

#### **ANNUAL REPORT**









# SCHOOL BOARD BUDGET \$31 million

STUDENT EN	1,330	
Pre-school	163	
Elementary	568	
Secondary	360	
Youth Sub-tot	1,091	
Adult	Academic	143
Education	Vocational	96
Adult Educati	239	

Schools	
Elementary:	6
Secondary	3
Both primary & secondary	7
Sub-total	16
Academic & Vocational Centers	6

## List of COMMISSIONERS

2018 2019 School Year

Wade Gifford	Chairperson
Mary Ellen Beaulieu	Commissioner-Ward 1
Keith Eldridge	Commissioner-Ward 2
Michael Chesser	Commissioner-Ward 3
Kelly Imhoff	Commissioner-Ward 4 (July & August)
Luc Martin	Commissioner-Ward 4 (November – June)
Michael Clarke	Commissioner-Ward 5
George Hayes	Commissioner-Ward 6
Gary Briand	Commissioner-Ward 7

<sup>\*</sup> Please refer to essb.qc.ca for details regarding electoral divisions

Donald Bourgoin	Commissioner-Ward 8
Ronald Mundle	Commissioner-Ward 9
Kerry Dickson	Commissioner-Ward 10
Myrna Howatson	Parent Commissioner, Elementary/Secondary level (July – September)
Denise Martin	Parent Commissioner, Elementary/ Secondary level
Stephanie Wall	Parent Commissioner, Elementary/ Secondary level
Cindy Carney	Parent Commissioner, Special Needs
Kathy MacKenzie	Parent Commissioner, Elementary/Secondary



Believe Achieve Succeed

# CHAIRPERSON AND THE DIRECTOR GENERAL



The 2018-2019 school year brought us the opening of our newly renovated "State of the Art" school in Metis Beach. The students and staff, who were relocated to Sainte Jeanne d'Arc during the renovations, were able reintegrate into their new and improved school during the month of October. The official inauguration was held on November 19, 2018, a showcase of the new school. Shigawake-Port-Daniel School was another building that saw the building of a new gymnasium and a well-deserved face-lift. SPDS students will be able to use all of the facilities in the upcoming school year.

On behalf of all commissioners, I take this opportunity to thank and congratulate all those responsible for the return of the Rural School Educational Conference. Work is well on the way to hosting a marvelous conference that will include using Metis Beach School and its state of the art equipment. RSEC offers our educators the opportunity for educational exchange and in the past it was enjoyed by all. The Council of Commissioners await RSEC with anticipation.

Lastly, we wish to thank Ms. Natasha Joncas for her drive to take us to the next level and wish her well in her future endeavour. To our Interim Director General, Ms. Nancy Doddridge, we wish her success as she leads us into continued success in the future.

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Wade Gifford Chair of ESSB I want to thank everyone who helped plan the 2019 RSEC and truly hope that staff received the professional development they needed in order to continue being the exceptional educational leaders they are.

I would like to extend a very special thank you and congratulations to the Adult Education team for having the courage to change and move forward with new programs that meet the needs of the students and communities in which they live.

Lastly, I want to say that it was a truly a pleasure and a privilege to have worked with every employee at ESSB. Whether it be during my in person visits, my telephone conversations, or through email exchange, I always felt a true loyalty to ESSB and a need to want to help students become the very best they can be. Hats off to all of you and keep up the great work!

Let's truly put students first

Natascha Joncas Director general



#### COUNCIL OF COMMISSIONERS CODE OF ETHICS

In conformity with Chapter 175.1 of the Education Act, the following is the commissioner created code of ethics and professional conduct as outlined in By-law 9.

Adopted: Resolution

November 14, 2007 C07-11-110

Amended:

December 09, 2015 C15-12-688

March 20, 2019 C19-03-350 BY-LAW 09 CODE OF ETHICS

## 1.O OBJECTIVE

Unless otherwise indicated, this by-law applies to every commissioner as defined in the Education Act, including parent commissioners. The intent of this by law is to:

- 1 Prevent real or potential conflicts of interest;
- 2 Ensure that all collective decision making, discussions and communication amongst commissioners are respectful and courteous;
- 3 Meet the legal aspects and the requirements for this function:
- 4 Encourage complete openness in order to strengthen public confidence in school board administrators;
- 5 Specify the duties and obligations of commissioners even after they leave office;
- 6 Interpret guidelines of behavior and attitude regarding:
  - Power
  - Influence
  - Information
  - Other advantages

## 2.0 REFERENCES

- 1 The Education Act (L.R.Q., chapter I-13.3) (sections 175.1 to 175.4, 176 and 177.1)
- 2 The School Election Act (L.R.Q., chapter E-2.3)
- The Act on Election and Referendum regarding Municipalities (L.R.Q., chapter E-2.2)
- 4 The Act Respecting Access to Documents Held by Public Bodies and the Protection of Personal Information (L.R.Q., A-2-1, Sections 158-168)
- 5 Civil Code (sections 321 to 325 and 2088)

## 3.0 DEFINITIONS

**Ethics Commissioner:** A person named by the Council of Commissioners, mandated to examine or inquire into alleged or actual conduct that may be contrary to standards of ethics or professional conduct. This person is designated in accordance with the Law and excludes members of the Council of Commissioners and school board personnel;

**Commissioner:** A commissioner elected or appointed pursuant to the Act respecting school elections;

**Parent Commissioner:** Commissioners representing the parents elected according to the Education Act;

**Conflict of Interest:** A situation where a commissioner may have to choose between his personal interest or those of his close relations and the interest of the school board. The term interest implies a direct or indirect interest, financial or not, real, apparent or potential. This interest is distinct from public interest in general and can be perceived as such by a reasonably informed person.

**Professional Conduct:** Duties and obligations applicable to commissioners;

## 4.0 ETHICAL STANDARDS

As a democratic institution attaching importance to established standards, the Council of Commissioners endorses the rules where respect, honesty, integrity, loyalty, impartiality, openness towards others, discretion, responsibility, cooperation and equity is the core of the behavioral code of commissioners exercising their functions.

These values favor, among others, the following:

- 1 To assure quality education and equity to all school board youth and adult clientele;
- 2 To listen to parents, and promote the use of the official organizations as channels of communication with the Council of Commissioners
- 3 To demonstrate respect and courtesy towards fellow commissioners, administrators and employees of the school board and the stake holders.
- To respect the line of conduct established by the organization, the duties delegated to the Director General and other management personnel in accordance with the Education Act.

- To recognize that the power given to a commissioner is of a collective decision making nature. Commissioners may not involve the school board in any situation created by a commissioner or a small group of commissioners.
- (5) To perform their duties with prudence, conscientiousness and honesty with respect to school board orientations, regulations and resolutions adopted by the Council of Commissioners and by the Executive Committee. A commissioner must always act in the best interests of the school board.
- 7 To support all decisions taken by the Council of Commissioners and the Executive Committee. However, this collaboration must not restrict the freedom of speech inherent to a commissioner's function.

## 5.0

#### 5.0 OBLIGATIONS AND DUTIES OF A COMMISSIONER

A commissioner must also fulfill the following duties and obligations:

#### 5.1 Discretion

A commissioner must demonstrate absolute discretion both during and after his term of office and must respect the confidential nature of the personal and commercial information obtained, particularly, the information disclosed during meetings of the school board authorities held in camera.

A commissioner must respect the strict confidentiality of any private information acquired by virtue of their office, in either oral or written form, and must not do any of the following except when required by law or authorized by the school board to do so:

(a) disclose the information by any means to any person other than another commissioner of the Board, the Director general or the Director general's designate, the Minister or the Minister's designate;

- **(b)** use the information for personal or other gain.
- (2) In subsection (1) "private information" includes the following:
- (a) information in the possession of the school board or a school board commissioner that the school board or the school board commissioner is either prohibited from disclosing or is required to refuse to disclose under the *Freedom of Information and Protection of Privacy Act* or other legislation, including personal information and information that is supplied in confidence as those terms are used in the *Freedom of Information and Protection of Privacy Act*.

or

**(b)** information relating to the content or substance of deliberations of any matter that will be discussed or has been discussed at a private meeting held under section 167 of the *Education Act*, unless the information has been discussed at a meeting that was open to the public or the information has been released to the public.

