



EASTERN SHORES SCHOOL BOARD
2020-2021
ANNUAL REPORT

MESSAGE FROM THE CHAIRPERSON

2020-2021 was a challenging and eventful year to say the least. We began the school year with a stay on Bill 40: *An Act to amend mainly the Education Act with regard to School organization and Governance*. This meant that the English School Boards in Quebec maintained their governance structure with a Council of Commissioners.

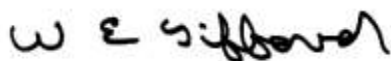
Despite COVID-19 restrictions, preparations began for school board elections that were slated for November 1, 2020. During the nomination period in September, three out of ten commissioners did not renew their mandates, Keith Eldridge from Ward 2; Nancy Doddridge from Ward 4; and Gary Briand from Ward 7. Eight commissioners were elected by acclamation as was the position of Chair; two wards remained vacant, Ward 2 and Ward 4. Before the elections could be held, public health authorities announced a postponement of the elections. The Eastern Shores School Board (ESSB) had scheduled new commissioner elections for the vacant seats in question for December 2020. However, due to a surge in COVID-19 cases throughout the province all election proceedings were cancelled. Fortunately, the commissioners who occupied the vacant seats remained until a new election process could be put in place.

In accordance with the directives from public health, all meetings of the Council of Commissioners and Executive Committee were held solely by virtual means.

The Council of Commissioners, was saddened by the death of Commissioner Michael Clarke on June 19, 2021. Mr. Clarke, will be sadly missed by all, he was appreciated and respected. Additionally, we accepted, with much regret, the resignation of Mr. Keith Eldridge, effective June 30, 2021. Mr. Eldridge will be missed around the table for his shrewd insight and knowledge of board issues.

In closing, we are very proud to announce that the school board was allocated monies to build a new school to replace New Carlisle High School. Employees have worked tirelessly for several years on this project and it is wonderful to see positive results.

Wade Gifford



Chairperson

MESSAGE FROM THE DIRECTOR GENERAL

This annual report is a testimony to the incredible work that has been accomplished in 2020-2021. In the following pages, you will see for yourself why ESSB with its 75% graduation and qualification rate, ranks among the top school boards across the province and in the region.

In 2020-2021, the COVID-19 pandemic continued to turn our lives and our education system upside down. However, being a strong and resilient community, we all pulled together and did what was needed to offer services to students, who continued to be our *raison d'être*.

The senior administrative team takes this opportunity to applaud all ESSB employees who have not only been resilient, creative and caring during these challenging times, but who remained professional, loyal and committed to their work. We are very proud to have such outstanding individuals contributing to the success of the ESSB.

The ESSB would also like to thank students and families for their patience, adaptability and understanding as we continued to navigate these uncertain times together. This past year has clearly demonstrated that we are stronger when we work together.

Finally, I would like to thank my fellow directors and management staff for their continued support and dedication to English public education. We were not always in agreement, but despite our differences, we always came together for the good of our students and staff, and I am very appreciative of that. Thank you for all that you have done. I could not be prouder to be part of a school board that knows how to come together when the going gets tough. We are more than a school board. We are a family.

Hugh Wood

A handwritten signature in black ink, appearing to be 'H. Wood', written over a horizontal line.

Director General

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Presentation of the School Board

1.1 Overview of the School Board

ESSB is the most eastern English school board in Quebec, sharing three administrative regions in the province: Region 01 (Bas St. Laurent), Region 09 (Côte-Nord) and Region 11 (Gaspésie-Iles-de-la-Madeleine). The students attending Eastern Shores School Board stem from primarily three communities; Anglophone, Francophone and First Nations. We have a student population of 1055 students enrolled in our 16 youth sector schools. Seven are elementary, three are secondary and the remaining six are combined elementary and secondary schools.

