



COMMISSION SCOLAIRE
Eastern Shores
SCHOOL BOARD

2021-2022 Annual Report

EASTERN SHORES SCHOOL BOARD

MESSAGE FROM THE DIRECTOR GENERAL & CHAIRPERSON

We are pleased to present the ESSB annual report for the 2021-2022 academic year. Despite the continued challenges we faced due to the COVID-19 pandemic, our staff, parents and students all rose to the occasion under what were, at times, very trying circumstances. We adapted to the new normal and carried on with our mission to educate students, from Pre-Kindergarten to adults.

Our Commitment to Success Plan remains anchored in three strategic directions: achievement, wellness, and engagement. Each aspect is equally important to the growth of students, and one complements the other. We remain committed to helping our students develop skills that will equip them to live in an ever-changing world; collaboration, character, citizenship, communication, critical thinking and creativity are more important than ever. For this reason, we continue to nurture these broad areas of learning in our classrooms and view student success as a combination of achievements that speak to academic growth, well-being, and engagement for all learners.

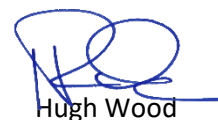
Our proudest accomplishment for 2021-2022 was to invigorate our school community with a renewed mission and vision. Working with outside consultants and several focus groups, we revised ESSB's mission and vision to ensure all stakeholders and communities were included. Our new mission reads, *"At ESSB, we cultivate inclusive learning communities from shore to shore."* Our new vision reads, *"Our learners are equipped with the languages and skills to thrive in our multicultural communities and beyond."* Together, we believe our new mission and vision encapsulate our "raison d'être". Moving forward, we will use our renewed mission and vision to establish our strategic priorities for the next five years.

We also express our appreciation to the entire ESSB community for rising to the challenges of the 2021-2022 school year. To our students, we congratulate you for continuing to persevere. To our staff, we recognize the creativity and determination that you demonstrated while caring for students and maintaining high standards for instruction. We continue to be impressed by your dedication and professionalism. We say a heartfelt word of thanks to our parents and families for your support, trust, and understanding.

In conclusion, we also included within this year's annual report highlights from the year, reports from our Ombudsman, Ethics Commissioners, and on Bill 15 (Act Respecting Workforce Management and Control Within Government Departments, Public Sector Bodies Networks and State-Owned Enterprises), financial statements and our very detailed Commitment-to-Success Plan.



Wade Gifford
Chair, Council of Commissioners



Hugh Wood
Director General

Table of Contents

| | |
|---|-----------|
| 1. Presentation of the School Board | 3 |
| 1.1 Overview of the School Board | 3 |
| 1.2 Highlights | 4 |
| 1.3 Educational and Cultural Services | 8 |
| 2. Governance of the School Board | 8 |
| 2.1 List of Commissioners: | 9 |
| 2.2 Other Governance Committees | 11 |
| 2.3 Code of Ethics and Professional Conduct for Commissioners | 14 |
| 2.4 Disclosure of Wrongdoings relating to Public Bodies | 14 |
| 3. Results | 15 |
| 3.1 Commitment Plan-to-Success | 15 |
| 3.2 Fight Against Bullying and Violence | 20 |
| 4. Use of Resources | 22 |
| 4.1 Financial resources | 22 |
| 4.2 Workforce Management and Control | 23 |
| 4.3 Service contracts involving an expenditure of 25,000 or more, | 27 |
| 4.4 Material and Information Technology Resources | 27 |
| 5. Annexes to the Annual Report | 30 |
| Annex 1 - Ethics Commissioner Report | 30 |
| Annex 2 - Student Ombudsman Report | 31 |

1. 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 1066 students enrolled in our 16 youth sector schools. Seven are elementary, three are secondary and the remaining six are combined elementary-secondary 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 |
| | Northern Lights Adult And Vocational Centre | Evergreen High School |
| | | Belle Anse Elementary School |
| | | Gaspé Elementary School |
| | | Gaspé Polyvalent School |
| | | Grosse Ile High School |
| | | 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 9 English School Boards.