#### **5.2** Compliance to rules and policies

A commissioner must abide by the laws enumerated in section 2 and by the rules, procedures and policies established by the school board and respect the following:

- 1 Recognize that the Board is responsible for policymaking, planning and system evaluation and that the Director general is responsible for the day-to-day operation of the system.
- 2 Recognize that authority rests with the Board in legal sessions, and not with individual commissioners of the Board:

#### 5.3 Collaboration

Working together for the best interest of the school board as a whole, a commissioner must:

1 Respect the decision of the majority as determined within the recognized mandate of the Board, reserving the right to seek changes to these decisions in the future through ethical and constructive channels:

- 2 Attend, VCN, telephone or in person, all regularly scheduled Board meetings and Committee meetings on which he or she serves, insofar as possible, and be prepared as required for all such meetings;
- 3 Show respect for others in their verbal and nonverbal language and work with fellow board and staff commissioners in a spirit of cooperation, regardless of personal differences of opinion, treating all with mutual courteous respect and encouraging the free exchange of diverse views;
- Consider what other Commissioners and other individuals and or groups may have to say before making final decisions, and make a sincere effort to keep themselves fully informed concerning the issues and consider alternative solutions to problems;
- 5 Not pursue any procedure calculated to embarrass another board or staff commissioner:
- 6 Accept and promote the Board's mission, beliefs, programs and services in the community the Commissioner serves and in the larger educational community.

## 6.0 CONFLICT OF INTEREST

A commissioner must not become involved in a situation creating a conflict of interest. A conflict of interest situation arises when a commissioner must choose between his own personal gain or those of his close relations and the interests of the school board. Each year a commissioner must identify situations of conflict of interest.

#### **6.1** Conflict of interest situations

**6.1.1** Whenever a commissioner is taking a decision on a particular situation and agrees to receive personal advantages. Personal advantage includes gifts, donations, favors, awards, remuneration, indemnity, compensation, benefits, profit, advances, loans, reduction on costs of items.

**6.1.2** Whenever a commissioner has a direct or indirect interest in any enterprise which places the member's personal interest in conflict with the interests of the school board, and has confidential information which may be manipulated to his own advantage during the time he carries out his duties as commissioner.

**6.1.3** Whenever a commissioner uses school board goods and materials for his own personal interest.

6.1.4 Whenever a commissioner takes part in deliberations on issues in which he is already involved.

**6.1.5** Whenever a commissioner becomes aware of a possible conflict of interest situation during deliberations, they must withdraw from the sitting while the matter is discussed or voted on and abstain from influencing other members.

## 7.0 IMPLEMENTATION

#### 7.1 Period of Limitation

In accordance with article 175.1 of the Education Act, all regulations included in this policy continue to exist one (1) year after a commissioner's mandate terminates and, indefinitely, when information received during the mandate is confidential and is related to private life or information under the Access to Information Act.

#### 7.2 Rules of Implementation

In order to implement this regulation, the Council of Commissioners must delegate an Ethics Commissioner. The mandate of the Ethics Commissioner is two (2) years. The Ethics Commissioner shall be selected from among the following:

- 1 Practicing or retired lawyer experienced in education or public law; or
- 2 Any holder of publicly elected office, or
- 3 Experienced mediator or arbitrator; and
- 4 No ESSB commissioner, past or present and no employee, past or present can be selected as the Ethics Commissioner.

#### 7.3 Breach of Code – procedures

- (a) A Commissioner who has reasonable grounds to believe that another Commissioner has breached the Code of Ethics may bring the alleged breach to the attention of the Chair. (If the Chair is the subject of the alleged breach, it would be reported to the Vice-Chair).
- (b) The Chair shall meet informally with the Commissioner who is alleged to have breached the Code of Ethics to bring the allegation to the Commissioner's attention and to discuss measures to correct the offending behaviour. If it cannot be resolved informally, then a formal complaint can be brought against the Commissioner. (The Chair may invite the Vice-Chair to attend the informal meeting). The informal meeting is conducted in private.

- (c) The formal complaint must be signed by the Commissioner alleging the breach and include the name of the Commissioner alleged to have breached the Code information on when the breach became known, grounds for believing a breach has occurred, contact information for any witnesses or people who have relevant information about the alleged breach.
- (d) The Ethics Commissioner shall investigate upon receipt of a formal written complaint addressed to the school board.
- (e) The Ethics Commissioner meets the commissioner and examines the alleged conduct which may be contrary to standards of ethics or professional conduct. The commissioner is given the time to explain his actions.
- **(f)** If the Ethics Commissioner believes that commissioner has deviated from this policy, one of the following measures may recommend:
  - 1 Written reprimand
  - 2 Suspension for a limited time
  - 3 In the case of exceptional circumstances, procedure for removal of the commissioner

#### 7.4 Annual Report

In its annual report, the Council of Commissioners must provide the number of cases dealt with and the follow-up. It shall indicate any deviations determined by the disciplinary authorities and the names of any commissioners divested of office by a court order during the preceding year. This article must not restrict any commissioner from freely expressing their opinion or acting to fulfill their function as commissioner



This By-Law replaces the previous By-Law 9 adopted by Resolution C07-11-110 and shall come into force on the day public notice of its adoption is given.



## COMMITMENT TO SUCCESS PLAN



#### The ESSB Commitment to Success Plan reflects the Policy on Educational Success and outlines the following objectives:

- 1 To reduce the gap in the graduation/certification rates in target groups:
  - Group 1: males vs. females;
  - Group 2: at-risk students vs. regular students;
- To reduce the number of students starting secondary school being 13 years or older.
- To increase the success rate of:

  - Students receiving qualification before the age of 20;
    Students receiving qualification or certification before the age of 20.
- 4 To improve language proficiency in elementary English.
- 5 To ensure all school/center buildings are in satisfactory condition.

#### **OBJECTIVE**

1

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

The Policy on Educational Success speaks of success for all students. Some students are at greater risk of not completing their studies successfully due to a variety of factors. The Ministry has invited Boards to reduce the gap in success rates within certain specific groups of students

 TABLE 1
 7-year success rates and gaps for targeted groups in the ESSB

	EASTERN SHORES SCHOOL BOARD					
	2008-2015 CC	HORT	TARGET 2022	RESULTS 2017-2018		
	Success rate	Gap	Gap	Success Rate	Gap	
Male	76.6%	0.09/	0.49/	86.5%	2.70/	
Female	77.4%	0.8%	0.4%	89.2%	2.7%	
EHDAA <sup>1</sup>	53.3%			NA		
Regular students	87.1%	33.8%	25.3%	NA	NA	

Source: Rapport DIPLOMATION ET QUALIFICATION PAR COMMISSION SCOLAIRE AU SECONDAIRE - ÉDITION 2019, MEES septembre, 2019

Under Objective 1, MEES has outlined four areas of focus for reducing the gap between groups of students. ESSB is focusing on two of four.

#### **INDICATOR 1:**

#### Gap between the graduation and qualification rates of boys and girls (based on a 7-year cohort)

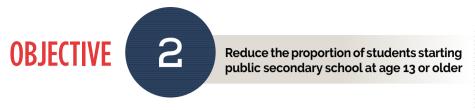
The data showing the difference in the graduation and qualification rates between boys and girls has increased from 0.8% in 2008-2015 cohort to 2.7% in 2011-2018 cohort. With small enrollment numbers, this rate will fluctuate from year to year.

#### **INDICATOR 2:**

#### Gap between students identified as at-risk and students who do not have Individual Education Plans (IEP).

The table above shows the difference in the graduation rates between students identified as EDHAA (including students who have a difficulty code as well as students who have an IEP (identified "at-risk")) and students who do not have an IEP. At ESSB, the graduation rates gap between EHDAA vs Regular students needs to be reduced from 33.8% to 16.9% by 2022. With small enrollment numbers, this rate will fluctuate from year to year.