1.1.1 Youth Sector Schools

Region 1	Region 9	Region 11
Metis Beach School	Baie-Comeau High School	Escuminac Intermediate School
	Riverview School	New Richmond High School
	Flemming Elementary	New Carlisle High School
	Queen Elizabeth High School	Shigawake-Port Daniel School
	Fermont School	St. Patrick's Elementary School
		Evergreen High School
		Belle Anse Elementary School
		Gaspé Polyvalent School
		Grosse Ile High School

1.1.2 Adult and Vocational Education Centres

Region 9	Region 11
Northern Lights Adult and Vocational Centre	Listuguj Adult and Vocational Centre
	Grosse Ile Adult and Vocational Centre
	The Anchor Adult and Vocational Centre
	Wakeham Adult and Vocational Centre

Our territory begins in the MRC de Kamoursaka to the West and extends to encompass all of the Gaspé Coast and includes Magdalen Islands. On the North Shore, it begins with the MRC Haute-Côte-Nord and extends as far north as Kawawachikamach/Schefferville and to the east as far as Natashquan/ Petit-Mécatina. Our territory is estimated to be 321,219 km². The second largest territory of the nine English School Boards.

The student population in five of the six operational adult/vocational education centres during the 2020-2021 school year was 277. Each adult and vocational education centre offers a variety of courses and programs.

- Academic upgrading
- Accounting
- Trucking
- Construction Equipment Operation
- French Conversation
- Starting a Small Business
- Secretarial Studies
- Home Care Assistance
- ASP Construction Card (Health and Safety on Construction Sites)
- Health, Assistance and Nursing

1.2 Educational and Cultural Services

ESSB offers a variety of services to both the youth sector and adult and vocational clientele. Students profit from a culture, rich in relationships with the adults who support their academic, social, and emotional growth through a multitude of initiatives such as after school bussing programs for sporting activities, homework support, weekend retreats such as math camps and leadership activities, and numerous other activities supported through our six Community Learning Center based schools. Student from Eastern Shores come from a variety of cultural backgrounds. Some French, some English and some First nations. All benefit from the diverse traditions and rich cultural history.

Due to COVID-19 we still had several important challenges during the school year. These challenges pushed us to make changes and to innovate to make learning accessible to all our students. We expanded the way we deliver information and offered a direct and indirect support to our students. We worked to provide quality services and programs which were best suited for our diverse population of students. We took advantage of the technology available to us to make online learning a possibility.

When adapting to the new reality our goal was always to increase graduation rates and the number of registrations in the different courses offered throughout our territory.

We continued to work with the different partners of our communities. These partnerships are important since they allow us to build different projects and offer a variety of services. Collaboration is essential in building projects that are specific for the needs of our community and the development of the delivery methods available.

1.3 Highlights

The 20-21 school year began with many changes to the normal way of life. Movement of students was limited to class bubbles, wearing of masks was mandatory outside of the classroom, in common spaces and on the school bus. Hand washing and disinfection was now the new norm in all buildings. Teachers had to adapt to last minute changes in the way their course content was delivered. Throughout the province, hybrid teaching methods were put in place for secondary students who attended classes in-person every second day and online when not at school. Fortunately, with the small class sizes in ESSB schools, students were able to stay in school full-time. Extracurricular activities were reduced and even cancelled. And once again for a second consecutive year, ministry uniform exams were cancelled. Despite all the changes and challenges, we feel that ESSB staff and students did an amazing job of adapting to this new way of life.

In the adult and vocational sector, the online learning approach was essential and has given us the opportunity to reach out to more students and gave them the chance to achieve and to be engaged in their learning. Our goal was to offer services to help our students in all our centers succeed and have a sense of belonging.

In addition, we had people available at our Centers to make sure to keep our students engaged while learning using different approaches. We offered extra support to everyone in our Centres from our Academic and Vocational Information Counselor. We wanted to make sure to support our students and be able to guide them in making the right choices for their future. We also wanted to ensure that the right information regarding services was shared in all our High Schools.

Construction Equipment Operation was a new program that was implemented by Eastern Shores School Board. We are the only English School Board that has the authorization from the Government to offer this course and we are extremely pleased with the turnout of this program. We have purchased simulators to offer the best learning experience for the students but also to create projects and promote this course in the High Schools. We started analyzing the needs of our communities and we want to offer more opportunities for academic upgrading and vocational programs.

2. Governance of the School Board

Eastern Shores School Board is among the nine remaining “school boards” in Quebec. It is governed by a Council of Commissioners that is made up of a Chairperson, ten commissioners elected by an election process and four Parent-Commissioners elected by their peers on the Central Parents Committee.

