



Photo: 1 - Escuminac Intermediate School letting us know that "It's going to be okay!"

ANNUAL REPORT 2019-20

Eastern Shores School Board

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New Richmond High School: Wearing orange to remind us that every child matters!

TABLE OF CONTENTS

Letter from the Director General _____	
Error! Bookmark not defined.	
Overview _____	5
Message from the Chair _____	6
Achievements _____	7
Challenges _____	8
Commitment to Success Plan _____	9
Complementary Services _____	14
Adult and Vocational Education _____	15
ADMINISTRATIVE DEPARTMENTS _____	
Human Resources _____	19
Finance and Taxation _____	21
Buildings & Equipment _____	23
Information and Technology _____	24
Complaints Concerning Bullying / Violence Report _____	25
Code of Ethics _____	26
Ombudsman Report _____	28

LETTER FROM THE DIRECTOR GENERAL

*“... as ESSBs motto articulates,
“Believe, Achieve, Succeed”,
we were able to meet this challenge and allow
our students to be successful.”*



I am pleased to present the Eastern Shores School Board's (ESSB) 2019-2020 Annual Report. It contains important information about our School Board's operations ranging from our results achieved as outlined in the Commitment-to-Success Plan, our situation with regards to our commitment to maintaining a bully-free and violence-free environment, our financial statement, the Ombudsman report and many, many more.

Firstly, I would be amiss if I first did not introduce myself as the newest Director General of Eastern Shores School Board. Prior to starting the directorship in November 2019, I began my career under the Regional School Board Gaspésie in 1988, which was renamed in 1992 to Gaspésie-The Islands School Board and then again in 1998 to our current name - ESSB. All of my 32 years in education have been worked for the same employer. Although the name of my employer has changed a few times over the years, one thing that has never changed is that ESSB is blessed with dedicated, professional educators and support personnel.

My first year as DG has proven to be a year of change and challenge, both for me and for the ESSB community. The team of commissioners, administrators, consultants, teachers, support staff and board directors have come together and worked very hard to provide an unprecedented focus on student success in the middle of a pandemic. We provided a great deal of pedagogical training and workshops to ensure our staff and students were well prepared to work and learn at a distance. Given the socio-economic context of our vast territory, this was a huge challenge for the ESSB educational community. But as the ESSB's motto articulates, “Believe, Achieve, Succeed”, we were able to meet this challenge and allow our students to be successful. In fact, in 2018-2019, ESSB ranked in the top tier of schools in the province and second in the region of Gaspésie-Iles-de-la-Madeleine in the 5-year cohort. I would like to take this opportunity to sincerely thank all staff for their extraordinary effort. You are all instrumental and an important contributor to our organization's overall success. This extraordinary effort will most likely continue for the foreseeable future as COVID-19 shows no signs of abating.

During 2019-2020, ESSB started a restructuring of how we will offer services to our schools and centers moving forward. Following an internal analysis of our management structure, the ESSB Council of Commissioners approved a new organizational structure that included, for the first time, an Assistant Director General (ADG). The new ADG will take on the responsibility of overseeing the management of all administrative positions within our schools and centers allowing the DG to work on more strategic and long-term planning with the senior directorate of ESSB.

ESSB is also happy to announce that Shigawake-Port-Daniel School opened its new, much-needed gymnasium in December 2019. This was not only a big plus for the staff and students but for the whole community as well.

In addition to this, ESSB also started major renovations at Queen Elizabeth High School, in Sept-Iles, to allow the Northern Lights Adult Education and Vocational Training Center a new home to carry out its mandate of qualifying and training students. Gaspé Elementary School is another building that began major renovations during the 2019-2020 school year.

In closing, I want to reiterate the fact that the ESSB is fortunate and grateful to work with a dedicated Council of Commissioners. Their implication is key to the huge territory that we cover. Yes, the ESSB's territory is vast, as we serve the Cote-Nord and Fermont, all of the Gaspé peninsula, the Magdalen Islands, as well as Bas-Saint-Laurent, but their collegiality and teamwork throughout our organization offset the distance, making everyone feel welcome, appreciated and most of all, valued as essential contributors to ESSB's overall success.

Hugh Wood

Director General



Photo: 2 - Shigawake Port Daniel School with the new gymnasium addition

OVERVIEW

The Mission of Eastern Shores School Board is to provide leadership that will contribute to the best possible teaching-learning environment in each of our schools and centers. It is our mission to promote this learning in an atmosphere of mutual respect between all actors. It is our goal that the students entrusted in our care will become caring, autonomous and responsible citizens of the 21st century.



Photo: 3 - Baie Comeau High School takes learning outside during the re-entry in the Spring.

LIST OF COMMISSIONERS

Wade Gifford - Chairperson, ESSB

Mary Ellen Beaulieu - Commissioner, Ward 1

Keith Eldridge - Commissioner, Ward 2

Michael Chesser - Commissioner, Ward 3

Luc Martin - Commissioner, Ward 4 (November - June)

Michael Clarke - Commissioner, Ward 5

George Hayes - Commissioner, Ward 6

Gary Briand - Commissioner, Ward 7

Donald Bourgoin - Commissioner, Ward 8

Ronald Mundle - Commissioner, Ward 9

Kerry Dickson - Commissioner, Ward 10

Denise Martin - Parent Commissioner, Elementary/Secondary level

Stephanie Wall / Joy Davies - Parent Commissioner, Elementary/Secondary level

Cindy Carney - Parent Commissioner, Special Needs

Kathy MacKenzie - Parent Commissioner, Elementary/Secondary

*** Please refer to essb.qc.ca for details regarding electoral divisions**

MESSAGE FROM THE CHAIR



“Offering quality education to our youth and adults remains our constant commitment...”