<sup>&</sup>lt;sup>1</sup> Students with handicaps, social maladjustments or learning difficulties with an IEP NA - Not applicable



Starting secondary with a delay of one or more years has a negative impact on a student's educational path, and ultimately on their academic success. Currently, the proportion of students entering secondary school with a delay in the public school boards is 12.6%. The ministerial objective is to lower the proportion of these students to 10%.

 TABLE 2
 Proportion of students starting school at age 13 years or older

	EASTERN SHORES SCHOOL BOARD						
	REFERENCE YEAR	TARGETS	RESULTS				
	2016-2017 cohort	2022	2018				
Proportion of students	4.8%	4.8%	16.7%				

Source: Rapport DIPLOMATION ET QUALIFICATION PAR COMMISSION SCOLAIRE AU SECONDAIRE - ÉDITION 2019.

MEES septembre, 2019

The proportion of students entering secondary at age 13 or older has increased from 4.8% to 16.7% in 2018. ESSB continues to discourage student retention to meet the 2022 target of 4.8%.

## OBJECTIVE 3

Raise the 7-year cohort graduation and qualification rate

The MEES graduation and qualification rate is determined by examining the rate of graduation and qualification of students seven years after they start secondary one. The data follows those students who were registered with a board in that year. Any academic graduation (Secondary School Diploma SSD) or a vocational program (Diploma of Vocational Studies DVS) of those students in that seven-year period will be considered part of the graduation rate for the first row in the table 3, listed below. The second graduation rate listed in table 3 counts all graduation or qualification certificates such as the work oriented pathway, special needs or adult education academic graduation.

TABLE 3 Provincial Graduation Rates vs Eastern Shores School Board

	EASTERN SHORES SCHOOL BOARD				
	REFERENCE YEAR	TARGETS	RESULTS		
	2008-2009 cohort	2022	2018-2018		
Students under 20 obtain a first diploma (SSD or DVS)	71%	77%	NA		
Students under 20 obtain a first diploma or qualification	77%	83%	87.6%		

Source: Rapport DIPLOMATION ET QUALIFICATION PAR COMMISSION SCOLAIRE AU SECONDAIRE - ÉDITION 2019, MEES septembre, 2019

The data has not been published to know if ESSB met the 2022 target of a SSD or DVS diploma in 2018.

ESSB has exceeded the 2022 target for students obtaining a first diploma by 4.6% for the 2011-2018 cohort. With small enrollment numbers, this rate will fluctuate from year to year.

#### **OBJECTIVE**



Increase the success rate for the writing component of the Elementary 6 English Language Arts End-of-Cycle Evaluation.

The official language of instruction at Eastern Shores is English. In English Language Arts, there is no compulsory MEES Grade 4 exam. Thus, Eastern Shores School Board does not have results that pertain to this objective and cannot set standards in this regard. However, there is a Grade 6 MEES compulsory exam, with a writing component. This exam can represent our measure of success for objective 4

#### TABLE 4 Provincial and Eastern Shores School Board Success Rates

	EASTERN SHORES SCHOOL BOARD				
	REFERENCE YEAR	TARGETS	RESULTS		
	June 2017	2022	June 2019		
Grade 6 ELA Writing Competency	92%	92%	92.7%		
Grade 6 Math – Reasoning	73.1%	77%	56.8%		
Grade 6 FSL – Global Exam result	89.7%	89.2%	82.1%		

Source: Internal school board results on MEES compulsory exams and common exams, June 2017

ESSB maintained the 92.0% success rate in the ELA grade 6 writing competency compulsory exam achieved in June 2017 in 2019.

ESSB decreased the success rates for the reasoning competency compulsory exam in Math from 73.1% in June 2017 to 56.8% in 2019.

ESSB decreased the success rates for French Second Language common exam from 89.7% in June 2017 to 82.1% in 2019.

With small enrollment numbers, these rates will fluctuate from year to year

#### **OBJECTIVE** Ensure that all school buildings are in satisfactory condition

The management framework categorizes buildings according to an index measuring a building's obsoleteness (Indice de vétusté (IV)) in order to prioritize maintenance work. The buildings are grouped in five categories according to their condition, from A to E. The obsoleteness threshold for the satisfactory physical state of a building is fixed at the C level category, or an index of obsoleteness (IV) of 15% of the total building value.

#### TABLE 5 Percentage of schools in satisfactory condition

	EASTERN SHO	RES SCHOOL	L BOARD
	REFERENCE YEAR	TARGETS	RESULTS
	2017	2022	?
% of schools, centres and buildings in satisfactory condition according to the Facility Condition Index ( FCI)	100%	100%	?

Source: État des infrastructures de la Commission scolaire, Avril 2017, Param\_fin\_2017-2018\_882.xlsx

The goal set for 2022 is that 85% of the building would have an obsoleteness index of 15% or less, and then be at least in the C categories.

ESSB wishes to maintain the 100% in satisfactory condition for 2022.

## COMPLAINTS REPORTED

Summary Report for Bullying and Violence 2018-2019

> Eastern Shores School Board

ESSB	BULLYING- 5 OR LESS INCIDENTS			TS	BULLYING- 6 OR MORE INCIDENTS			
SCHOOLS	PHYSICAL	VERBAL	WRITTEN	CYBER	PHYSICAL	VERBAL	WRITTEN	CYBER
Baie Comeau High School	•		•	•	•	•	•	•
Belle-Anse	•	•	•	•	•	•	•	•
Escuminac	•	•	•	•	•	•	•	•
Evergreen	•		•	•		•	•	•
Fermont	•	•	•	•	•	•	•	•
Flemming			•	•		•	•	•
Gaspe Elementary	•		•	•		•	•	•
Grosse Ile				•		•	•	•
Gaspe Polyvalente								
Metis Beach		•	•	•		•	•	•
New Carlisle High School	•		•	•	•	•	•	•
New Richmond High School		•	•	•	•	•	•	•
Queen Elizabeth High School	•	•	•	•	•	•	•	•
Riverview	•		•	•			•	•
Shigawake- Port Daniel	•	•	•	•	•	•	•	•
St-Patrick	•	•	•	•	•	•	•	•

VIOLEN	ICE- 5 OR L	ESS INCIDE	NTS	VIOLENCE- 6 OR MORE INCIDENTS			
PHYSICAL	VERBAL	WRITTEN	CYBER	PHYSICAL	VERBAL	WRITTEN	CYBER
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### COMPLEMENTARY SERVICES

#### **SPECIAL NEEDS**

The Complementary Services team worked closely with the Centres of Excellence for Autism and Physical/Intellectual and Multi-challenged during the 2018-2019 school year based on a needs-assessment conducted in 2017-2018. This contributed to the delivery of quality support and training to ESSB staff in order to be knowledgeable about current research and best practices related to special needs. Our online model of delivery emphasised our individualized approach to professional development (PD) for distant schools.

The Competency Based Approach to Social Participation (CASP) program is a curriculum designed for students aged 6 to 15 who follow a life skills pathway. Four ESSB teachers followed the two-year training and have since supported the CASP implementation during the 2017-18 in two of our schools. The CASP working team was supported by the Centre of Excellence for Physically, Intellectual and Multi-Challenged who continue to collaborate to further explore and develop tools to support teachers.

#### **MENTAL HEALTH**

Phase two of the Mental Health First Aid training was offered in May of 2019. ESSB currently has 47 employees trained and certified. Furthermore, we have ongoing offers from our CISSS partners for Suicide Crisis training (Gatekeeper) and plans to increase our currently trained staff of 6 to at least 12 in the upcoming school year.

Decreasing the stigma associated with mental health was and will continue to be a priority at ESSB. Entente funding through the DG's table allowed the Complementary Service department to host a Headstrong summit in March of 2019. Twenty-six student ambassadors from grades 9, 10 and 11 and our adult-education centres accompanied by seven ESSB staff, partners from CASA and the CISSS, participated in the two-day anti-stigma activities. Participants have a renewed vision and mission to break down the barriers in their respective schools and centres.