Student registrations in 4 of the 5 operational adult/vocational education centers was recorded at 254 students during the 2021-2022 school year. Each adult and vocational education centre offers a variety of courses and programs:

- Academic Upgrading
- Accounting
- Trucking
- Construction Equipment Operation
- French Conversation
- Tiling
- Starting a Small Business
- Secretarial Studies
- Home Care Assistance
- ASP Construction Card (Health and Safety on Construction Sites)
- Health, Assistance and Nursing
- *Service to Business Training:* Small Vessel Operator Proficiency, Office 365, and Language Training

1.2 Highlights

2021-22 was highlighted by a sense of renewal in our organization. With the development and launch of a new Mission and Vision staff and the communities alike are now aware of our objectives. Development began on a new website that will allow information to be more accessible to the public. Additionally, a new approach to analyze and allocate staffing to our schools and centers was implemented. This has greatly helped with recruitment and staffing of our schools with qualified personnel.

Technology continued to be improved this year with the implementation of *Mozaik Portal* for ESSB staff, students, and parents. Cyber-security was prioritized and training was provided for all staff. This training will be a regular, on-going method to keep staff aware of cyber threats and maintain the security of information. Finally, a contract was signed to update the archiving methods for all ESSB's documents.

2021-22 saw the addition of two special needs classrooms created for students; one in Escuminac Intermediate School and the other at Shigawake Port-Daniel School. Our Vocational department successfully offered the Construction Equipment Operation course for a first time in New Carlisle. The program had twenty (20) students registered and with continued interest in the program we are planning a second cohort for March 2023.

Our final highlight for 2021-22 is the purchase of land for the construction of a new school in New Carlisle.

We would also like to share some highlights from some of the schools for the 2021-22 school year:

Highlight from Gaspé Elementary School (GES)

Staying Home Alone Course

- ❖ Gaspé Elementary School together with its Community Learning Center (CLC) was pleased to offer our grades 3-4-5-6 students the opportunity to take part in a Red-Cross safety course related to staying home alone safety. This was the first time that this course was given in English. They had excellent participation from the students from 3-6 pm on a Friday afternoon.

Highlight from Belle Anse School (BAS)

Preschool Swimming Program

- ❖ Belle Anse School partnered with the Cegep de la Gaspésie to build a swimming program for the 4- and 5-year-olds.
- ❖ The program consisted of 8 - 40 min. sessions in the pool during the school day once per week.
- ❖ The objectives for each session were:
 - Safety while entering and exiting the pool
 - Changing direction in the pool
 - Floating
 - Leg movements
- ❖ All of these skills had the potential to save a child's life while also introducing them to the joy of being in the water.

Highlight in both BAS and GES

Adventure Play Days

- ❖ Students and their families enjoyed a day of discovery, imagination, and building as they were guided by guest, Pierre Harrison, in how student-directed play is the best kind of authentic learning and problem solving. All they needed to do is provide the materials (cardboard boxes, cardboard tubes, tools, crafting supplies etc.) and the time. It was amazing to see the creativity and engagement the students displayed in this day.

Highlight from Escuminac Intermediate School (EIS)

- ❖ Officially accepted to be a Learning for a Sustainable Future School (LSF). We are one of six in Canada.

Highlight from Flemming

- ❖ "Steps for Learning" is a year-long project where students symbolically walked across Canada (leaving from the residential school here in Maliotenam and reaching the Indian Residential School in Kamloops, BC). Students, teachers, parents, and anyone from our community, were welcome to add KM to this walk. Mr. Roger Vachon, the founder of the annual Mamu Marathon, regularly joined to teach the group about the Innu language and culture. Musicians and speakers join us in our journey of learning and reconciliation.

Highlight from Fermont

- ❖ Teachers incorporated more robotics in our classrooms. The students used *Dot and Dash*, *We Do 2.0 Legos*, *Bee-Bots* and the online *Scratch* coding program to create short video clips concerning anti-bullying, spelling words in Language Arts and problem solving. These activities fostered cooperation and collaboration.