On behalf of all ESSB staff and commissioners, we take this opportunity to officially thank Ms. Nancy Doddridge for her willingness to skillfully lead us, during the interim as we sought a permanent DG. Last fall we did successfully fill the position with the appointment of Mr. Hugh Wood to the office of Director General. “We welcome him and wish him good luck.”

The introduction of Bill 40 has kept us unsettled, not knowing who will be giving direction to English education in the province. We will likely have some clarity on this issue in the spring of 2021. The Quebec English School Board Association has successfully obtained a stay to the Bill as we wait for a final decision on the injunction.

Offering quality education to our youth and adults remains our constant commitment. Thanks to all who help facilitate this obligation!

Wade Gifford

Chairperson

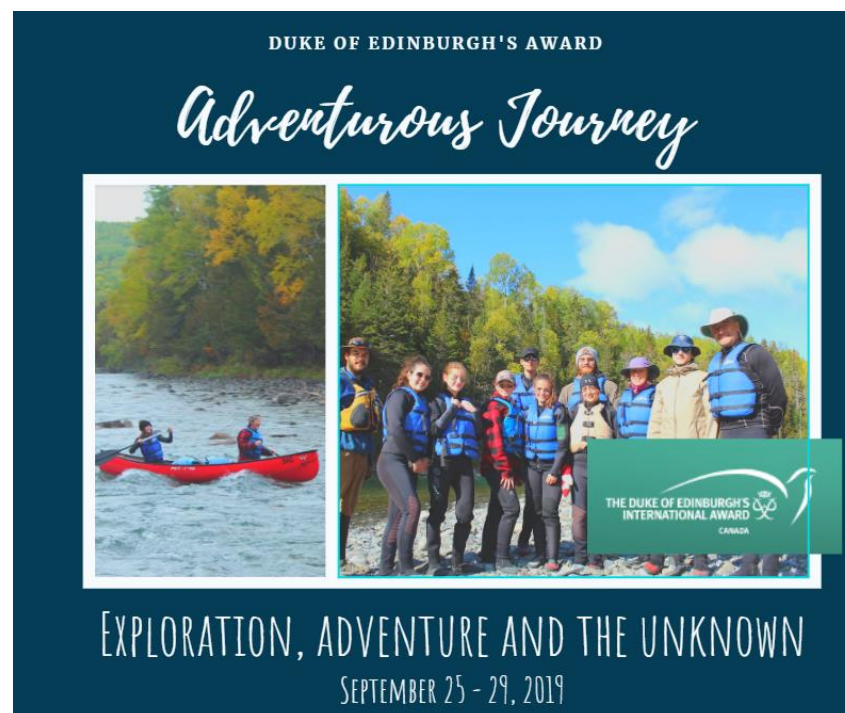


Photo: 4 - Duke of Edinburgh's award activity

ACHIEVEMENTS

2019 - 2020 was a year to remember! The staff at ESSB were all pivotal in rising to the challenge of providing quality education during a global pandemic. Their dedication to their trade, commitment to the students, and flexibility in offering support, teaching, or professional services, to the students and/or one another, is a true testament to the quality of staff at Eastern Shores. It is with their devotion and perseverance that we can share the following achievements for the 2019 - 2020 school year.

One of our big achievements this year was the execution of the Regional Schools Education Conference (RSEC) which was held from October 9-11, in Rimouski. There were 211 registered attendees; 195 staff and 16 presenters. Over the two days a total of 60 workshops were offered. Two thirds of the workshops were developed and facilitated by ESSB teachers, professionals, support and management staff. Sharing their skills, experience and knowledge for the benefit of the team, proving that teamwork is a fiber of who we are. The theme of the conference was mental health and that theme remained a focus throughout the year as the human resource department headed a steering committee to improve the mental health of our employees.

Many after-school or extracurricular clubs were offered in our schools. Sporting clubs, drama, music and even cooking clubs were offered and attended by the students. Queen Elizabeth High School worked on a school radio project and New Carlisle High School offered small engine repair. Gaspé Elementary partnered with Vision Gaspé-Perce to offer bushcraft and wilderness survival workshops that were very well attended. Metis Beach School offered bread baking and a week-long puppeteer workshop. Many options were offered in every school to try and reach the interest of every student.

With the directives to close the schools in March, students and teachers required technology more than ever. The school board was able to provide students with a device from which to connect to their teachers and classrooms. Prior to the pandemic, Belle Anse School was engaging students using technology with robotics, coding and engineering while Evergreen High School created a video game in partnership with the French school. Technology is prevalent in our schools and will help occupy the students while preparing them for the technology of the future.