At ESSB, Complementary Services strives to provide the support needed by all students to successfully develop academically, physically, emotionally, and socially. We continue to offer this through:

- 1 Cultural and sports activities;
- 2 Prevention and promotion of healthy choices;
- 3 Ongoing professional development opportunities to support academic success;
- 4 Dedicated administrators, professionals, teachers, and support staff in every school.

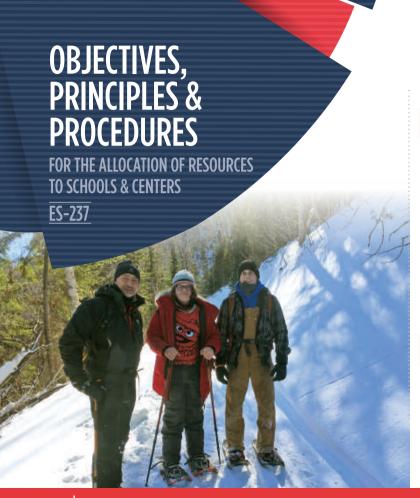
Complaint referrals: none

Complaint referrals concerning acts of bullying or violence : none

Signed in New Carlisle, September 4, 2019

**Donatien Grenier** Student Ombudsman





In conformity with Chapter 275.2 of the Education Act, the following is the description of objectives and principals governing allocation of revenue and criteria used to determine amounts as outlined in policy ES-237.

#### **OBJECTIVES**

This document outlines the objectives, principles and budgetary procedures for the equitable distribution of resources of the Eastern Shores School Board.

- In particular, this document describes the content of schools' and centers' local budgets, allocations available to schools, and the centralized expenses absorbed by the School Board.
- 2 It covers the method used by Eastern Shores School Board to finance its various committees.
- 3 It also includes the time line for the budgetary process.

#### **PRINCIPLES**

1 The Eastern Shores School Board is committed to the principles of local administration concerning its human, material and financial resources. It has carried out the process of decentralized decision-making powers to administrators of schools and centers, and this in conformity with the Education Act.

- The Fastern Shores School Board considers administrators of schools and centers as being accountable to their Governing Board and to the School Board for the management of their budgets. The School Board is committed to encouraging the autonomy of schools and centers based on sound administration of public funds. It also believes in long-term planning for school projects and allows for a degree of carryover of surplus and deficits from one budgetary year to the next. All deficit situations will be monitored by the School Board. As required, individual recovery plans will have to be established and approved by the School Board.
- 3 The School Board is obliged to adopt a balanced budget. Each year, from its available revenues, the Eastern Shores School Board allocates to schools and centers the necessary human, material and financial resources so as to provide quality services to its student population.
- 4 The School Board recognizes that social and economic disparities exist among the different sectors of the population it serves. The School Board may take this into consideration when equitably allocating staff and/or complementary grants to schools which have a clientele from such sectors.
- 5 Pedagogical resources are a priority of the Eastern Shores School Board and its schools.

- 6 Self-financing must be assured for certain activities such as daycare services, noon-hour supervision, meals served in schools, rental of facilities. Pop Ed activities, and all other extracurricular activities
- The global budget presented for adoption will take into account the anticipated student population, projected revenues as known at the time of budget preparation in line with the general orientation of the Council of Commissioners, and School Board priorities.

#### The distribution of funds to schools is carried out in three steps:

- 1 Preliminary distribution is done based on forecasted information (projected student population, initial staffing plans and initial funding parameters from the MELS).
- 2 Final distribution is carried out after establishing the September 30th actual student enrollment and takes into consideration the financial results of previous years and new information since the preparation of the initial budget.
- 3 Preliminary distribution of funds to centers based on forecasted information.

#### **PROCEDURES**

Article 95 of the Education Act states that the Governing Board adopts the school's annual budget proposed by the school principal and submits it to the School Board for approval.

Article 96.24 of the Education Act stipulates that the school principal prepares the annual school budget and submits it to the Governing Board for adoption. The school principal administers the budget and is accountable to the Governing Board for its administration. The budget must balance the projected expenditures of the school to the funds allocated by the School Board and all other school revenues.

The School Board's objective is to decentralize budgets equitably to cover each school's operational and capital expenditure requirements. Principals distribute their allocations according to the needs and priorities of their school's community. Those allocations are as follows:

#### 1 Operational Budget

The School Board shall allocate funds to each school, for a given school year, based on a fixed amount per student enrolled on September 30<sup>th</sup> of that year. To account for inequities resulting from low enrollments in small schools, a separate calculation will be done for each elementary and secondary school providing for a base allocation supplemented by a per-student amount. The retained allocation to a school shall be the more favorable of the two calculations.

Additional funds shall be allocated to schools by the School Board for special measures or projects. Special funds received from the MELS shall be distributed to the schools.

In the secondary schools, supplementary funds from the MELS will be allocated to the schools for Technology Programs.

#### **2** Capital Budget

Base Allocation: An amount per student based on enrollment as of September 30<sup>th</sup> of that year. Operating expenses cannot be charged as capital expenditures.

Specific Allocations and Supplementary Allocations by the MELS

#### **3** Measures and Other Special Projects

The School Board reserves the right each year to determine if an additional sum of money will be allocated to schools to finance the implementation of special projects for schools. If such funds are allocated, the allocation will normally be on the basis of a base amount and/or a per-student amount.

#### **Expenses Covered by Decentralized Allocations**

Schools in the youth sector are responsible for covering the following expenses from their budgetary allocations:

#### **Operational Budget**

- · Teaching materials
- School textbooks and library books
- Laboratory materials and disposal of these materials
- · Computer hardware and software
- · Communication expenses: telephone, fax and postage
- · Photocopier: copies
- Paper and stationery materials
- Office materials and services
- Cafeteria services
- Cultural, social and sport activities
- Transportation as per transportation policy

#### **Capital Budget**

- Furniture
- Equipment
- Tools
- Computers
- Items with an extended life span which are not consumable (Above examples of possible expenses are not exhaustive)

#### **Human Resources in School**

As the sole employer, Eastern Shores School Board must ensure that all of its legal obligations are respected. In order to do so it keeps its salary mass centralized. The centralized salary mass is comprised of salaries, security of employment, short-term substitution for teachers and fringe benefits. A school principal may not create permanent positions through use of the school's budget.

Notwithstanding the above, school principals are recognized as the immediate superior for all their school personnel, namely teachers and all categories of support staff.

Staffing plans are established for each school based on collective agreements and funding from the MELS, in collaboration with the school principal. Initial planning will begin during spring for the following school year based on the projected student enrollment, taking into account the special needs of students enrolled. Adjustments to those plans for teacher staffing are made prior to October 15<sup>th</sup> to reflect the actual enrollment status.

#### **Expenses Related to Building Maintenance**

Expenses for energy consumption and safety, as well as general maintenance (not included in the janitorial daily activities) and major repairs of buildings, are centralized through the Buildings & Equipment Services Department. All maintenance work not carried out by a Board employee must be done by a licensed contractor and the projected cost must be submitted in writing.

#### **Professional Development for all Personnel**

The budgets for professional development for all personnel groups are administered by parity committee and unspent funds are carried over from one budgetary year to the next.

#### **Corporate Expenses**

Audit fees, legal fees, insurance, association costs, upkeep of archives, rental of facilities for schools and the School Board office, transportation, Board-level computerized application, ententes for services for special needs students, tax collection, and payroll.

#### **Council of Commissioners**

The maximum number of commissioners, as well as their maximum salary mass, is established by law or decree. Funds are allocated by the School Board to cover commissioner stipends, election expense and professional development.

#### Building Improvement and/or Major Renovations (Capital Projects)

Projects are listed and prioritized according to the recommendation of the Building Committees in collaboration with the school principals.

#### **Priority ①**

The maintenance, repair and/or replacement of assets where there exists a health or safety hazard or as a result of a legal requirement. (ie: CSST, labour contract, government decree, etc.)

Government cost-shared projects where the Board can benefit from additional funding.

#### **Priority 2**

Pedagogical needs for the youth, adult and professional education sectors.