Highlights from Evergreen

- ❖ Robotic program with Fusion-Jeunesse, students participated in different online competitions which motivated them and increased student participation at school.
- ❖ Students have built an outdoor classroom.

Highlights from St. Pat's

- ❖ Students participated in the Défi Pierre Lavoie
- ❖ Students started working on their project for their outdoor classroom

Highlight from Baie-Comeau High School (BCHS)

- ❖ BCHS finished off the school year with an all-grade (elementary and secondary) trip to Québec's only provincially-owned lighthouse, the Phare du Pointe des Monts, and the birds of prey reserve in Godbout.

Highlights from New Richmond High School (NRHS)

- ❖ Groove Sessions: Groove was the Artists Inspire ELAN Grant. Every Elementary student participated in 2 sessions.
- ❖ ELAN launched the Artists Inspire Grants (AIG) program in collaboration with LEARN as a new source of funding for official-language minority schools to hire artists. The \$1500 Artists Inspire Grants will enable students and teachers to participate in hands-on creative experiences about and in the arts.

Highlight from Métis Beach School (MBS)

- ❖ Bee campaign project: video capsules on MBS Facebook, leaflets distributed to all Metis residents, students made bee houses, watering stations, did winter sowing for plants, will plant a pollinator garden, made a campaign song with Rob Lutes (on MBS Facebook), No Mow May campaign. The project was funded by LSF and can be found on the Our Project Canada site (Bee careful! Save the bees). ourcanada@lsf-lst.ca A page article and cover page photo can be found in the newspaper L'Avantage: Volume 26 Number 48

1.3 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. Students 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.

Our goal remains 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 within our communities. These partnerships are important since they allow us to build different projects and offer a variety of services. The collaboration is a priority for Eastern Shores.

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.

In August, the government of Quebec and the Santé Public allowed the election process from November 2020 to continue. ESSB declared an election for September 26, 2021. During the nomination period at the end of August, the three vacant seats were filled by acclamation putting an end to the election process. One Parent-Commissioner left the area in June 2022 and was replaced as well.

2.1 List of Commissioners:

Chairperson: Wade Gifford

Ward 1: Mary Ellen Beaulieu

Ward 2: Mederic O'Brien

Ward 3: Michael Chesser

Ward 4: Mitchell Syvret-Caplin

Ward 5: Kenneth Ward

Ward 6: George Hayes

Ward 7: Doug Hunt

Ward 8: Donald Bourgoin

Ward 9: Ronald Mundle

Ward 10: Kerry Dickson

Parent Commissioner, Elementary level: Kathy MacKenzie

Parent Commissioner, Secondary level: Melanie Leblanc

Parent Commissioner, Member at large: Jackie Bizeau

Parent Commissioner, Special Needs: Rita Di Tanna replacing Adam Renouf

* Please refer to essb.qc.ca for details regarding [electoral divisions](#)

2.1.1 Calendar of Meetings

The Executive Committee met six (6) times and the Council of Commissioners met thirteen (13) times during the 2021-22 school year on the dates indicated below:

| Name of the Committee | Date |
|--------------------------|-------------------|
| Special Council | July 14, 2021 |
| Special Council | August 25, 2021 |
| Council of Commissioners | October 27, 2021 |
| Executive Council | October 27, 2021 |
| Special Council | November 2, 2021 |
| Special Council | November 17, 2021 |
| Council of Commissioners | December 15, 2021 |
| Executive Council | December 15, 2021 |
| Special Council | December 17, 2021 |
| Council of Commissioners | February 23, 2022 |
| Executive Council | February 23, 2022 |
| Special Council | March 29, 2022 |
| Council of Commissioners | April 27, 2022 |
| Executive Council | April 27, 2022 |
| Council of Commissioners | May 25, 2022 |
| Executive Council | May 25, 2022 |
| Council of Commissioners | June 22, 2022 |
| Executive Council | June 22, 2022 |
| Special Council | June 30, 2022 |

2.1.2 Accomplishments of the Council of Commissioners

In the face of a new challenge, Eastern Shores rose to the occasion once again. With our vast territory and the limitations that the realities of COVID imposed, the Council of Commissioners developed a hybrid model to realize meetings. Despite the confines of online communication, the council developed a positive strategy. Communication has improved, and we highlight it as an accomplishment of this school year.