Many of our schools offered breakfast programs for their students throughout the year. This program ensured that the children were getting the nutrition required to be able to perform to their full potential. A focus on healthy living which included, but is not limited to, opportunities for physical activities were widespread in all schools. The overall well-being of the students remains the priority.

Finally, during a global pandemic with many restrictions in place, the high school administrators and teams were able to get creative and still offer ceremonies for the graduating classes in an outdoor setting. To say that the school board pulled together to create a positive environment during a chaotic time would be a gross understatement. The achievements that were made this year were all a result of collaboration, consultation and action. We are proud of our achievements over this past year.

CHALLENGES

The most obvious challenge faced during the 2019-2020 school year was the global pandemic that we were ill-prepared for. This resulted in the closing of our schools in March while we followed public safety recommendations to ensure the well-being of our staff and students. Upon the announcement of the reopening of the schools, attendance was not as elevated in all schools as we had anticipated. Despite best efforts to promote the safety measures that were in place parents were still unsure for the safety of their children and chose to keep them home. Online and face-to-face classes were offered so that all children could continue their learning.



Baie Comeau High School - Grade 1

COMMITMENT-TO-SUCCESS PLAN

OBJECTIVES

The ESSB Commitment-to-Success Plan reflects the ministry's Policy on Educational Success and outlines the following objectives:

1. To reduce the gap in the graduation/certification rates in target groups:
 - a. Group 1: males vs. females;
 - b. Group 2: at-risk students vs. regular students;
2. To reduce the number of students starting secondary school being 13 years or older.
3. To increase the success rate of:
 - a. Students receiving qualification before the age of 20;
 - b. 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 ministry's 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 cohort		Target 2022	Results 2018-2019	
	Success rate	Gap	Gap	Success Rate	Gap
Male	76.6%	0.8%	0.4%	76.8%	4.8%
Female	77.4%			81.6%	
EHDAA1	53.3%	33.8%	25.3%	61.1%	24.3%
Regular students	87.1%			85.4%	

Source: Rapport 882000_Obj_Polt_reus2018.xlsm, MEES septembre, 2020

¹Students with handicaps, social maladjustments or learning difficulties with an IEP

NA - Not applicable

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 the 2008-2015 cohort to 4.8% in the 2012-2019 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 EDHAA vs Regular students needs to be reduced from 33.8% to 16.9% by 2022. The 2012-2019 seven-year cohort graduation rate shows a decrease of 1% between the baseline established in the 2008-2015 cohort and the most current one. With small enrollment numbers, this rate will fluctuate from year to year.

Objective 2: Reduce the proportion of students starting public secondary school at age 13 or older

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	2017-2018
Proportion of students	4.8%	4.8%	20.8%

Source: Rapport 882000_Obj_Polt_reus2018.xlsm, MEES septembre, 2020

The proportion of students entering secondary at age 13 or older has increased from 4.8% to 20.8% in 2018-2019. 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 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	2018-2019
Students under 20 obtain a first diploma (SSD or DVS)	71.0%	77.0%	NA
Students under 20 obtain a first diploma or qualification	77.0%	83.0%	78.8%

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

The data has not been published at this time to indicate whether or not ESSB met the 2022 target of an SSD or DVS diploma in 2019.

ESSB has exceeded the 2022 target for students obtaining a first diploma by 1.8% for the 2012-2019 cohort. With small enrollment numbers, this rate will fluctuate from year to year.

Objective 4: 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, the 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 2020
Grade 6 ELA Writing Competency	92.0%	92.0%	NA
Grade 6 Math - Reasoning	73.1%	77.0%	NA
Grade 6 FSL - Global Exam result	89.7%	92.0%	NA

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

Due to COVID-19, no exams were written in June 2020.

Objective 5: Ensure that all school buildings are in satisfactory condition

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

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

Table 5 - Percentage of schools in satisfactory condition

	Eastern Shores School 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

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

COMPLIMENTARY SERVICES

While the 2019-2020 school year ended on an unprecedented note, there are numerous positives to highlight and reflect upon as we look back.

Complementary Services contracted with a Speech and Language Centre, which not only provided us with English services through their evaluations but also delivered two workshops to 21 staff members on early detection signs and immediate intervention strategies for academically struggling students. We hope to continue this service in 20-21 and make up for workshops that had to be cancelled.

Our ties with the professional development services from the Centres of Excellence continue to be our lifeline. We are pleased to announce that in 2019-2020, the following training sessions were coordinated through Complementary Services for our schools near and far:

- Rest Grow Play- 22 pre-school and elementary teachers completed the book study guided by the Eva de Gosztanyi, Centre of Excellence for Behaviour Management, www.cebm.ca
- Working with students who have autism - 4 schools and approximately 25 staff members participated in various tailored workshops at both the elementary and secondary level under the guidance of the Centre of Excellence for Autism, <http://coeasd.lbpsb.qc.ca>
- Accommodations “Made Easy” for Students Presenting with a *Dys* ability- All staff were given the opportunity to attend a workshop on understanding and intervening early with dyslexia, dysphasia, and dysorthographia through an interactive session offered by the Centre of Excellence for Speech and Language during RSEC. <http://coesld.ca/>

Mental Health education continued to be a priority in 2019-2020. The theme was successfully integrated into the RSEC convention in Rimouski where all those who attended enjoyed the inspirational keynote speaker, Dr. Jean Clinton as well as many breakout sessions.

