting in-class, Accounting on-line, Home care assistance as well as private contracts to industry in the areas of Construction Safety.

Due to the economic up-turn in our area, our greatest challenge is to acquire enough students to offer our programs. Therefore, we also spent a great effort in recruiting students through the following means: Go-Gaspé, Quebec AM, local newspapers, private businesses, schools, ESSB website and pamphlets.

Also, we continue our efforts to promote international recruitment in order to guarantee a minimum of students necessary to start our machining technique and nursing programs. This will insure to local students the possibility to train, graduate and enter the work force in their region.



For next year we envision recruiting enough students to be able to offer machining technique and nursing as well as our usual programs.

Wakeham is not only an Adult and vocational education center, it is a place where you feel inclined to learn, a place you feel well and a place that you are part of the family.

SARCA

*Services d'accueil,
de référence, de conseil et d'accompagnement*

In 2017 -18 the seasoned SARCA team continued to work in the same vein; that is to say that the priorities were maintained and upheld. The first priority is always understanding the clients' needs and providing individualized support when and where it is needed. When possible, common concerns or sharing of information, that was relevant for many clients, was addressed during group sessions. Referrals to our partners continue to play a vital role in accompanying the clients as their needs are oftentimes beyond our reach. The SARCA team continues to foster healthy and mutually beneficial relationships with the community organizations, which resulted in exceptional services from all of our partners when our clients needed it. The second priority of the SARCA team is promotion, visibility and outreach. The team used social media, information sessions, career fairs, open house promotions and blitzes to broaden the reach of our potential clients. Marketing material was created using images of our facilities, staff and students to boast of our adult education and vocational training offers. Regular updates relative to student success, upcoming events, general information



and collaborating organization announcements were shared on Facebook. Facebook proved an important access to information for the students and their families and, as such, advertising was purchased and was very successful in recruiting individuals to our Centres. The ESSB SARCA team worked hard to share the message that everyone's goals are truly within reach!

PARTNERSHIP AGREEMENT

2011-2016

A Review of the General Context

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-Îles-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	2017	2018
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%		70.6%
1.3a	To increase the success rate in Secondary 4 Math, CST Uses Math Reasoning 563-420 MEES Uniform Exam		25.0%*	70.0%		67.5%
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 et 2 - Not published for 2017

** Internal School Board Results on Compulsory Exams - July 2018

*** Report from Charlemagne - Produire le fichier des stats. résultats d'épreuve - July 2018

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 58.7% June 2011 to 70.6% June 2018.
- Our success rate on the Sec 4 CST math exam (563-420) increased from 25.0% in June 2011 to 67.5% in June 2018.



- [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-18
2.1	To increase the success rate in secondary 5 FSL 530 Production competency	79.2%	88.0%	90.2%
2.2	To increase the success rate in secondary 5 FSL MEES Uniform Exam 520 Reading competency	44.4%	65.0%	78.6%
2.3	To increase the success rate in secondary 5 FSL global result	83.3%	95.0%	90.5%
2.4	To increase the success rate in elementary end of cycle III ELA MEES compulsory exam	75.2%	95.0%	91.1%
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 previous results indicates:

- In FSL secondary V 530 Production, we have increased our success rate of 79.2% in June 2011 to 90.2% in June 2018.
- In FSL secondary V reading, we have reached our target of 65.0% success. Our June 2018 results indicate a 13.6% 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 90.5% in June 2018.

- In ELA elementary end of cycle, we increased our success rate of 75.2% in June 2011 to 91.1% in June 2018.
- 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.





- [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. Our goal of increasing the number of students with IEPs who receive certification or qualification from 13 students to 24 by June 2016 may be difficult to obtain given our small enrollment. We will modify this goal to include percentages as well.

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 three IEP students receiving certificate or qualification from June 2011 to June 2018. The number of students on an IEP decreased by half from 56 to 28 students when comparing those two cohorts. Therefore, the success rate between the two sets of cohorts need to be taken into consideration when comparing. The 2011 cohort result is 23.2% graduation rate versus the 57.0% graduation rate of the 2018 cohort.