2.1 List of Commissioners:

Chairperson: Wade Gifford

Ward 1: Mary Ellen Beaulieu

Ward 2: Vacant (Keith Eldridge remained until a new election process begins)

Ward 3: Michael Chesser

Ward 4: Vacant (Nancy Doddridge remained until a new election process begins)

Ward 5: Michael Clarke (June 19, 2021)

Ward 6: George Hayes

Ward 7: Doug Hunt

Ward 8: Donald Bourgoïn

Ward 9: Ronald Mundle

Ward 10: Kerry Dickson

Parent Commissioner, Member at large: Jackie Bizeau

Parent Commissioner, Secondary level: Melanie Leblanc

Parent Commissioner, Elementary: Kathy Mackenzie

Parent Commissioner, Special Needs: Adam Renouf

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

2.1.1 Calendar of Meetings

The Executive Committee met 10 times and the Council of Commissioners met 12 times during the 20-21 school year on the dates indicated below:

July 10, 2020 Special Council	December 9, 2020 Executive and Council
July 17, 2020 Special Council	January 26, 2021 Executive and Council
August 26, 2020 Executive and Council	February 23, 2021 Executive and Council
September 14, 2020 Special Council	March 23, 2021 Executive and Council
September 23, 2020 Executive and Council	April 27, 2021 Executive and Council
November 10, 2020 Executive and Council	May 25, 2021 Executive and Council
	June 22, 2021 Executive and Council.

2.1.2 Accomplishments of the Council of Commissioners

The Governance and Ethics Committee undertook the gargantuan task of reviewing all of the delegation of powers that were in effect. After several months of study, it was determined that the various By-Laws could be rescinded and integrated into a new all-encompassing By-Law. Work began on *By-Law 14: Delegation of Functions and Powers* and this new By-Law was adopted by the Council of Commissioners in February 2021.

The Governance and Ethics Committee also undertook the review of other By-Laws; By Law 9: Code of Ethics and Professional Conduct of Commissioners and By-Law 10: Virtual Participation. The Council of Commissioners adopted the revised documents at the February 2021 meeting.

2.2 Other Governance Committees

2.2.1 List of Committees and their members

Name of the Committee	Members	
Executive Committee	W. Gifford G. Hayes K. Dickson H. Wood	M. Clarke R. Mundle K. Mackenzie D. Smith
Audit Committee	K. Eldridge N. Doddridge H. Wood	M. Chesser M. Leblanc S. Ward
Governance & Ethics Committee	W. Gifford N. Doddridge A. Renouf D. Smith	K. Eldridge D. Hunt H. Wood
Human Resources Committee	M.E. Beaulieu D. Hunt K. Dickson H. Wood	M. Clarke R. Mundle K. Mackenzie D. Smith

2.2.2 List of the School Boards Committees and their Members:

Name of the Committee	Members	
<p align="center">Central Parent Committee (CPC)</p>	<p>S. Bonneau D. Martin S. Poulin-Daigle R. Steward J. Davies C. Carney J. Bizeau K. Mackenzie</p>	<p>C. Touzel E. Sokolova S. Wall V. St. Laurent M. Leblanc P. Smith M. Lefebvre K. Berger</p>
<p align="center">Special Needs Advisory Committee (SNAC)</p>	<p>Director General: Coordinator of Complementary Services: Principal: Teacher: Support staff: Parents: A. Renouf K. Winsor M. Lefebvre C. Dorion</p>	<p>H. Wood S. Astles S. Kohner L. Evans J. Bujold C. Carney C. Baird T. Boland</p>
<p align="center">Resource Allocation Committee (RAC)</p>	<p>Director General: Coordinator of Complementary Services: Director of Finance: Coordinator of Adult Education Services: Director of Human Resources:</p> <p>Principals of schools: 2 elementary: 1 secondary: 3 elementary/secondary:</p>	<p>H. Wood S. Astles S. Ward A. Guilbeault D. Smith B. Boyle, J. Bradbury C. Shaw B. Mitchell H. Wood S. Kohner</p>
<p align="center">Material Resources Committee</p>	<p>M.E. Beaulieu M. Clarke R. Mundle S. Ward C. Pitt</p>	<p>M. Chesser D. Bourgouin A. Renouf T. Renouf</p>
<p align="center">Transportation Advisory Committee</p>	<p>G. Hayes J. Bizeau S. Ward K. Caldwell</p>	<p>D. Bourgouin T. Renouf C. Pitt</p>