Complementary Services team members continue to sit on various tables in both English and French to keep abreast of best practices, as a means of advocating for our student needs and to further our understanding of services available in our regions. Twenty-four ESSB staff attended the annual LCEEQ event in February of 2020 on Being Well and Well Being.

The ESSB teacher, administrator and support staff teams have certainly become comfortable in reaching out for professional development to support their education projects and the Complementary Services department has been and always will be, here to serve!

ADULT AND VOCATIONAL EDUCATION

2019-2020 was a year of transition and change. We took stock of our place and our contributions to our communities. We renewed our faith in our partnerships and our values.

We work to serve all adults in our community. We believe in life-long learning. We are committed to revitalizing our centres.

Our Strategic Goals for the next 5 years:

1. Strengthen our offer of service, in alignment with community needs.
2. Promote bilingualism and provide second language opportunities.
3. Develop distance learning in both Adult and Vocational sectors.

Wakeham Adult and Vocational Education Center (WAVE) 2019-2020 Annual report

The WAVE center and its team share a mission to offer quality instruction in academic upgrading, prerequisite acquisition and vocational programs to the clients of the Gaspé-Percé area. Due to the socio-economic and demographic situation of the Gaspesian English population, recruitment is a constant challenge and preoccupation. In the 2019-2020 school year, we served several academic upgrading students, vocational accounting online and in-class students.

We, at Wakeham, always try to innovate and find other ways to help our population. In the fall of 2019, we responded to a request to offer, once a week, French conversation classes for the community. The number of interested candidates and, subsequently, of registered students exceeded our expectations.

The first few sessions were devoted to breaking the ice, introducing ourselves, some basic sentence structure in the present tense, connecting the common linguistic heritage of French and English (Normans/Anglo-Saxons) through many examples, and finding out the skill levels and attitudes of the students in general.

Some students had very good skills, making them virtually bilingual, while others were at the other end of the spectrum and were self-conscious and hesitant with limited skills. We endeavoured to develop dialogues, (trilogy) dealing with real-life situations, ie., calling the hospital to secure an appointment, relating the sequences of a car accident to the police, etc... This formula was successful in engaging all of the students and relieving their anxieties.

We emphasized as we do with regular students, the importance of coming forward, courageously, albeit with imperfect French. There is a desire in the community for enhanced listening comprehension and oral communication.

One more point of importance: There is a great discrepancy between the pronunciation of standard French as learned by some of our senior students and the everyday stuttering

jargon/dialect we hear only too often. It is our job to decipher, demystify and make the connection between the two.

Family Fun Day

As part of our Measures project (15163) with our partner the Gaspé Literacy Council, we held Family Fun Day at Gaspé Elementary School on Saturday, January 25, 2020, from 1:00 to 3:30 p.m. A total of eight partners joined us at the Family Fun Day, each with their activity for children and families to discover.

Exploring Music Together

Our second part of the Measures project, “Exploring Music Together,” started in February. We held three sessions: February 1, February 15 and February 29 from 10:00 to 12:15. Our Music/French teacher worked with a mix of children and adults, most of who are interested in learning the Merlin Seagull, a three-string instrument similar to a dulcimer. One child is learning to play her ukulele. The teacher, Christian usually started by talking to the entire group, and teaching chords. When the adults are well on their way and practising, he spends time working more individually with the younger students. We were about to have some themes for the remainder of the sessions and had planned on talking to the group about it at the March 14th session. However, due to the special measures put in place by the Quebec government relating to the COVID-19 crisis, we could not continue our sessions.

While adapting to this new unexpected reality (covid-19) we remained proactive and concentrated on finding solutions to fulfil our mission and offer education in a safe environment for our staff and students.

Listuguj Adult and Vocational Education Centre 2019-2020 Annual report

The Listuguj Adult and Vocational Education Centre works to offer the services and programs which are best suited for a diverse population of its students. Vocational training is offered in Listuguj, in collaboration with the Listuguj Mi'gmaq Development Centre (LMDC). Vocational programs are sensitive to the socio-economic realities of such students coming from the First Nation communities of Listuguj, Gesgapegiag, and Eel River Bar. Additionally, the center serves students from the MRC of Avignon along with the neighbouring communities of New Brunswick.

The 2019-2020 school year included the second year LPN program and a Secretarial program. There were 12 graduate students from the LPN program and 8 from the Secretarial program. An Accounting program began as well, with 13 students registered.

In Escuminac, evening classes were offered in French conversation. We hope to offer this again in the near future.

The success of the center is due to the strong partnerships made with the First Nation Communities, along with several financial partners, and other local organizations. The instructors and center staff are highly committed to the success of the programs and students they serve.

2019-2020 ESSB Annual Report - Northern Lights Adult Education and Vocational Centre

The 2019-2020 school year marked the fourth year of the pilot project on educational success and educational and vocational guidance for Aboriginal adult students. Even if we were not able to find all of our resources, we were very fortunate to be able to take part in a variety of constructive activities.