MEES - GOAL 3		BASELINE	TARGET	RESULTS
OBJECTIVE STATEMENTS		JUN-11	JUN-16	JUN-18
1.1	To increase the number of students with IEPs who receive certification or qualification	13	24	16
	Total IEP Students in 7 year cohort	56		28
		23.2%	60.0%	57%

Stats generated by ESSB

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	2018
1.1	To reduce the number of violent and bullying incidents leading to suspensions	*45	40	NA

* Non available



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-17
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

STRATEGIC PLAN

2011-2016



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	Track success results to support schools in establishing individual school and subject targets every year.	●		
To increase the success rate in elementary end of cycle III math compulsory exam	Organize and provide PD on the Progression of Learning, developmental phases of math and differentiation strategies.	●		
	Implement cycle specific Professional Learning Communities (PLCs) and use to establish and support a board-wide curriculum map.		●	
To increase the success rate in secondary 4 math CST 420 – uses math reasoning competency	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.		●	
	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.	●		
	Organize and provide PD specific to secondary 4 CST math with a focus on the Progression of Learning and Evaluation (assessment for learning) strategies.	●		
To decrease the number of students leaving school without qualification or certification	Schools are to avoid retention of students.	●		
	Monitor student leavers, and report on the follow-up measures taken (i.e. meetings with Adult Ed or SARCA, and families).	●		
To improve technological skills and provide more equitable access to technological tools for our students, staff and families.	Determine clear and achievable outcomes for improving teacher ICT usage		●	
	Install, support and facilitate the use of connective technologies (VCN, Adobe Connect, Skype)		●	

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	Provide training to FSL teachers to acquire most effective reading instructional strategies in the French classroom.	●		
	Establish an FSL Professional Learning Community online (SAKA portal on LEARN).	●		
To increase the success rate in elementary end of cycle III ELA compulsory exam.	Establish a lead ELA teacher in each school to mentor other classroom teachers in balanced literacy approaches.			●
To increase the global success rate in the secondary 3 ELA common exam	Increase teacher opportunity to participate in regional marking centers to reinforce evaluation as a learning tool at key end of cycle years.	●		
	Provide PD induction to new teachers in ELA philosophy and practices, with follow-up visits to ensure PD continuity.	●		

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.	Establish an ESSB transition committee which will provide guidelines to schools for transition meetings.	●		
	Establishment of board-wide guidelines for the identification and support of WOTP students.	●		
	Provide teachers with training sessions that reinforce strategies for differentiated instruction and different styles of learning (including “digital natives”).	●		

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	<i>Establish close partnerships between adult education centers and youth sector schools</i>	●		
	<i>Improve sharing of transportation, lab and gym facilities</i>		●	
	<i>Promote the SARCA initiative</i>	●		



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

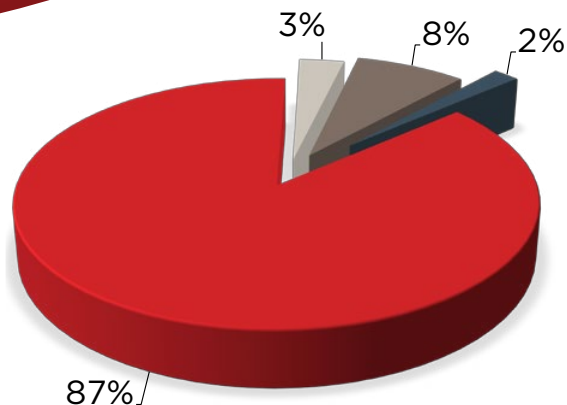
OBJECTIVES	STRATEGIES	IMPLEMENTED		
		YES	PARTIALLY	NOT
Establish a nutritional breakfast and/or snack programs (Food for Thought) in all schools and centers, where possible.	<i>To promote and provide material support for schools in their application and operation of breakfast programs (Petits Déjeuners of Quebec, Breakfast for Learning).</i>	●		
Increase the variety of physical activity options and maximize time allocation of physical education where ever possible	<i>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.</i>	●		
	<i>Ensure that Adult Education students have reasonable access to Youth gym facilities.</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 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.</i>	●		
	<i>Prioritize the presence of ESSB personnel/representatives at all local and regional Partnership Tables, with a particular emphasis on MSSS-MELS and CSSS.</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 special needs children whose challenges to academic and social success require our support and expertise (example: PAELE project or emergent literacy 0-4 years).</i>	●		
	<i>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.</i>	●		