We are equally pleased to highlight the development in terms of infrastructure, specifically the planning of a new school to replace New Carlisle High School. A new school has been a point of discussion for a very long time, and we are so pleased to be able to see it come to fruition. The land has been purchased, and the coming year will be an exciting time as we plan and prepare for the construction phase of this important project.

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, DG | M. E. Beaulieu R. Mundle D. Gauthier, SG K. Mackenzie |
| Audit Committee | M. O'Brien M. Syvret-Caplin H. Wood, DG | M. Chessier M. Leblanc S. Ward, DFS |
| Governance & Ethics Committee | W. Gifford M. O'Brien M. Syvret-Caplin D. Gauthier, SG | R. Di Tanna D. Hunt H. Wood, DG |
| Human Resources Committee | K. Ward D. Hunt K. Dickson D. Simoneau, DHR | R. Di Tanna R. Mundle H. Wood, DG |

2.2.2 List of the School Boards Committees and their Members:

| Name of the Committee | Members |
|--|--|
| Central Parent Committee (CPC) | BCHS : S. Bonneau BAS : C. Touzel EIS: D. Martin EHS: E. Sokolova FER: R. Guillemette FLE : C. Noel GES: R. MacDonald GPS: Vacant GIS: S. Taker MBS: M. Leblanc NCHS: K. MacKenzie NRHS: M. Bryan QEHS : J. Bizeau RV : I. Saucier SPDS : C. Duguay St. Pat's: K. Berger |
| Special Needs Advisory Committee (SNAC) | Director General: H. Wood Coordinator of Complementary Services: S. Astles Principal: N. Savage Teacher: L. Evans Support staff: G. Parker Non-Teaching Rep: G. Jean Parents: R. Di Tanna C. Carney K. Winsor C. Baird K. Burke T. Martinet S. Mercier |
| Resource Allocation Committee (RAC) | Director General: H. Wood Coordinator of Complementary Services: S. Astles Director of Finance: S. Ward Coordinator of Adult Education Services: A. Guilbeault Director of Human Resources: D. Simoneau Principals of schools: 2 Elementary: K. Kean L.A. Hayes 1 Secondary: S. McNally 3 Elementary/Secondary: T. Ellis C. Aubie K. Caldwell |
| Material Resources Committee | M.E. Beaulieu M. Chesser K. Ward D. Bourgouin R. Di Tanna S. Ward, DFS T. Renouf, Sup. C. Pitt, NS |
| Transportation Advisory Committee | G. Hayes D. Bourgouin J. Bizeau M. Hayes, DTS S. Ward, DFS C. Pitt, NS K. Caldwell, P |

List of abbreviations used in this table :

BCHS: Baie-Comeau High School

BAS: Belle Anse School

EIS: Escuminac Intermediate School

EHS: Evergreen High School

FER: Fermont School

FLE: Flemming Elementary School

GES: Gaspé Elementary School

GPS: Gaspé Polyvalent School

GIS: Grosse Ile School

MBS: Metis Beach School

NCHS: New Carlisle High School

NRHS: New Richmond High School

QEHS: Queen Elizabeth High School

RV: Riverview School

SPDS: Shigawake Port-Daniel School

St. Pat's: Saint Patrick's Elementary School

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 on our website: www.essb.qc.ca

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 Protecteur du citoyen, put in place a system allowing employees of public bodies to declare wrongdoings without fear of reprisal.

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

| Accountability 2021-2022 <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 2021-2022 school year.