#### **Priority 3**

Building requirements of a structural nature, heating, air conditioning, and electromechanical equipment. Modifications to playground, landscaping, parking lots for safety, not aesthetic reasons.

#### **Priority**

Interior/exterior improvements or modifications for aesthetic reasons or to provide more functionality to a facility.

#### **Capital: Furniture, Equipment & Tools**

The remaining portion of the MELS allocation for capital expenses and tools is kept centrally by the School Board and will be distributed according to annual priorities.

#### **Examples of Expenses**

- 1 Supporting schools in their computer development programs or textbook/library book purchases for the duration of the MELS program.
- 2 Administrative computers for Board Office departments and fiber optic networking.
- 3 Maintenance of electro-mechanical systems and infrastructures

#### **Adult & Professional Education Services' Budget**

The Adult & Professional Services will maintain a balanced budget as a self-financing unit, with the exception of the following items which are the budgetary responsibilities of the School Board:

- General administrative overhead costs: and
- Buildings' operating and maintenance costs.

#### **School Board Committees – Financing**

School Board committees receive funds from the School Board for their normal operation.

#### **Governing Boards**

Each Governing Boards is allocated a fixed amount. This budget will be administered by each Governing Board. Article 66 of the Education Act stipulates that the Governing Board's budgets cannot include any other source of funds. Their operations are essentially meeting expenses.

#### **Parents' Committee**

The Parents' Committee is allocated a per-student amount; this budget will be administered by the Parents' Committee and shall maintain a balance between the expenditures on the one hand and the financial resources allocated by the Board, Article 197 of the Education Act states that the Parents' Committee may have other sources of revenue to balance its budget. Any positive balance at the end of a school year will be carried over to the following school year.

#### PROPOSED TIME LINE FOR BUDGETARY PROCESS

#### **Proposed Time Line for Budgetary Process**

#### **MARCH**

- 1 Consult schools/centres on all staffing needs (Article 96.20)
- 2 Projection of student numbers for staffing requirements
- 3 Special Needs Advisory Committee meeting
- 4 Consultation with Governing Board on budgetary needs (Article 96.22)
- **5** Consultation with Governing Board on Goods and Services needed by school (Article 96.22)

- 6 Budget parameters received, analyzed and impact identified
- Consultation with Parents' Committee (Article 196)

#### **APRIL**

- ① Commissioners' Workshop on first budget draft (Finance Committee) Meeting with
- 2 Unions and Associations, as required (D.G.)

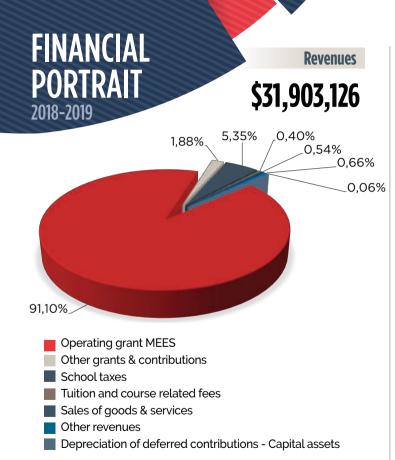
#### MAY

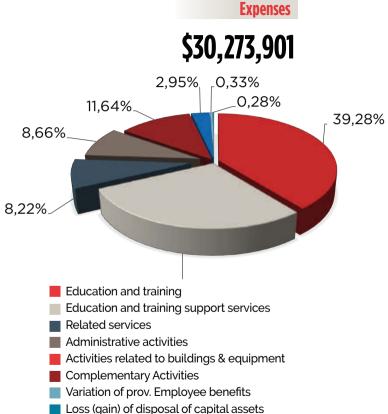
- Finance Committee to review proposed budget
- 2 School Board adopts school budgets
- 3 Commissioners to review capital budget
- Transportation Committee to define the proposed budget

#### **JUNE**

1 School Board adopts budget

# FINANCIAL PORTRAIT 2018-2019





#### **Statement of** operations

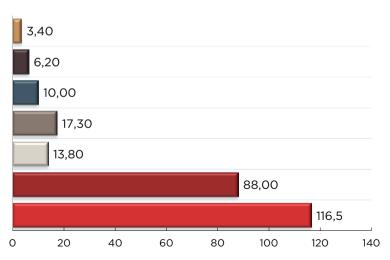
	2018-2019	2017-2018
REVENUES		
Operating grant MEES	29,063,252	25,269,263
Other grants & contributions	600,047	537,058
School taxes	1,706,468	2 327,067
Tuition and course related fees	128,845	546,251
Sales of goods & services	172,719	199,557
Other revenues	211,644	184,226
Depreciation of deferred contributions - Capital assets	20,152	18,191
TOTAL REVENUES	31,903,126	29,081,614
EXPENSES		
Education and training	11,891,358	11,580,534
Education and training support services	8,668,024	7,730,973
Related services	2,489,223	2,425,780
Administrative activities	2,622,823	2,596,604
Activities related to buildings & equipment	3,525,225	3,110,703
Complementary Activities	893,697	897,121
Variation of prov. Employee benefits	100,026	-39,177
Gain of disposal of capital assets	83,524	-17,334
TOTAL EXPENSES	30,273,901	28,285,205
SURPLUS OF THE YEAR	1,629,225	796,408

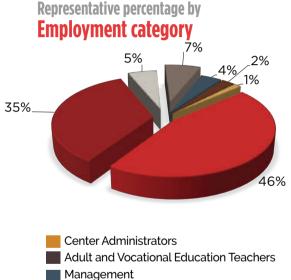
## HUMAN RESOURCES

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, 2018 to March 31, 2019.

### **Distribution of Full-time equivalencies**

by employment category





**Professionals** 

Youth Sector Teachers

Principals
Support Staff

## Number of hours paid by employment category

#### **April 2018 - March 2019**

	Number of Employees	Hours Worked	Overtime Hours	Total hours paid	Ministerial Target (JanDec. 2014)	Difference	Explanations	Corrective Measures
Management	34	49,893.25	0.00	49,893.25	52,184.02	-2,290.77	N/A	N/A
Professional Staff	30	31,559.16	0.00	31,559.16	17,409.78	14,149.38	Engagements through Measures	N/A
Teachers	362	223,083.18	235.58	223,318.76	224,193.56	-874.80	N/A	N/A
Office and Special Education Staff	238	129,861.76	15.75	129,877.51	110,196.83	19,680.68	Engagements through Measures	N/A
Bus Drivers and Maintenance Staff	48	30,243.92	52.00	30,295.92	40,198.21	-9,902.29	N/A	N/A
Total	712	464,641.27	303.33	464,944.60	493,665.61	-28,721.01	_	_



## **REPORT ON CONTRACTS**

Accountability for Service Contracts (LGCE) Awarded between July 1, 2018 – June 30, 2019

	Contracts entered into with companies other than a natural person	Contracts entered into with a natural person	Total Contracts
Number of contracts	4	2	6
Value of contracts	\$173,249	\$106,274	\$279,523

# MATERIAL RESOURCES

The main function of the Material Resources Service is to ensure the proper operation of equipment and maintenance of the School Board's buildings. Eastern Shores School Board owns 18 buildings, totalling 27,900 m2, with an average age of 58 years. For the 2018-2019 school year, Eastern Shores had approximately \$1.1 million available for equipment operation and infrastructure upgrades.

Additionally, approximately \$3.5 million was injected in major renovation projects. The Shigawake Port-Daniel (elementary) School (SPDS) gym extension is among one of the major projects of the year. The results of the expansion have made SPDS one of our most efficient and practical schools.

Eastern Shores School Board has one of the biggest territories in the province including; Region 11 (Gaspésie-Îles-de-la-Madeleine), Region 09 (Côte-Nord) and Region 01 (Bas Saint-Laurent).







### **ELEMENTARY AND SECONDARY**

Schools

2018-2019 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

2018-2019 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



### BAIE COMEAU High School

2017-2018 Baie Comeau High School (BCHS) is proud to report another successful school year for 2018-2019. 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. All four Sec V students received their Secondary School diploma.