FINANCIAL PORTRAIT

2017-2018

REVENUES

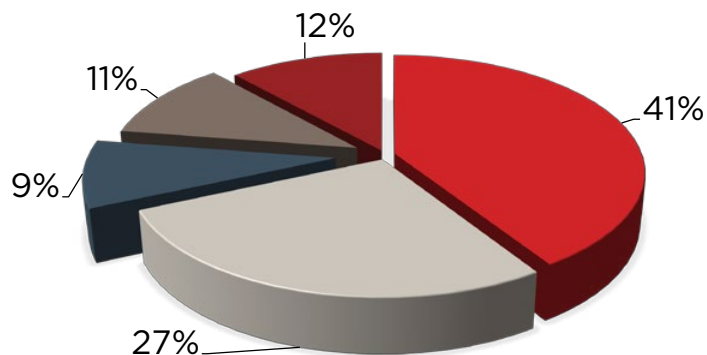
\$29,081,614



- Operating grants MEES
- Other grants and revenues
- School taxes
- Tuition and other fees

EXPENSES

\$28,285,205



- Educational activities
- Education and training support services
- Administrative activities
- Buildings and equipment
- Complimentary and related services

STATEMENT OF OPERATIONS

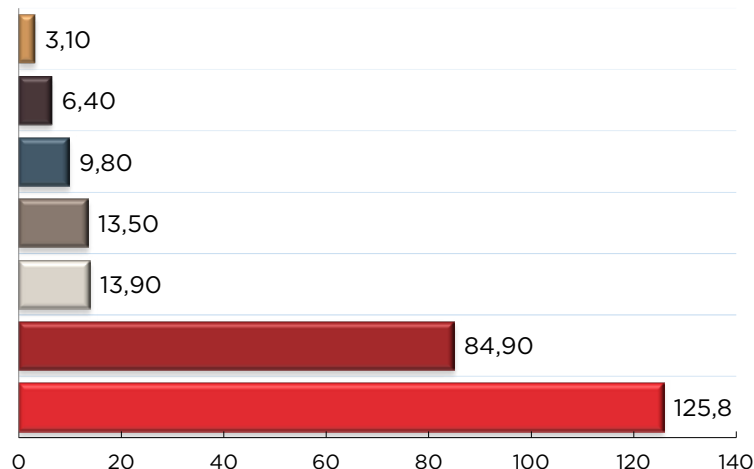
FINANCIAL PORTRAIT

	2017-2018	2016-2017
REVENUES		
Operating grant MEES	25 269 263	23 666 762
Other grants & contributions	537 058	684 945
School taxes	2 327 067	2 248 324
Tuition and course related fees	546 251	701 295
Sales of goods & services	199 557	215 368
Other revenues	184 226	249 430
Depreciation of deferred contributions - Capital assets	18 191	17 393
TOTAL REVENUES	29 081 614	27 783 517
EXPENSES		
Education and training	11 580 534	11 208 676
Education and training support services	7 730 973	6 904 859
Related services	2 425 780	2 260 889
Administrative activities	2 596 604	2 352 127
Activities related to buildings & equipment	3 110 703	3 138 947
Complementary Activities	897 121	1 004 824
Variation of prov. Employee benefits	(39 177)	110 473
Gain of disposal of capital assets	(17 334)	(15 388)
TOTAL EXPENSES	28 285 205	26 965 406
SURPLUS OF THE YEAR	796 408	818 111

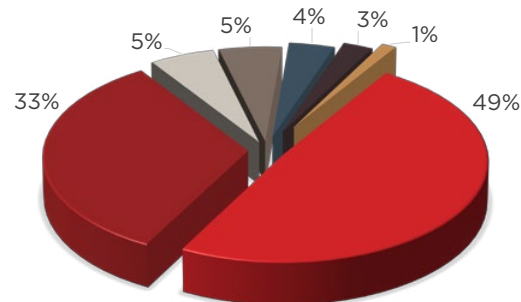
HUMAN RESOURCES

During the 2017 – 2018 year, Eastern Shores School Board had the equivalent of 257.4 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



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

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, 2017 to March 31, 2018.