As part of the Axis 2 - Career Orientation, students enjoyed a visit to the Naval Reserve Career Caravan along with the visit of their beautiful sailing ship HMCS Oriol in September and their frigate HMCS St. John in November. They attended Career Day at QEHS and participated in workshops given by the Carrefour Jeunesse Emploi as well as participating at Cegep Career days. One of our students participated in a stage day. They took part in a series of Ted Talk on subjects with titles such as "*Climate Change*"; "*Leaders Inspire People*", which were followed up by group discussions in class.

True to our traditions, we held our annual Hallowe'en activity where students wear costumes and this year, the students had to recite a short poem in front of the class as part of their public speaking course.

For the first time at Northern Lights, we offered our students physical education courses. We thank Flemming Elementary School for the use of their gymnasium; this gesture allowed the students to practice sports such as volleyball. We also would like to thank Queen Elizabeth High School for inviting us to participate in one of their ski days at Gallix. Students were able to take ski lessons as part of the physical education course and they were all able to make this day a memorable one!

With one of the financial measures available to us, we hired a recreational technician whose duties were to organize and coordinate activities and workshops, both educational and recreational for the students. Our recreational technician had planned a series of activities for the students from cooking lessons to gardening to bowling to meditation. In addition to all of this, students participated in Word and PowerPoint courses to increase their working knowledge of technology skills which turned out to be more useful than anyone could imagine!

Unfortunately, all activities came to an abrupt halt in March 2020, resulting in the non-completion of our planned calendar. Nonetheless, despite an early end to our school year, we can confidently say that the 2019-2020 school year was one where students made steady progress in their academic journey as well as their personal ones. Some of our students were able to come back in May to write final exams. Again, our retention rate was stable with an average of 16 students during the school year and the staff were pleased with their progress.

Anchor Adult and Vocational Education Center

We were fortunate enough to be approved for 7 different projects from the MEES, as well as 3 projects from Emploi-Québec totalling \$430 000.00. These projects dealt with literacy, school perseverance, employability and development. Through one of these measures, in collaboration with René Lévesque School Board, we developed a model to deliver vocational programs bilingually. Both school boards requested authorization to offer the Hotel Reception program in order to implement this model in the 2020-2021 school year.

In collaboration with Emploi-Québec, we offered the Class IV training for the first time to 9 local fishermen. Holland College delivered this training for us at the Anchor. Due to Covid, we will have to finish the training over the course of the next school year. Also with the collaboration of Emploi-Québec we offered a work preparation program to 8 participants. Unfortunately, only 4 completed the program.

We offered the new Institutional and Home Care Assistance for the first time to 10 students, however, due to COVID, we had to stop the training as they were going on stage, we will complete their training as soon as we can return in the health care institutions. We then responded to the need of the health care network by offering a 3-day training session to new recruits in “aide de service” in French. Following this, we took part in training the 10 000 orderlies requested by the Premier. Our center remained open all summer to complete this training. ESSB, through the Anchor, certified 7 out the 63 PABs awarded to the Gaspésie region.

To prevent high school drop-outs and create awareness of the options in vocational training, with the collaboration of New Carlisle High School, we developed and offered a local program in the exploration of trades which was offered to students of the WOSSP program and secondary 5.

The Anchor also began sharing space with UQAR, who provided the technological equipment to offer distance education to their students in our facility with a view to establishing a long-term agreement to share this equipment.

We also offered the trucking program to 16 students who will also complete their training in the coming school year.



Wakeham Adult and Vocational Education Center: Exploring music together

ADMINISTRATIVE DEPARTMENTS

HUMAN RESOURCES

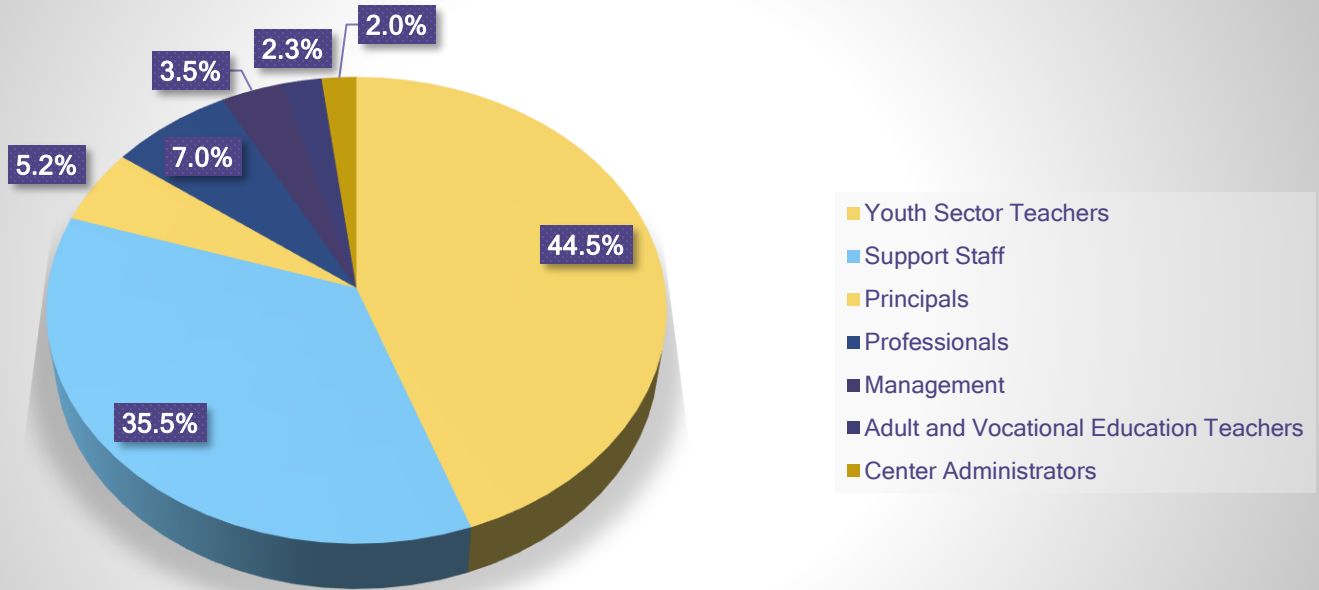
In accordance with Article 20 of the *Loi sur la gestion et de contrôle des effectifs des ministères*, the following chart provides a status update of the number of hours paid, by category of employment, for the period from April 1, 2019, to March 31, 2020.