2.3 Code of Ethics and Professional Conduct for Commissioners

The Council of Commissioners in accordance with article 175.1 of the Education act must, by by-law, establish a code of ethics and professional conduct which applies to the commissioners. The school board must provide public access; subsequently, the complete text can be found by clicking the attached link to our website: https://www.essb.qc.ca/policies/ByLaw_9_EN.pdf

In addition, the school board must publish in its annual report the number of cases dealt with, the follow-up and set out any breaches determined during the year by the disciplinary authorities, the determination of any penalties imposed by the competent authorities and the names of any commissioners divested of office by a court during the year. (annex 1)

Eastern Shores' Code of Ethics and Professional Conduct for Commissioners was updated on February 23, 2021 and approved by resolution C21-02-683

2.4 Disclosure of Wrongdoings relating to Public Bodies

The office of the Quebec Ombudsman, put in place a system allowing employees of public bodies to declare wrongdoings without fear of reprisal. The complete text of the procedure may be found on ESSB's website:

http://www.essb.qc.ca/resources/procedures/Disclosure_of_Wrongdoing_En.pdf

Accountability under the “*Act to facilitate the disclosure of wrongdoings relating to public bodies*”:

Accountability 2020-2021 <i>Act to facilitate the disclosure of wrongdoings relating to public bodies</i>	Number of disclosures or communications of information
1. Disclosures received by the designated officer.	0
2. Disclosures ended under paragraph 3 of section 22.	0
3. Well-founded disclosures.	0
4. Disclosures broken down according to the categories of wrongdoing set out in Article 4.	0
5. Information forwarded under the first paragraph of section 23.	0

No wrongdoings disclosures were submitted to the designated officer during the 2020-2021 school year.

3. Results

3.1 Commitment-to-Success Plan

3.1.1 Results of the Commitment-to-Success plan

Objective 1: Reduce the gap in success rates between various groups of students by 50% by 2030

Objective	Indicator	Target	Results 2017-2018	Results 2018-2019	Results 2019-2020	Results 2020-2021
Male vs Female	Graduation Rates	0.4%	2.7%	5.4%	20.7%	N/A
EHDAA vs Regular	Graduation Rates	25.3%	30.2%	30.1%	30.4%	N/A

Source Objectives 1.1, 1.2, and 2 - 882000_Taux_diplomation_qualification_ed2021_DIS.xlsm

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 20.7% in the 2013-2020 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 gap in graduation rates between EHDAA and Regular students needs to be reduced from 33.8% to 25.3% by 2022. The 2013-2020 7-year cohort graduation rate shows a decrease of 3.4% 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: To reduce the number of students starting secondary school being 13 years of older

Objective	Indicator	Target	Results 2017-2018	Results 2018-2019	Results 2019-2020	Results 2020-2021
Students delayed entry to Secondary	# of students repeating Elementary	4.8%	10%	20.8%	15.6%	8.2%

Source Objectives 1.1, 1.2, and 2 - 882000_Taux_diplomation_qualification_ed2021_DIS.xlsm

Starting Secondary school 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%.

The proportion of students entering Secondary school at age 13 or older has increased from 4.8% to 8.2% in 2020-2021. 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

Objective	Indicator	Target	Results 2017-2018	Results 2018-2019	Results 2019-2020	Results 2020-2021
Increase grad rate	Graduation Rates	83.0%	87.6%	78.8%	76.0%	N/A

Source Objectives 1.1, 1.2, and 2 - 882000_Taux_diplomation_qualification_ed2021_DIS.xlsm

The MEQ graduation and qualification rate is determined by examining the rate of graduation and qualification of students seven years after they start Secondary I. The data follows those students who were registered with a school board or a service centre in that year.