NUMBER OF HOURS PAID BY EMPLOYMENT CATEGORY

APRIL 2017 - MARCH 2018

	Number of Employees	Hours Worked	Overtime Hours	Total hours paid	Ministerial Target (Jan.-Dec. 2014)	Difference	Explanations	Corrective Measures
Management	30	49,141.75	0.00	49,141.75	52,184.02	-3,042.27	N/A	N/A
Professional Staff	26	24,575.65	0.00	24,575.65	17,409.78	7,165.87	Engagements through Measures	N/A
Teachers	339	226,498.84	195.70	226,694.54	224,193.56	2,500.98	Engagements through Measures	N/A
Office and Special Education Staff	227	122,663.98	17.83	122,681.81	110,196.83	12,484.98	Engagements through Measures	N/A
Bus Drivers and Maintenance Staff	48	31,754.94	20.00	31,774.94	40,198.21	-8,423.27	N/A	N/A
Total	670	454,635.16	233.53	454,868.69	515,815.60	-60,946.91	—	—

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	2	7
Value of contracts	\$157,300	\$128,950	\$286,250



ELEMENTARY AND SECONDARY *Schools*

2017-2018 List of principals

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'S

Chandler

Principal: Jane Bradbury

Tel: 418-689-5905

ADULT AND VOCATIONAL EDUCATION *Centers*

2017-2018 List of administrators

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



COMPLEMENTARY SERVICES

Information

The Eastern Shores School Board has stated in its Vision Statement "*...we model respect for the individual and we nurture a caring and safe environment...*" To this end, our vision has not changed for our schools and centres. We continue to strive toward increased levels of respect, care and safety and have focused our 17-18 efforts on building capacity through prevention and training for school and centre communities. Participation in the province-wide Grandes Rencontres project, created by the Jasmin Roy Foundation, the Ministry of Education, and the Peace Grantmakers Network, brought our teachers together at the live event or through the webcast option, for a full day of professional development on safe and caring school environments.

An additional layer of professional support has been added to the Complementary Service department with the hiring of a full time psycho educator to assist school teams with a better understanding of behaviors and practices, while also offering formal evaluations with evidence based strategies to improve our preventative initiatives early in the students' life.

The Safe and Caring School Guide has been completely revised and expected to be launched to our schools in 2018-2019 with French translation to follow. Among the many topics covered in the guide, emphasis during its revision has been on establishing simplified reporting procedures and systematic guides for our schools and centres to follow when incidents of bullying or violence are reported. Equally emphasised in the guide are the important roles played by all stakeholders in preventing and intervening effectively to promote safe and caring schools throughout ESSB.

The Complementary Services Department is proud to share other 17-18 accomplishments. Firstly, our collaborative Special Needs Advisory Committee is reaching annual objectives to serve our students with varying levels of special needs and their families. Secondly, our Professional services and evaluations are now being delivered within one school year without lengthy waiting periods. Thirdly, our pilot project with the new IEP system has been a success and will materialize in all ESSB schools in 18-19. With so many other accomplishments to report in 17-18, we must end with a summary by stating that our many initiatives have been with early prevention in mind. We believe that professional development leading to strong preventative approaches in our schools is the best option to serve our students, staff and families.

BUILDINGS

Eastern shores School Board owns 18 buildings, totalling 27,900 m², with an average age of 58 years. During 2017-2018, Eastern Shores School Board invested close to \$700,000 to maintain its real estate assets and approximately \$12 million in 2 major renovation projects. Eastern Shores School Board has one of the biggest territories in the province stretching from Rivière-du-Loup to Gaspé with a school in Fermont and on the Magdalen Islands.

The first major renovation project was done at Metis Beach school. Located at the western limit of our territory, this school has undergone the construction of an extension of approximately



2500 m², which includes a cafeteria overlooking the waters of the St. Lawrence river, multifunctional classrooms, a gymnasium (double) and a science lab.

Our second major renovation was at Shigawake-Port-Daniel school. The students, staff and parents were thrilled when we announced that the school would finally be getting a gymnasium. This is one of the two schools in our board that does not have a gymnasium. This project will be completed in the spring of 2019.

STUDENT OMBUDSMAN *Report*

2017
2018
SCHOOL YEAR



Complaint referrals :
none

Complaint referrals concerning
acts of bullying or violence :
none

Signed in New Carlisle, September 4, 2018

Donatien Grenier
Student Ombudsman



Believe
Achieve
Succeed



EASTERN SHORES SCHOOL BOARD

40 Mountsorrel
New Carlisle, QC, G0C 1Z0

Tel: (418) 752-2247

Fax: (418) 752-6447

info@essb.qc.ca