There were a number of highlights: we sustained our use of Google Classroom/Chromebooks, organized a Sec IV-V 7-day trip to London, England, competed in a provincial battery recycling contest, gave out BCHS t-shirts to students, staff and volunteers, offered music lessons, produced a 90-page yearbook, and encouraged student participation in our Student Parliament.

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. The mesures provided essential financial support for our numerous curricular and extra-curricular activities.

Our Home & School Association continues to partner with the school, providing students and staff with a wealth of extra-curricular activities, managing our school-based accounts and support in several "theme" days. Our Community Learning Centre was re-ignited in the spring



with the hiring of a Community Development Agent. Groundwork was laid to make use of this resource for the benefit of the school and community.

We continue to face a multitude of challenges: declining enrolment; community visibility; ever-increasing linguistic and mathematics- related literacy needs; increase in behaviour-related issues. Our 2019-2020 Educational Project and Success plan will address these key challenges.

### BELLE ANSE School

Belle Anse School student enrollment increased greatly this year to a monumental 44 students! Our grade 6 class included seven graduates who, after completing the stressful evaluation period, traveled to Quebec City to commemorate the occasion with both culture and fun.

This year we take pride in having offered our students a first aid workshop specifically designed for children. The children took the experience very seriously as they learned basic CPR for both children and infants. This knowledge empowers children and could help to save a life.

As usual well-being as well as perseverance is highlighted at our school through sports, outdoor activity, and the arts. One event that challenged our students physically was the Gaspesia 100 Marathon where students ran either 1 km or 3 km on part of the same course that people from across the world had ran just days prior. The students also discovered the art of boxing, a skill requiring concentration and focus. A group of students took part in creating a mural where they used the works of great historical artists to inspire original pieces based on our local environment. Belle



Anse and Perce landscapes inspired by Picasso, Van Gogh and Monet now beautify our school. There were also three opportunities to showcase students' musical talents, one being outdoor xylophone and caroling during a local Christmas tree lighting ceremony.

Belle Anse School is a safe and caring environment where students have the opportunity to engage in a wide range of opportunities that aim to develop well-rounded citizens and this year was a huge success.

## ESCUMINAC Intermediate School

2018 -2019 was a very active year at Escuminac School Our enrollment remained steady and all of our classrooms continue to be small. multilevel environments. learning Despite the inherent challenges of a multilevel learning environment, our teachers and support staff continue to offer exceptional learning activities and experiences to all of our students.

The environment is something that we hold very dear at EIS and as such, our students participated in a variety of outdoor initiatives. These initiatives ranged from learning about local flora and fauna to participating in a variety of activities such as tri seasonal camping, clam digging, ice fishing and hiking excursions. Our secondary students even had the opportunity to participate in a year long project centered around learning about our local salmon and fly fishing industry. Throughout the course of the year, students learned how to



cast, tie flies and had the opportunity to go to Camp Brûlé on the Little Cascapédia for an overnight fishing trip.

Measures from the Ministry also afforded our students the opportunity to attend more ESSB sponsored sporting events, participate in swimming and skating lessons, offer their community volunteer services, and bring in a variety of cultural events such as a local grass dancer to teach our students about the significance of this traditional dance to Indigenous peoples.

The year ended with a school wide trip to Quebec City where students from Grade 1 to Grade 9 were able to visit a variety of educational sites, take a walking tour of the old city and even visit the waterpark.

We are very proud of all the learning activities and experiences that we are able to provide our students in our small school and look forward to doing so for many years to come.

### EVERGREEN High School

It was an effective year at Evergreen High School and we are delighted with all of the accomplishments. Improving student results and increasing the participation rate in our sporting events is the mission we set for our school year after year. The graduation rate was 100% and this is always amazing news. 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-seven students from secondary one to secondary five were present on September 30th 2018, 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 constantly a challenge. Nevertheless, this year we were successful, our students joined in many of the schoolboard sporting events, and we hosted cross-country event. We created a partnership with the French staff, parents and different members of our



community to be able to offer more activities for our students. This year we were extremely proud of our music program which was possible because of the special Vitalite measure. Furthermore, with the funding available with the measures, we were able to create more opportunities for our students to explore a variety of educational topics while participating in a variety of special and exciting events. We also offered different occasions for the students to stay after school to work with the teachers or to participate in diverse clubs. The measures had a positive impact in the classrooms but also with our students' sense of belonging. We were able to create activities where they were able to invite the French to join them which is something we were never able to do. 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 2018-2019 school year at Fermont School was very busy and engaging. Our positive school climate has created an environment where we support the academic and social development of our students. We have a small school population but we are rich in experiences. Our students participate in a multitude of experiences including; Artists in Schools, the Terry Fox Walk, Fitweek Activities, Grade Six and Kindergarten Graduations, Spring Concert and Barbeque, Winter Carnival, Christmas Concerts, Taiga Carnival, and making healthy snacks. There is 100% participation in our lunch clubs where children stay in school to participate in art clubs, games clubs or drama clubs. Our afterschool Homework Club is very popular. The majority of our students are francophone and only speak English while they are attending school.

We completed a cross-curricular news video project this year using an iPad, green screen, and the GarageBand program on a computer. The students in grades two to six helped to write the scripts for the video, selected background pictures, and make edits on the iPad. The completed video was shown at the Christmas Concert. The students expressed their enthusiasm about being a part of the production of the video. Our students reported feeling a strong sense of belonging on the Tell Them from Me survey.



Academically our students have achieved a 100% success rate in their end of year Language Arts exams, Math exams and French exams. Our parents and teachers place a high value on academic success at Fermont School. With the implementation of the Response to Intervention (RTI) we are able to further align our teaching with the needs of the students. At Fermont School we aim to foster the development of the whole student!

### 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 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.

At Flemming, we strive for inclusion and acceptance of all differences. We respect our First Nation culture and celebrate Native Appreciation during the school year.

We are proud to provide breakfast to students through the Breakfast Club of Canada, 5 days a week. This program has and continues to make a significant difference in the lives of our students.

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 welcome and appreciated. At Flemming, you make a difference and are celebrated for being you.

At Flemming, you are IMPORTANT.

## GASPÉ Elementary School

Gaspe Elementary School embraces new challenges and opportunities. 2018-2019 was no exception, we very proud to welcome the first full day prekindergarten class. The addition of this group of 19 4-year olds brought our enrollment to 122 students, making our school one of the largest elementary schools in ESSB.

A highlight this year was our continued focus on making our school a safe, caring and violence-free atmosphere. We invited the guest speaker, Alain Pelletier to deliver his anti-bullying presentation to all of the student body. His is a powerful message encouraging students to take the lead in the fight against intimidation.

Developing bilingualism remains a focus of our school's educational project. The two FSL programs, enriched and core French are well established in our school. The FSL teachers have participated in professional development and improvement grants and worked closely with the French Consultant to ensure the highest quality instruction to our students. One group of French Core students had the opportunity to dream big and interview someone who works in their dream job. Not only was this motivating and enriching, students also learned from each one of these workers the importance of school and lifelong learning in their chosen path. We believe that all of the activities provided to students that develop their health and well being, appreciation of the arts

and music and creative exploration have the added benefit of



promoting growth in perseverance. This year students were involved in a musical production, "mélodie du bonheur" in conjunction with our community music school, others hiked to the top of Mont Alban in Parc Forillon, and yet another group became downhill skiers.

Our school is proud that our dynamic environment is creating opportunities that engage students while also supporting them as they learn to persevere in the face of obstacles.

## GASPÉ POLYVALENT High School

GPS had a population of 77 students in 2018-2019. 8 Secondary V students qualified for a DES in June and 1 WOTP student met the requirements for a certificate in a Semi-Skilled Trade.

No Secondary IV students required summer ministerial exams. Three Secondary V students required summer ministerial exams. The one student attending the GPS summer school successfully attained the credits. The other two elected to continue their studies through Wakeham Shared francophone bus runs presented Adult Education Centre. challenges due to differences in school calendars and alternative services.