3. Results

3.1 Commitment Plan-to-Success

3.1.1 Results of the Commitment-to-Success plan

Orientation 1:

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

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

| | Eastern Shores School Board | | | | |
|--------------------|-----------------------------|-------|-------------|-------------------|-------|
| | 2008-2015 cohort | | Target 2022 | Results 2020-2021 | |
| | Success rate | Gap | Gap | Success Rate | Gap |
| Male | 76.6% | 0.8% | 0.4% | 60.0% | 27.2% |
| Female | 77.4% | | | 87.2% | |
| EHDAA ¹ | 53.3% | 33.8% | 25.3% | % | NA% |
| Regular students | 87.1% | | | % | |

Source: Rapport 882000_Obj_Polt_reus2018.xlsm, MEQ septembre, 2021

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

NA – Not applicable

Under Objective 1, MEQ 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 27.2% in 2014-2021 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 EHDA vs Regular students needs to be reduced from 33.8% to 16.9% by 2022. The 2020-2021 7-year cohort graduation rate were not published in time for the annual report. With small enrollment numbers, this rate will fluctuate from year to year.

Orientation 2:

To reduce the number of students starting secondary school being 13 years 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 | 2021-2022 |
| Proportion of students | 4.8% | 4.8% | NA |

Source: Rapport 882000_Obj_Polt_reus2018.xlsm, MEQ septembre, 2021

The proportion of students starting secondary school at age of 13 or older was not published in time for the annual report. ESSB continues to discourage student retention to meet the 2022 target of 4.8%.

Orientation 3:

Raise the 7-year cohort graduation and qualification rate

The MEQ 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 | 2020-2021 |
| 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% | 75.6% |

Source: Rapport Diplomation et Qualification par Commission Scolaire au Secondaire - ÉDITION 2019, MEQ septembre, 2021

The data has not been published to know if ESSB met the 2022 target of a SSD or DVS diploma in 2021.

ESSB has exceeded the 2022 target for students obtaining a first diploma by 76.6% for the 2012-2019 cohort. With small enrollment numbers, this rate will fluctuate from year to year.

Orientation 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 MEQ 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 MEQ 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 2022 |
| Grade 6 ELA Writing Competency | 92.0% | 92.0% | 86% |
| Grade 6 Math - Reasoning | 73.1% | 77.0% | 76% |
| Grade 6 FSL - Global Exam result | 89.7% | 92.0% | 80.3% |

Source: Internal school board results on MEQ compulsory exams and common exams, June 2022

Orientation 5: Ensure that all school buildings are in a 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 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.

Table 5 - Percentage of schools in satisfactory condition

| | Eastern Shores School Board | | |
|---|-----------------------------|---------|---------|
| | Reference year | Targets | Results |
| | 2017 | 2022 | 2022 |
| Percentage of schools, centres and buildings in satisfactory condition according to the Facility Condition Index (FCI) | 100% | 100% | 62% |

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.

3.1.2 Objectives determined by the Minister of Education

| | Objective | Indicator | Target | Results 2017- 2018 | Results 2018- 2019 | Results 2019- 2020 | Results 2020- 2021 | Results 2021- 2022 |
|-----|---|------------------------------------|--------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1.1 | Male vs Female | Graduation Rates | 0.4% | 2.7% | 5.4% | 20.7% | 27.2% | |
| 1.2 | EHDAA vs Regular | Graduation Rates | 25.3% | 30.2% | 30.1% | 30.4% | N/A | |
| 2 | Students delayed entry to secondary | # of students repeating elementary | 4.8% | 10% | 20.8% | 15.6% | 8.2% | |
| 3 | Increase grad rate | Graduation Rates | 83.0% | 87.6 | 78.8 | 76.0% | 75.6% | |
| 4 | Increase grade 6 ELA Writing competency | Compulsory exam | 92% | 91.1% | 92.7% | N/A | N/A | 86% |
| 5 | Buildings satisfactory | Facility Condition Index (FCI) | 100% | ? | ? | N/A | N/A | 62% |

Source Objectives 1.1, 1.2, and 2 - 882000_Taux_diplomation_qualification_ed2021_DIS.xlsm
N/A – Objectives 4 : Due to COVID-19, there were not any exams in 2020, nor 2021.

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 |
| Gaspe Elementary | No incidents | No incidents | 0 |
| Grosse Isle | Fewer than 5 | Fewer than 5 | 0 |
| Gaspe 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.