ESSB has not yet met the 2022 target of 83.0% for students obtaining a first diploma for the 2013-2020 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

Objective	Indicator	Target	Results 2017-2018	Results 2018-2019	Results 2019-2020	Results 2020-2021
Increase grade 6 ELA Success Rate – Reading	Compulsory Exam	92%	91.1%	92.7%	N/A	N/A
Increase grade 6 FSL Global Success rate	Board Mandated Exam	89.7%	92.0%	82.1%	N/A	N/A
Increase grade 6 Math Reasoning success rate	Compulsory Exam	73.1%	77.0%	56.8%	N/A	N/A

N/A – Objectives 4: Due to COVID-19, there were not any exams in 2020, nor 2021.

Due to COVID-19, no exams were written in June 2021.

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

Objective	Indicator	Target	Results 2017-2018	Results 2018-2019	Results 2019-2020	Results 2020-2021
Buildings satisfactory	Facility Condition Index (FCI)	100%	100%	100%	58.8%	70.05%

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 in 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.

3.2 Fight Against Bullying and Violence

3.2.1 Summary of incidents of bullying and violence reported at the school board.

Frequency scale of the incidents of bullying or violence:

Frequency scale
No incidents
Fewer than 5 incidents declared
10-19 incidents declared
20-39 incidents declared
40 and more incidents declared

School	Intimidation (Frequency of incidents)	Violence (Frequency of incidents)	Proportion of interventions that were the object of a complaint made to the Student ombudsman
Baie Comeau	Fewer than 5	Fewer than 5	0
Belle Anse	No incidents	No incidents	0
Escuminac	Fewer than 5	Fewer than 5	0
Evergreen	No incidents	No incidents	0
Fermont	No incidents	No incidents	0
Flemming	No incidents	No incidents	0
Gaspé Elementary	No incidents	No incidents	0
Grosse Isle	Fewer than 5	Fewer than 5	0
Gaspé Polyvalent	No incidents	Fewer than 5	0
Metis Beach	Fewer than 5	Fewer than 5	0
New Carlisle	Fewer than 5	Fewer than 5	0
New Richmond	Fewer than 5	Fewer than 5	0
Queen Elizabeth	Fewer than 5	Fewer than 5	0
Riverview	No incidents	No incidents	0
Shigawake Port Daniel	No incidents	No incidents	0

3.2.2 Our preventative activities and interventions targeting a safe and caring school climate.

Every ESSB school team participated in a training on Bill 56 provided by the Complementary Services department and the ministry anglophone support agent. School roles and responsibilities to ensure safe and caring environments were defined and paired with a timeline of tasks for all stakeholders. During each training session,

the Commissioners were invited to attend as active participants in the process. As a result, school climate committees were provided with a turn-key binder of resources and access to a board-based SharePoint immediately following their session.

All schools were accompanied through a complete overhaul of the Annual Action Plan obligations and content. Our 16 schools successfully met the challenge and submitted what we refer to as the ABAV (Anti Bullying- Anti Violence) action plan within the assigned due date.

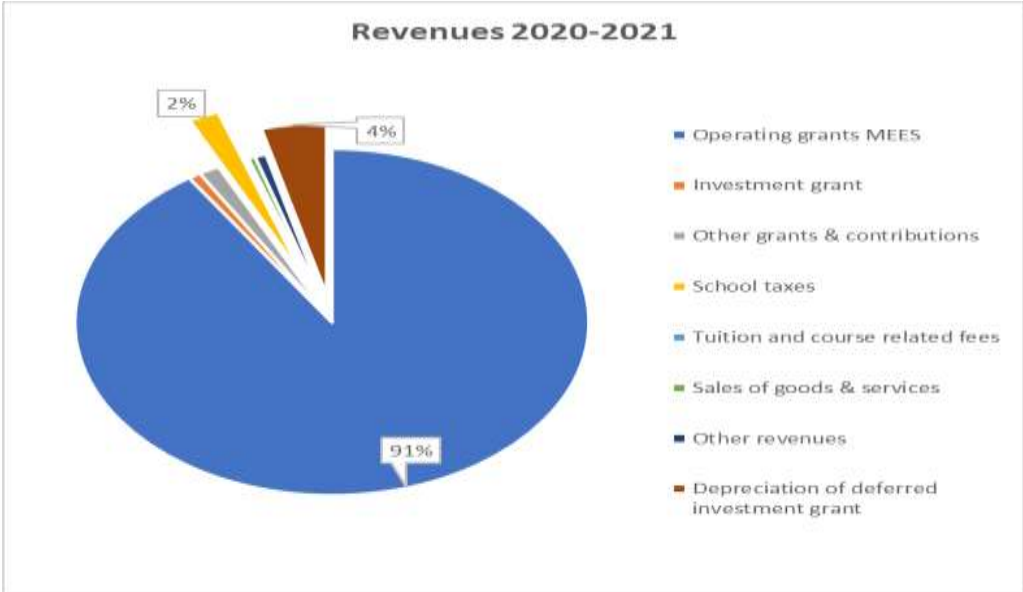
The training opportunity allowed school teams to take a deeper dive into board and school survey results and refine their list of priority objectives as well as effective strategies to deploy. This practice also assisted the school board in identifying four annual objectives for 21-22:

1. Increase a sense of feeling safe in your ESSB school.
2. Develop a deeper understanding of definitions for all stakeholders (parents, students, staff etc.)
3. Promote consistency of civics training throughout all grade levels
4. Further define administrative responsibilities upon receipt of a report for bullying and/or violence.

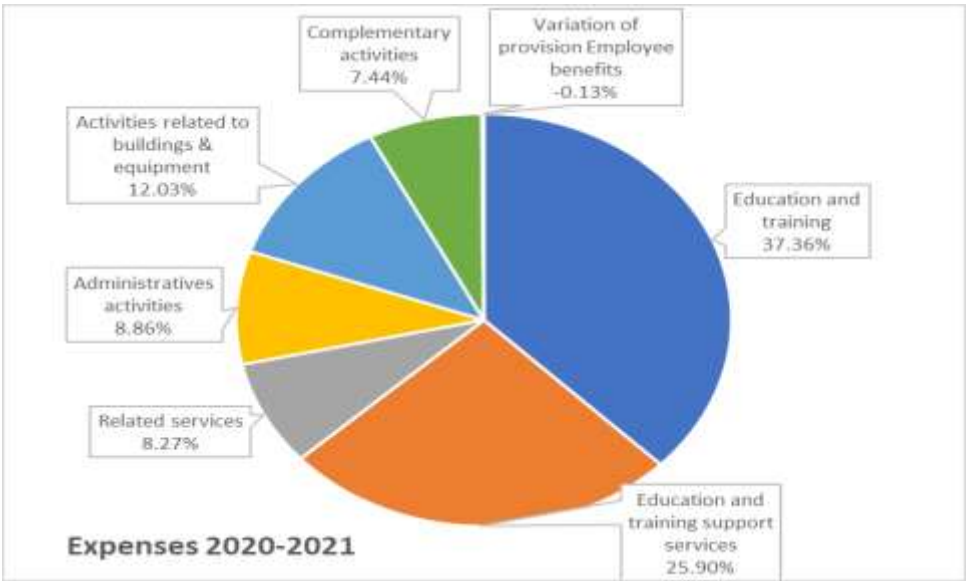
For our second target toward increased clarity, the Complementary Services department created and published two bilingual documents for ESSB students and their families. The first, is an info sheet on By-Law 11, Student Ombudsman services and accessibility. The second publication is a pamphlet called 'Knowing Where to Turn is Key' which further explains the ABAV action plan, the Code of Conduct and the Ombudsman. It serves as a guide for knowing who can and cannot assist when a conflictual situation arises and where to turn for successful outcomes.

4. Use of Resources

4.1 Revenues



4.2 Expenses



4.3 Financial resources

Statement of operations

Year ended June 30

	<u>2020-2021</u>	<u>2019-2020</u>
Revenues		
Operating grants MEES	\$31,501,571	\$28,209,478
Investment grant	\$269,437	\$100,533
Other grants & contributions	\$452,322	\$493,269
School taxes	\$669,320	\$1,250,212
Tuition and course related fees	\$24,123	\$119,290
Sales of goods & services	\$157,378	\$121,847
Other revenues	\$250,921	\$228,334
Depreciation of deferred investment grant	\$1,427,910	\$1,459,593
Total revenues	<u>\$34,752,982</u>	<u>\$31,982,556</u>
Expenses		
Education and training	\$12,529,490	\$11,937,675
Education and training support services	\$8,686,323	\$8,614,407
Related services	\$2,772,569	\$2,427,415
Administrative activities	\$2,972,029	\$2,903,468
Activities related to buildings & equipment	\$4,035,696	\$3,682,609
Complementary activities	\$2,495,593	\$1,125,122
Variation of provision Employee benefits	-\$44,617	-\$95,267
Loss on disposal of capital assets		\$15,770
Total expenses	<u>\$33,447,083</u>	<u>\$30,611,199</u>
SURPLUS OF THE YEAR	<u>\$1,305,899</u>	<u>\$1,371,357</u>