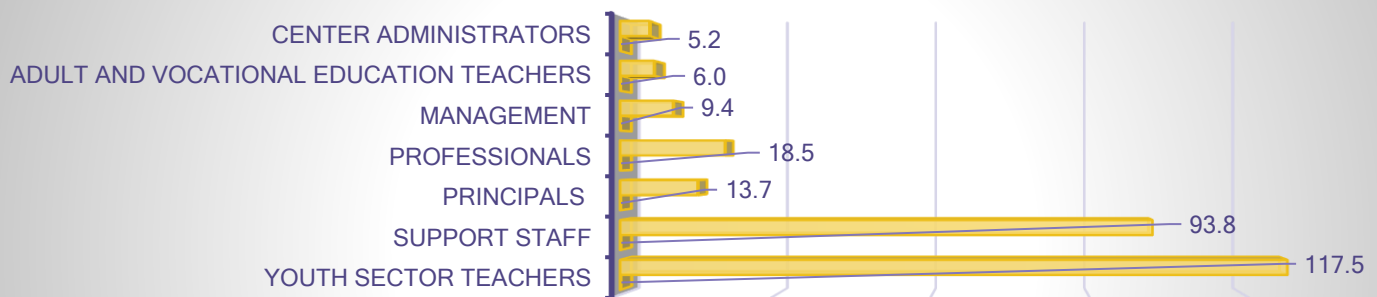
Metis Beach School: Quartet

	April 2019 - March 2020						
	Number of Employees	Hours Worked	Overtime Hours	Total hours paid	Ministerial Target (January - December 2014)	Difference	Explanations
Management	34	51,465.00	0.00	51,465.00	52,184.02	-719.02	N/A
Professional Staff	30	33,612.92	0.00	33,612.92	17,409.78	16,203.14	Engagement through measures
Teachers	362	224,590.48	219.24	224,809.72	224,193.56	616.16	Engagement through measures
Office and Special Education Staff	238	142,841.62	0.00	142,841.62	110,196.83	32,644.79	Engagement through measures
Bus Drivers and Maintenance Staff	48	27,818.16	0.00	27,818.16	40,198.21	-12,380.05	N/A
Total	712	480,328.18	219.24	480,547.42	444,182.40	36,365.02	