The History

We produce this annual report because of Bill 56 *An Act to Prevent and Stop Bullying and Violence in Schools*. This Bill 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.
6. An annual review of specialized staffing needs to meet the demands of our schools and ensure that the best individuals are in place to support school and centre teams.

4. Use of Resources

4.1 Financial resources

Statement of operations

Year ended June 30

| | <u>2021-2022</u> | <u>2020-2021</u> |
|---|----------------------------|----------------------------|
| Revenues | | |
| Operating grants MEQ | \$33,315,783 | \$31,501,571 |
| Investment grant | \$249,574 | \$269,437 |
| Other grants & contributions | \$574,848 | \$452,322 |
| School taxes | \$692,121 | \$669,320 |
| Tuition and course-related fees | \$44,165 | \$24,123 |
| Sales of goods & services | \$162,949 | \$157,378 |
| Other revenues | \$361,879 | \$250,921 |
| Depreciation of deferred investment grant | \$1,610,219 | \$1,427,910 |
| Total revenues | <u><u>\$37,011,538</u></u> | <u><u>\$34,752,982</u></u> |
| Expenses | | |
| Education and training | \$14,059,601 | \$12,529,490 |
| Education and training support services | \$10,498,059 | \$8,686,323 |
| Related services | \$3,082,782 | \$2,772,569 |
| Administrative activities | \$3,484,570 | \$2,972,029 |
| Activities related to buildings & equipment | \$4,415,841 | \$4,035,696 |
| Complementary activities | \$1,354,250 | \$2,495,593 |
| Variation of provision Employee benefits | \$147,097 | -\$44,617 |
| Loss on disposal of capital assets | \$61 | |
| Total expenses | <u><u>\$37,042,261</u></u> | <u><u>\$33,447,083</u></u> |
| SURPLUS/DEFICIT OF THE YEAR | <u><u>-\$30,723</u></u> | <u><u>\$1,305,899</u></u> |

4.2 Workforce Management and Control

The Eastern Shores School Board has approximately 792 full-time and part-time jobs across its large territory. The Human Resources Department is essential and complementary to other departments, and the department plays a role of expertise and support through meaningful collaboration and communication.

The department believes in the development of the organization. To that end, we have established various policies, procedures, processes and guidelines to ensure workflow and productivity. For instance, we clarified the hiring process and created documents such as requisition forms, reassignment procedures, harassment policy, employee recognition guide and teleworking guide. We simplified documents using dynamic forms, like the disability medical report. We have also successfully moved toward a paper-free environment by creating an HR directory for authorized HR employees only where documents are safely secured.

We aim 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 to exercise their role better. Focusing on training the school secretaries regarding decentralizing absences is an example, and we plan to continue with payments decentralization. We have also strongly encouraged and supported support staff employees directly involved with students to pursue their professional development by taking the AEC course to become legally qualified Special Education Technicians, with the collaboration of Champlain College.

The structure of the department has been redefined by roles and responsibilities of its employees. Prior to the development of all staffing plans, we have used budget measures to enhance many teacher positions, administrative and special needs to ensure a proactive and effective workforce to meet the goals set in place by the ministry.

Recruitment is challenging due to many factors, one being that we have a large territory with remote regions to cover. Finding legally qualified and bilingual employees (all

categories) dramatically impacts recruitment efforts. However, with the support of the teacher recruitment project coordinator (QESBA), we have successfully hired teachers from outside of the province and internationally. The second challenge has been retention, and the shortage of personnel allows potential candidates to choose their workplace.

In 2022-23 the Human Resources Department will continue to work on key objectives such as:

- Enhancing the allocation structure to meet the requirements of the positions better.
- Adding more regular positions and, where possible, pair duties.
- Increasing staff stability.
- Decreasing absenteeism.
- Increasing the efficiency of administrative practices (welcoming, integration, skills development, work organization).
- Ensuring greater employee loyalty.
- Reducing the number of work stoppages due to exhaustion and work overload.
- Implementing winning practices.
- Changing the job category to align with the school administration's needs (school secretary or office agent).
- Assigning tasks and responsibilities more in line with the different job classifications.