GPS 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.g. Tell Them From Me (TTFM) survey). Other significant partners included Birthplace of Canada, Vision Gaspé-Percé Now, Carrefour Jeunesse Emploi and 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 1-2 students had a mini-adventure with Guy Gallibois and Ann Kelly at Parc Forillon, building connections and becoming more engaged for future excursions. Our Secondary IV students participated in the ESSB



Mountain Math experience at the Parc de la Gaspesie. This was an intense preparation for ministerial exams and greatly benefited some of our most at-risk Math students. All of our Secondary IV students were successful in attaining their Math credits.

GPS usually participates in all ESSB sporting events. We participated in golf, soccer, volleyball, and softball and hosted basketball, badminton, and track and field. GPS registered in RSEC basketball (league team) and had students on the football team as well.

### GROSSE ILE School

GIS may be a small, rural school situated in a small fishing community of the Magdalen Islands, and we may also face the challenges of multi-level classes and declining numbers of students. Still, GIS is a school with an abundance of community spirit, dedicated teachers, a strong Home and School, and a variety of interesting and motivating activities for students.

This year we held our annual Terry Fox Run, the Jump Rope for Heart activity, our annual Christmas food drive, and fundraising in June for Operation Enfant Soleil. Students also participated in volleyball, jiu jitsu, training at the fitness center, youth clubs, fun lunches the Défi Pierre Lavoie and other extracurricular activities

At GIS we strive for success for all students. Staff worked with students in RTI (Response to Intervention) and promoted quality instructional practices in all classes.

This year we saw seven students graduate from elementary school and six secondary V and one WOTP graduate.

We can be proud of our school and our TEAM efforts at GIS! Together everyone achieves more!



### METIS BEACH School

2018-19 was a very exciting year with the new school construction being completed. While saying goodbye to our friends in Sainte Jeanne d'Arc was difficult, after 2 years of receiving their gracious hospitality, it was wonderful to return to our own community and explore all the amazing features of our new school!

This transition year was not easy with such a big disruption, moving an entire school in October, and it is reflected in our statistics. Our graduation rate slipped to 50%, our lowest rate in 10 years, bullying rates increasing by 5% and a 22% drop in students feeling safe in school (TTFM). However, we did see an increase in student activities once we were finally settled in the new building, with highlights of our Science Fair, for which, one of our students, Nicolas Belanger, was chosen to represent Canada in Abu Dhabi, a visit by Sean Aiken of One-Week Job Project fame, Rwandan Woman's Rights Activist Assumpta Tuyishimire video conference. various Mental Health workshops, and our annual Public Speaking Competition and Duathlon. We also hosted our first regional Soccer Tournament where our bov's team took a silver medal. We also continued



our very strong focus on the Arts, with the final unveiling of our 3-year Momentum Mosiac Project.

We look forward to the upcoming school year as plans have been put into motion to ensure what will be a year full of new projects and experiences with our re-connected partners.

### NEW CARLISLE High School

At NCHS, we believe in building positive relationships with our students, our staff and our communities. To improve our sense belonging, we encouraged parental involvement by having "Parent Café" on a monthly basis, by inviting grade 7 parents and students to a "Welcome to Grade 7 at NCHS" afternoon, by reaching out in the community for volunteers during our special activities (Halloween, Christmas, Winter Carnival), We also created numerous team building activities for our students. We had two active student councils, one for elementary and one for secondary. Both councils helped revamping our code of conduct that will be added to our agendas in 2019-2020.

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 offered hot lunches four times a week prepared by volunteers. To encourage a healthy lifestyle, we went skating on a weekly basis, swimming, skiing, snowshoeing, tubing within our communities. We continued sponsoring the adopted child on a weekly basis.



The Roots of Empathy program visited students to promote awareness. In the same train of thought, we trained a select group of secondary students to become Mental Health Ambassadors at NCHS to encourage the talk concerning the topic and become advocates.

In addition, NCHS students were excited to demonstrate their entrepreneurial skills by taking part in the Grand Défi. Our entrepreneurship skills were honored at the Grand Défi Gala where we were awarded recognition prizes. Additionally, with the support of the Adult Education in New Carlisle, 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 5-6 students explored Quebec City as their year end trip and grade 11 students spent the weekend at CIME Aventures. Grade 11 students proudly celebrated their accomplishments during their Graduation ceremony. We concluded our 2018-2019 school year with our traditional family BBQ.

### NEW RICHMOND High School

Strong and positive relationships are prerequisites of growth and learning. New Richmond High School community, which refers to, students, teachers, support staff, parents / quardians and any other adults (who are in contact with students directly and indirectly) are continually working towards developing an understanding as to how we can foster these healthy relationships.

A significant number of our students from Pre-K to Secondary V have or are experiencing various forms of trauma and are demonstrating maladjustment behaviours and attitudes. This reaction to trauma constitutes a complex problem, which requires a multitude of approaches to eradicate the behaviors. which interfere with a positive learning environment. I have approached this problem with various inservice workshops for both staff and students. Experts (Aboriginal and Non-Aboriginal) who are knowledgeable in the fields of Attachment Theory, Healthy Relationships, Drug Abuse Prevention, Personal Self-awareness, etc., gave such workshops. The approach is to continue to provide education and understanding via in-service workshops with the goal to develop coping strategies, which are effective in dealing with the consequences of the maladaptive



behaviours for both students and staff

In addition to the above, government "Measures" and Jordan's Principle have been utilized in order to address students whose maladaptive behaviours has impacted their learning and overall learning environment. We experienced some success, but realize that such interventions take time and sustain focussed efforts in order to see the results.

Despite interruptions to the learning environment, our students in general are experiencing success. This is mainly due to the devoted efforts of my teachers and support staff. However, this positive result does not take away the continued need for more positive school culture and attitude towards learning and education with New Richmond High School.

We will continue to approach the various issues that impede a healthylearning environment with education, and begin the process of improving a more collaborative approach within New Richmond High School.

New Richmond High School Community will continue to support the three pillars for success; Healthy Relationships, Content relevant to our students and Pedagogy that is student centered!

### 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. We believe in success for all students, regardless of ability. This foundation not only includes academics, but also exploring interests beyond the basic curriculum. "La brigades Culinaire" a program offered by The Tablée des Chefs, continues at Queenie. This year, a local physical education program is now offered to enable students to participate in a variety of sports offered in our community. Also, secondary 4 and 5 students are offered two different French options: de base and enriched French. An



educational field trip in March to Greece has students and staff very excited. We hope to continue this culturally enriched experience in the future.

The revival of a Student Council, with the help of Miss Ross continues to strengthen student interest in all aspects of school life.

### RIVERVIEW School

With an enrolment of 39 students from Pre-Kindergarten to Secondary III, Riverview students continue to excel academically. Our students improved in reading and we became more effective in our math instruction, with support from the ESSB consultants. We continue to encourage our Francophone students to speak more English at school and are proud of our student's academic success in French.

Our Cycle 3 and Secondary students use Chromebook technology. Our students with special needs progressed on their Individual Education Plans and with the support of strategies that promote differentiation, Response to Intervention (RTI), attendants and a resource teacher. Our Établissement Vert Brundtland philosophy (Solidarity, Ecology, Democracy and Peace) allowed us to address and manage bullying with success and we continue to implement an Anti-Bullying Policy.

Our Daycare is thriving. Our extra-curricular program included: homework club, sports club, cooking club and an EVB club. Our Secondary students were active under the Accroche-Toi aux Secondaire measure.

Students took park in several special events, including an open house, science fair, Christmas concert, winter carnival, talent show, public speaking, grade 6 graduation and an end-of-year award ceremony. Our high school students managed the canteen throughout the



year. We were involved in special sports activities which included mini-basketball, mini-volleyball, minibadminton (sponsored by Sports Étudiant) and track and field. Finally, we attended cultural shows at the Café Theatre Graffiti.

"At Riverview we are few but watch what we can do!"