4.4 Workforce Management and Control

The Eastern Shores School Board employed approximately 520 full-time and part-time employees across its territory. In any school organization, the Human Resources Department is an essential department and is complementary to other departments. The department plays a role of expertise and support through collaboration and communication.

Our goal is to offer direction and guidance to all employees and management personnel. We prioritize maintaining the acquired expertise of our employees by targeting professional development needs in order to be able to better exercise their role.

All members of the Human Resources Department are dedicated to improving our services to support and guide all the employees of ESSB.

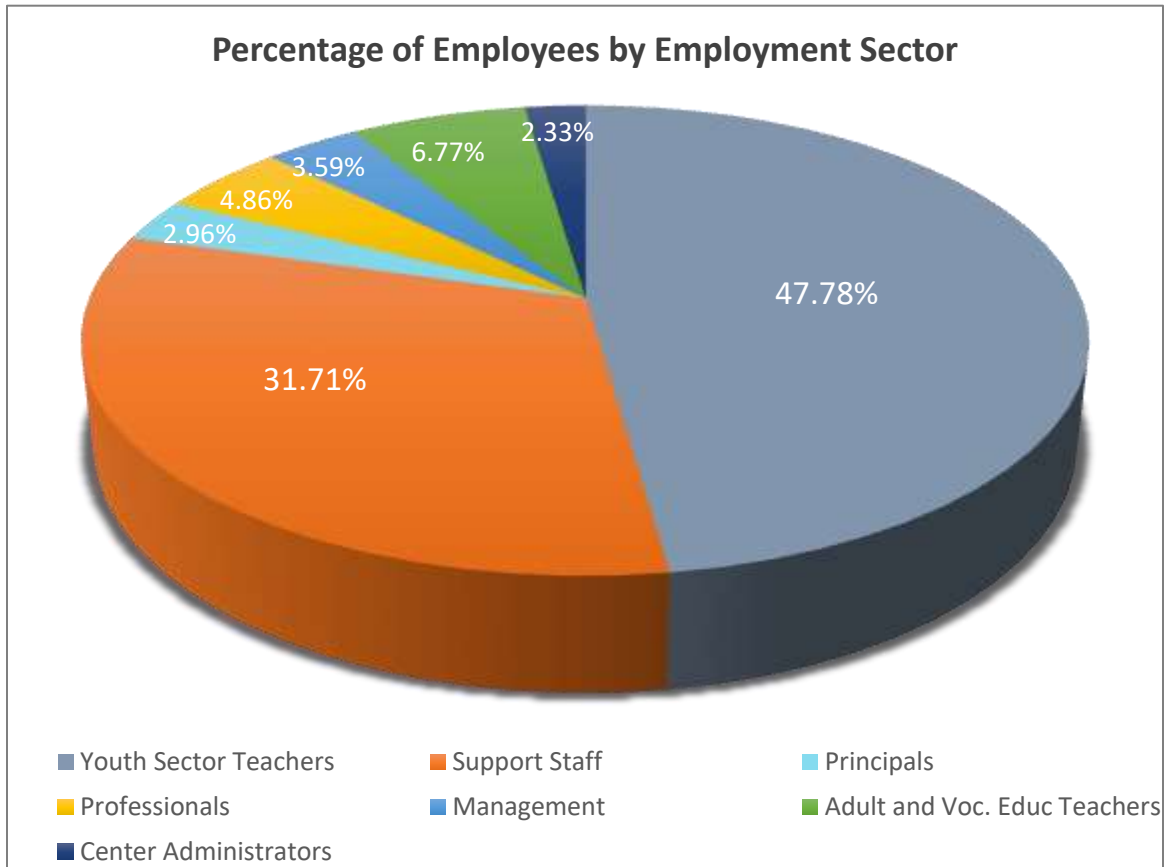
As stated in Section 20 of the **Act Respecting Workforce Management and Control Within Government Departments, Public Sector Bodies and Networks and State-owned Enterprises**, a public body must report on the staffing level and the distribution of its staff by job class. The following chart provides a status update of the number of hours paid, by category of employment, for the period from April 1, 2020 to March 31, 2021.