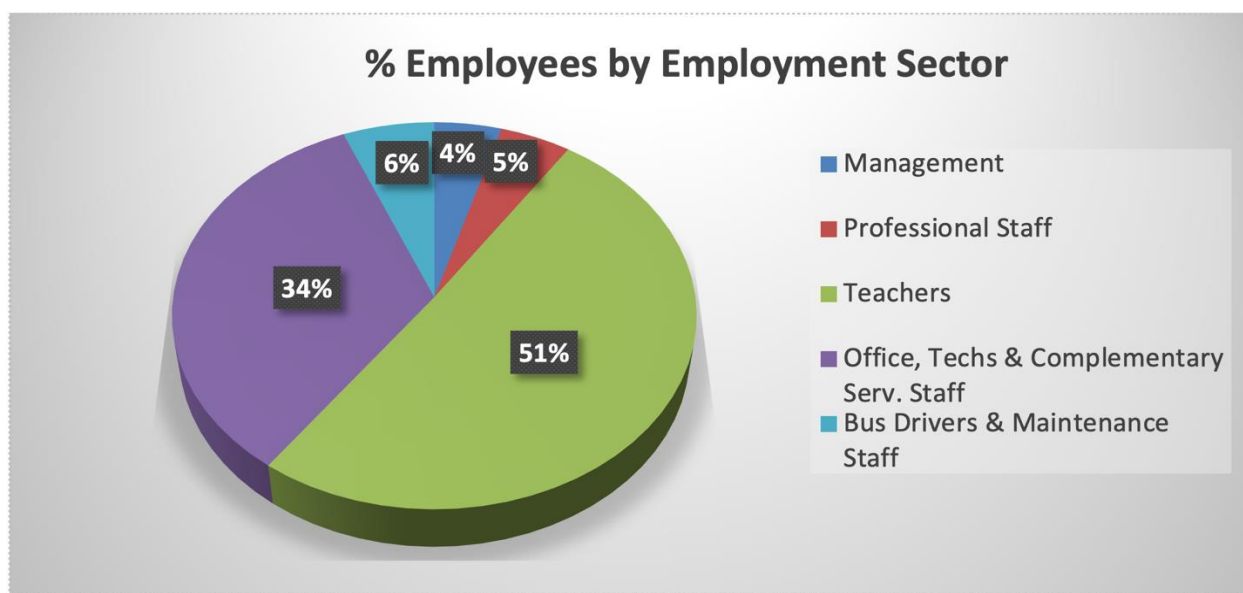
We will tackle our objectives by adding a Superintendent of Human Resources to our team whose priority will be specifically related to recruitment, retention and hiring.

These primary objectives intend to promote employee retention and, by the same process, to attract qualified personnel. Being more attractive as an employer increases our chances of hiring qualified and experienced personnel.

In addition, as we know, establishing good working methods within an organization will inevitably lead to better results on all levels. All members of the Human Resources

Department dedicate themselves to improving our services to support and guide all Eastern Shores School Board employees.

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 charts provide a status update on the number of hours paid, by employment category, for the period **from April 1st, 2021, to March 31st, 2022**.



4.2.1 Breakdown of the workforce in paid hours for the period of April 1, 2021 to March 31, 2022

| COVERED PERIOD: APRIL 2021 TO MARCH 2022 | | | | |
|---|-------------|--------------------|-----------------|-------------------|
| EASTERN SHORES SCHOOL BOARD | # Employees | Regular Worked Hrs | Overtime Hrs | Total Paid Hrs |
| Management | 36 | 40,968.01 | 0.00 | 40,968.01 |
| Professional Staff | 38 | 34,385.07 | 177.00 | 34,562.07 |
| Teachers | 401 | 271,055.42 | 600.62 | 271,656.03 |
| Office, Techs & Complementary Serv. Staff | 268 | 130,541.24 | 447.83 | 130,989.08 |
| Bus Drivers & Maintenance Staff | 49 | 23,837.26 | 59.50 | 23,896.76 |
| TOTAL | 792 | 500,786.99 | 1,284.95 | 502,071.94 |
| Target Ministry | | | | 505,766.66 |
| Difference | | | | -3,694.72 |