Percentage of employees by employment sector



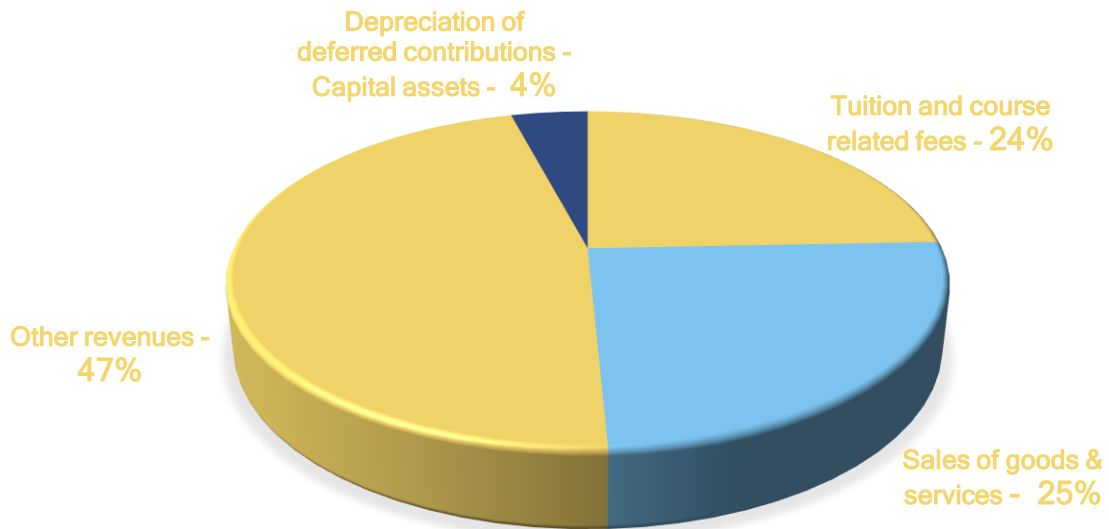
Full-Time Equivalencies 2019-2020



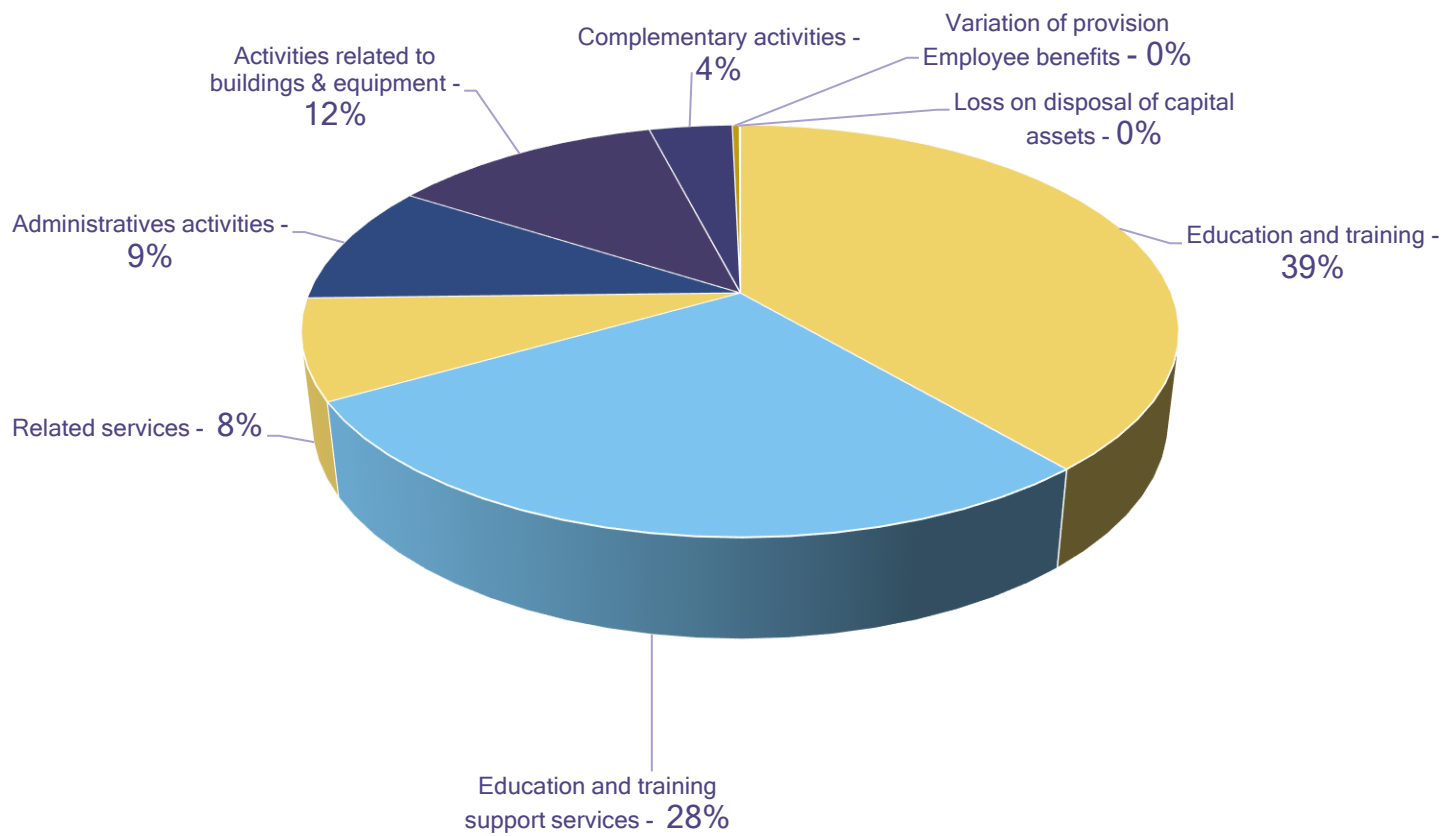
	Youth Sector Teachers	Support Staff	Principals	Professionals	Management	Adult and Vocational Education Teachers	Center Administrators
Hours	213,889.72	170,659.79	24,916.00	33,612.92	17,037.67	10,920.00	9,511.32
Full-Time Equivalencies	117.5	93.8	13.7	18.5	9.4	6.0	5.2

■ Hours ■ Full-Time Equivalencies

FINANCE & TAXATION



REVENUES



EXPENSES

	<u>2019-2020</u>	<u>2018-2019</u>
Revenues		
Operating grants MEES	29,749,452	29,063,252
Other grants & contributions	493,269	600,047
School taxes	1,250,212	1,706,468
Tuition and course related fees	119,290	128,845
Sales of goods & services	121,847	172,719
Other revenues	228,334	211,644
Depreciation of deferred contributions - Capital assets	20,152	20,152
Total revenues	<u>31,982,556</u>	<u>31,903,126</u>
 Expenses		
Education and training	11,937,675	11,891,358
Education and training support services	8,614,407	8,668,024
Related services	2,427,415	2,489,223
Administratives activities	2,903,468	2,622,823
Activities related to buildings & equipment	3,682,609	3,525,225
Complementary activities	1,125,122	893,697
Variation of provision Employee benefits	-95,267	100,026
Loss on disposal of capital assets	15,770	83,524
Total expenses	<u>30,611,199</u>	<u>30,273,901</u>
 SURPLUS OF THE YEAR	<u>1,371,357</u>	<u>1,629,225</u>

BUILDINGS & EQUIPMENT

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. During 2019-2020 Eastern Shores School Board invested more than \$1.5 million in major projects to maintain real estate assets and carry out major renovation projects. These projects include the renovations to heating systems, functionally in many buildings to improve the quality of services to users such as the renovation of washrooms and interior finishes.