4.2.1 Breakdown of the workforce in paid hours for the period of April 1, 2020 to March 31, 2021

Employment category	Hours worked (1)	Overtime (2)	Total paid hours (1)+(2) = (3)	Number of employees for the targeted time period
1. Executive Staff	54 162,02	0,00	54 162,02	34
2. Professional Staff	35 504,90	0,00	35 504,90	30
3. Teaching Staff	228 438,23	105,25	228 543,48	280
4. Office staff, technicians, and staff of comparable rank.	118 148,90	514,80	118 663,70	146
5. Labourers, maintenance workers, and service staff	31 577,88	0,00	31 577,88	30
Total in hours	467 831,93	620,05	468 451,98	520

4.2.2 Summary of the level of workforce between April 1, 2020 and March 31, 2021

Target established by the Minister of Education (A)	480 547,42
Source: information sent by the MEQ via Collectinfo	
Total of paid hours worked (B)	468 451,98
Source: information sent by the MEQ via Collectinfo	
Extent of the overstaffing (if applicable)	(12 095,44)
Calculation: (C) = (B) – (A)	
Compliance with the staffing level	
Multiple choice: yes /no <i>(If the answer is “no” the school board must indicate the measure that were taken to correct the situation.)</i>	NO
<p>Recruitment is a challenge due to many factors, one being that we have a large territory to cover. Finding legally qualified and bilingual employees (all categories) greatly impacts the recruitment efforts. Lack of housing and daycare are other important challenges for our School Board</p>	



4.3 Service contracts involving an expenditure of 25,000 or more, entered into between April 1, 2020 and March 31, 2021.

	Number of Contract	Amount of the contract (before taxes)
Service contracts with a natural person	2	\$44,252.64
Service contracts with a contractor other than a natural person	6	\$258,577.64
Total	8	\$302,830.28

4.4 Material and Technological Resources

4.4.1 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. ESSB owns 18 buildings, totaling 27,900 m², with an average age of 58 years. During 2020-2021, an amount of over \$2 million was invested in major projects to maintain real estate assets and carry out major renovation project.

Despite the seemingly endless pandemic, work remained ongoing on the several dossiers throughout the board, one dossier that we are proud to announce is the approval of a new building to replace New Carlisle High School.

In Sept-Îles, Queen Elizabeth High School saw a major renovation in order to integrate Northern Light Adult and Vocational Education Center into their building. This move allowed Flemming Elementary to take over the neighbouring building situated at 530, Brochu Avenue completely and allow more room for their ever-growing daycare, Pre-K, and Kindergarten classes.

Air quality was a province-wide issue, with COVID -19 spreading rapidly through schools. While testing, the Ministry was able to establish the need for CO₂ meters in classrooms. This dossier among others will follow through into the next school year.

4.4.2 Technological Resources

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. In addition, an educational platform called Mozaik Portail has been implemented for teachers, students and parents to use.

To date, we are delighted to have put in place over 115 Smart Boards, more than 1500 computing devices as well as 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 overcome obstacles with new and innovative technological solutions.

5. Annexes to the Annual Report

Annex 1 - Ethics Commissioner Report

REPORT OF THE ESSB ETHICS COMMISSIONER

During the 2020 – 2021 school year which ended on June 30th, no complaints were deferred to me by the Eastern Shores School Board in accordance with the Council of Commissioners Code Ethics.

SIGNED AT NEW CARLISLE (QUEBEC) on
September 15, 2021



DONATIEN GRENIER
Ethics Commissioner

Annex 2: Student Ombudsman Report

ANNUAL REPORT OF THE ESSB STUDENT OMBUDSMAN

2020-2021 SCHOOL YEAR

Complaint referrals: none

Complaint referrals concerning acts of bullying or violence: none

Signed at New Carlisle, September 4, 2021



DONATIEN GRENIER
Student Ombudsman