4.2.2 Summary of the level of workforce between April 1, 2021 and March 31, 2022

| | |
|--|------------|
| Target established by the Minister of Education (A) Source: information sent by the MEQ via Collectinfo | 505,766.66 |
| Total of paid hours worked (B) Source: information sent by the MEQ via Collectinfo | 502,071.94 |
| Extent of the overstaffing (if applicable) Calculation: (C) = (B) - (A) | -3,694.72 |
| Compliance with the staffing level Multiple choice: yes /no (If the answer is "no" the school board must indicate the measure that were taken to correct the situation.) | Yes |
| | |

4.3 Service contracts involving an expenditure of 25,000 or more, entered into between April 1, 2021 and March 31, 2022.

| | Number of Contract | Amount of the contract (before taxes) |
|---|--------------------|---------------------------------------|
| Service contracts with a natural person | 3 | \$91,840.58 |
| Service contracts with a contractor other than a natural person | 9 | \$416,917.07 |
| Total | 12 | \$508,757.65 |

4.4 Material and Information Technology Resources

4.4.1 Material Resources

In 2021-2022, the Material Resources Department continued its mission to ensure a safe environment for all our occupants.

New Elementary/Secondary School Construction Project

This year we moved forward with the project by working closely with Société Québécoise des Infrastructure (SQI) to proceed with a call for interest for the acquisition of land. A purchase agreement has been signed and preliminary technical studies have begun in order to respect specific conditions. In addition, architectural and engineering firms have been selected.

Air Quality

During the winter of 2022, 196 CO2 readers were installed in all the school board's classrooms. These devices allow staff to view the readings in real time. In general, the readings tell us that CO2 levels are being controlled. Natural ventilation of classrooms by opening windows is the recommended procedure to achieve the targets. Mechanically ventilated spaces are within the target levels at all times.

Asset Maintenance Projects

Despite staff turnover in the department, several smaller projects were completed this year. More important projects have been started and will be undertaken in the coming years. Among the most important, we find:

The installation of an elevator at the Grosse-Ile school

- Repair of the roof and the exterior building envelope of Flemming Elementary School

The Board mandated an external firm to inspect 100% of the buildings owned by the Board, in order to have up-to-date data regarding the condition of our property holdings.

4.4.2 Technological Resources

The Eastern Shores School Board consistently strives to advance its technological status via numerous ongoing initiatives, including cyber-security awareness training for all staff members, continual system upgrades to ensure the privacy and protection of its data and users, as well as Multi-Factor Authentication which has been enabled for all staff accounts, ensuring that logins are secure.

Moreover, ESSB continues to maintain various objectives such as providing a digital device for every student, having interactive Smart TVs for almost every class, and incorporating cloud-based platforms such as Google Classroom and Office 365 into everyday educational and professional activities. While other platforms have also been made available, such as an online library and *myBluePrint*, perhaps one of the most prominent is *Mozaik-Portail* which has been implemented for teachers, students and parents alike to use for attendance, report cards, yearly registrations and more!

In terms of support and training, our Ed. Services team has provided more than 40 face-to-face and online PD sessions to both staff and students on a variety of topics. This non-exhaustive list includes such valuable topics as digital tech tools for new staff, assistive tech tools, learning assessment tools, learning management systems and video conferencing. Thus far, more than 120 educators have been trained, with continual follow-up provided, to ensure they are comfortable using these important tools in the classroom.

We are currently delighted to have put in place over 135 Smart Boards/TVs, 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 continually overcoming 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 2021-2022 school year which ended on June 30, 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
August 15, 2022



DONATIEN GRENIER
Ethics Commissioner

Annex 2 - Student Ombudsman Report


ANNUAL REPORT OF THE ESSB STUDENT OMBUDSMAN

2021-2022 SCHOOL YEAR

Complaint referrals: none

Complaint referrals concerning acts of bullying or violence: none

Signed at New Carlisle, August 15, 2022



DONATIEN GRENIER
Student Ombudsman