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



Shigawake Port Daniel School: 2019-20 marked the completion of the new gymnasium,

INFORMATION & TECHNOLOGY

As we continue to advance in an ever more computerized world, one of the priorities of the Eastern Shores School Board is to prepare its students for a digital future by teaching them not only about technology but *with* technology as well. We are proud at ESSB, to have launched such initiatives as striving towards providing a digital device for every student, having interactive whiteboards for almost every class, and incorporating cloud-based platforms such as Google Classroom and Office 365 into our everyday educational and professional activities.

We are delighted to have, thus far, put in place over 115 SmartBoards, over 1500 computing devices along with a plethora of robotics kits, 3D printers and other innovative technology and this, distributed throughout our 16 schools and 5 Adult Education Centers spanning one of the largest territories in the province. At ESSB we take pride in rising up to meet new challenges and look forward to continuing to overcoming obstacles with new and innovative technological solutions.



Gaspe Elementary School: Offering online learning with a smile.

LAW 19 – COMPLAINTS CONCERNING BULLYING / VIOLENCE REPORT

The History

We produce this annual report because of Bill 56. This law was adopted on June 15, 2012, to prevent and stop bullying and violence in schools.

The Annual Tasks in Our Schools

The Eastern Shores School Board administrators continue to work closely with their teams in order to respect the requirements of the law. As such, each school completes the following annual actions:

1. A plan referred to as the Anti Bullying-Anti-Violence or ABAV is adopted yearly by each Governing Board and communicated to the school community.
2. Administrators submit a summary to the Director General, on the nature of each incident reported and the follow-up measures taken as mandated by Section 96.12 of the Education Act.
3. Administrators ensure that there are annual civics training opportunities for all students.
4. Administrators ensure that their schools teach social and emotional learning skills as a preventative measure to equip our youth.
5. Administrators promote and participate in ongoing professional development to educate their staff members on evidence-based interventions when dealing with bullying and violence.

The Annual Tasks at ESSB

The Eastern Shores School Board management and professional team continue to work closely with schools in order to respect the requirements of the law. As such, ESSB completes the following annual actions:

1. Coaching and workshops on best practices for the annual Anti Bullying-Anti Violence Plan.
2. Regular and ongoing professional development participation and promotion for schools.
3. Regular and ongoing support to our schools when our assistance is solicited for complex cases.
4. Production of an annual report according to the mandate of Section 220 of the Education Act.
5. Policy revision or policy writing based on changes to the laws in place or the latest evidence-based practices.

The Annual Statistics for 2019-2020

While all incidents dealt with at the school level were reported to the School Board for the school year 2019-2020, only one of these complaints under section 96.12 of the Education Act was formally brought to the attention of the Director General for his implication. The Student Ombudsman dealt with two requests for information or assistance concerning bullying/violence procedures, but did not receive any formal complaints.

ESSB Schools	Bullying- 5 or less incidents				Bullying- 6 or more incidents				Violence- 5 or less incidents				Violence- 6 or more incidents			
	Physical	Verbal	Written	Cyber	Physical	Verbal	Written	Cyber	Physical	Verbal	Written	Cyber	Physical	Verbal	Written	Cyber
Baie Comeau High School									✓							
Belle-Anse																
Escuminac													✓			
Evergreen																
Fermont																
Flemming													✓			
Gaspe Elementary										✓			✓			
Gaspe Polyvalente		✓							✓							
Grosse Ile									✓	✓						
Metis Beach		✓							✓							
New Carlisle High School		✓							✓	✓						
New Richmond High School		✓											✓	✓		
Queen Elizabeth High School		✓											✓			
Riverview																
Shigawake-Port Daniel									✓							
St-Patrick																

Code of Ethics

COMMISSION SCOLAIRE EASTERN SHORES EASTERN SHORES SCHOOL BOARD BY-LAW 9 Council of Commissioners Code of Ethics

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

The full policy can be found on our website: https://www.essb.qc.ca/policies/ByLaw_9_EN.pdf

REPORT OF THE ESSB ETHICS COMMISSIONER

From January 1st to June 30th of the 2019-2020 school year, no complaints were deferred to me by the Eastern Shores School Board in accordance with the Council of Commissioners Code of Ethics.

Signed in New Carlisle, Qc on September 28, 2020



Donatien Grenier, Ethics Commissioner

OMBUDSMAN REPORT

Annual Report of the ESSB Student Ombudsman
2019-2020 School Year

Complaint referrals : none

Complaint referrals concerning acts of bullying or violence : none

Signed in New Carlisle, September 4, 2020



Donatien Grenier
Student Ombudsman