### SHIGAWAKE-PORT DANIEL School

The 2018-19 year was an exciting and successful one despite our school being what we called "an active construction zone". With the gymnasium renovations in full swing, there were obstacles around every corner but both staff and students kept a positive outlook and adjusted to whatever challenges came our way. The year provided us with an opportunity to really focus on our mission which is to strive to maximize students' full potential for meaningful and individual learning by developing authentic relationships with our students and by introducing them to the experience and knowledge they need to become responsible citizens. support our mission, we continued to challenge our staff to adapt to students' individual needs, create improved and innovative learning environments, and employ the highest standards of work and discipline by seeking after and implementing best practices. Our efforts helped us keep to our academic targets for our cycle three students, we had a 100% success rate in ELA, FSL and Mathematics; however, it is important to note that we had only 3 students write the Year-End Ministry Exams. We continued



to implement incentives that contributed to the well-being of our students by encouraging them to eat healthily, live active lives and attend community events in our Franglophone community. Monies allocated to our school via various measures were used again this year to implement Response to Intervention (RTI) and provide single-level math groupings. Based on results from the Our School survey, 85% of our students are interested and motivated in their learning whereas 100% believe that education will benefit them personally and have a strong bearing on their future. In an effort to continue to progress to greater student success in all areas of school life, we must push forward as there is still so much work to be done in the coming years.

### ST. PATRICK'S Elementary School

It was a rewarding, exciting and successful school year at St-Patrick's Elementary. We are a small school with fortytwo students enrolled from pre-kindergarten to grade six and we have a family-like atmosphere. A majority of our students are from French families; therefore, they have the opportunity to learn English and to become bilingual by participating in a variety of educational activities. We always try to offer our students an assortment of educational experiences during the school year inside the school but also within our community. We try to organize activities where the students learn more about who they are and where they come from. We also focused on teaching our students more about having a healthy life style since we strongly believe that a healthy life style equals a healthy mind. Therefore, we exposed our students by organizing a variety of activities such as swimming, skating, sliding, snowshoeing, nature walks, and created classroom projects to understand the importance of having healthy habits. Our school was registered in "Le Défi Pierre Lavoie" and this brought our school to work in collaboration with the families and also the community. During the Défi a team sponsored our school and raised money during a biking event. Our school received almost 10 000 dollars to buy gym equipment. Furthermore, many measures were available for our school, we were able to hire extra help for our students,



and we have seen great success through our DRA results and other evaluations. We had our annual St-Patrick's show and this year we invited students from Evergreen and many members of our community to join us and the show was a huge success. We invited many members of our community to come and give workshops at school such as some cooking classes or photography courses. Overall, our mission is for our students to learn while having fun and even if this keeps the school team extremely busy it is rewarding for everyone.

## ANCHOR Adult and Vocational Education Center

Over the 2018-19 school year, we continued our partnerships with two community organizations, CASA and Family Ties, in order to better respond to our community's needs. These partnerships allowed us to apply for special measures in order to offer services. We applied for 6 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 as well as exploring the possibility of establishing a Munchkin Mansion at SPDS. One measure allowed us to do a pilot project with our 16 to 24-year-old drop outs.

In our vocational programs, we offered the Trucking program for the second time in as many years in order to respond to a need in that field in our region and 8 students graduated with their Class I license. We graduated 6 students in our Accounting program and offered our first Attestation of Vocational Studies program,

Customer Service, in collaboration with CEDEC and GHRDC of Gesgapegiag. This AVS (AEP in French) was offered to members of the Gesgapegiag community in order to respond to their needs in developing their tourism industry. To help in that aspect, 75 hours of French and 75 hours of Mig'maq were



added to the program which were funded by the Gesgapegiag community.

We offered our very first Programme Préparatoire à l'Emploi (PPE) in collaboration with Emploi-Québec. 7 participants completed the training with success and all of them found employment, it was a tremendous success and we are hoping to offer it again next year.

We offered Academic Upgrading to 7 students and Social Integration to 15 students.

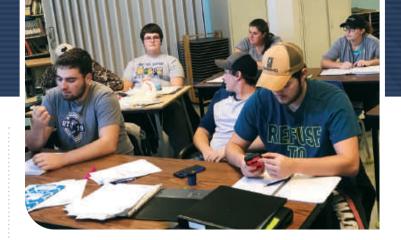
We thoroughly enjoy working with the students we serve and it must be mentioned that we have a dedicated staff that works very hard in assisting students to attain their educational goals.

# GROSSE ILE Adult and Vocational Education Center

In 2018-2019, the Grosse-Ile Adult Education Centre continued to be an essential service provider to the English-speaking community of the Magdalen Islands, By organizing formal and informal training sessions, the Centre was able to provide 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, in 2018-2019, the Grosse-Ile Adult Education Centre entered 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 were able to offer the class 4 program to 18 students, of which 17 students successful earned Master Class 4 certification.

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.



Moving forward in 2019-2020, 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 register students in distance learning.

## LISTUGUJ/ESCUMINAC Adult and Vocational Education Center

In 2018- 2019 three new cohorts for the Listuguj Vocational Education Center were launched. The Health, Assistance and Nursing program began on September 4, 2018 and twelve students successfully completed year one. Additionally, a new cohort of the Secretarial program began and had a 45% retention rate with 5 students completing year one.

Listuguj, in collaboration with New Frontiers School Board, offered the Horticulture program for the second time in the Center. The program was delivered to meet the needs of the First Nations community. The program registered 13 students with six students completing the program.

The Academic upgrading takes place at the Escuminac Intermediate School. Four students registered and worked on improving life skills.



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 2018-2019 school year marked the third year of the pilot project on educational success and educational and vocational guidance for Aboriginal adult students. This year, along with the consolidation of what we put in place for the academic support of our students and teachers, we concentrated our actions on Axe 2 - Career Orientation in the action plan of the project. The students had the opportunity to attend the Career Day at QEHS and were able to participate in the visit of Aluminerie Alouette in Sept-Iles, the largest aluminum smelter in the Americas. With the participation of Carrefour Jeunesse Emploi, the students took part in the GOAL project. This approach helps student to set various academic. career and life goals for themselves and to attain them. The students participated in our local course, Nutrition and Health. During this course, the students learned about healthy nutrition habits, the new Canada Food Guide as well as good ways to handle food in the kitchen. They learned about cooking and cooking techniques as teams of two had to choose, prepare and serve a different soup every week. This provided all of us, students and staff, with the opportunity to sit down, take the time to pause, share a meal together and get to know one another better, as well as providing us with the chance to continue our exploration into goals and motivation. Several students expressed their appreciation of this activity. As part of our student retention strategy, and at the request of our students, we held our traditional Halloween event on October 31 during which the student made lunch together. For the holidays, the students prepared soup in a jar and brownies in a jar that they could either use



themselves or give as a Christmas gift. During the last week before the holidays, again this year, the staff team transformed themselves in professional cooks and prepared a turkey feast for the students. Naturally, there were games and activities that were much appreciated by all. During the school year, we were very fortunate; our students 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. We also want to thank all of our partners for their contribution to the success and growth of our students. We had a good retention rate with an average of 18 students during the school year. Overall, students have made steady progress in their academic journey and we are very proud of them.

# WAKEHAM Adult and Vocational Education Center

Wakeham Adult Education Center situated in the heart of the town of Gaspe offers Academic upgrading, Accounting in class and on line, starting a business, Assistance in health care, Home care. We are also able to offer a truck driving course in partnership with Le Centre de formation en transport de Charlesbourg.

Our Center is influenced by the same sociodemographic problem encountered in the region which translates in low number of registrations in our programs. This is why we are aggressive in all promotional activities like banners, ads in newspaper, social media, etc. If numbers warrants, we have the possibility to offer Machining Technics and Heavy Equipment Operator as early as next year.

Our success is also drawn from local and regional partnership. We thank them for their time and effort on behalf of our students.

Wakeham is not only an Adult and Vocational Education Center, it is a place you are happy to learn, a place where you are respected and a place you feel at home

Don't hesitate, come join our family



Our success is also draw from local and regional partnership. We thank them for their time and effort on behalf of our students.

Wakeham is not only an Adult and vocational education center, it is a place you are happy to learn, a place where you are respected, a place you feel at home.





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