

# ANNUAL REPORT

2022-23



COMMISSION SCOLAIRE  
Eastern Shores  
SCHOOL BOARD



## MESSAGE FROM THE CHAIR AND DIRECTOR GENERAL of the School Board

Minister of Education of Quebec,

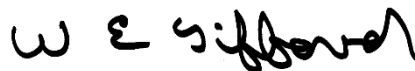
On behalf of our entire staff, we are pleased to present the Eastern Shores School Board's (ESSB) 2022-2023 Annual Report. This report describes the realities of our organization, taking into account the challenges we faced in the wake of the COVID-19 pandemic. It presents the achievements and results obtained with regard to the objectives of the 2018-2023 Commitment to Success Plan. Our management, teaching, professional and support staff, parents, and students have risen to their respective abilities in sometimes difficult circumstances.

The Commitment to Success Plan, developed during the 2022-2023 school year, will be our next planning tool, enabling us to transparently inform the entire population of the school board's commitments to ensuring the educational success of all students, (youth, and adults) for the period 2023-2027.

This plan is the result of consultations with the entire educational community, which focused on its core mission: the success of ALL students. The challenges encountered highlighted the professionalism and adaptability of our teams in deploying innovative solutions to help our students succeed. In 2022-2023, the shortage of qualified manpower in our environment has become more acute, and in the face of this major challenge, our organization has mobilized, and we are proud of it.



Denise Simoneau  
Director General



Wade Gifford  
Chair

## Table of Contents

1. INTRODUCING THE SCHOOL BOARD .....	4
1.1 The School Board at a Glance .....	4
1.2 Highlights .....	5
1.3 Educational and Other Services .....	9
2. School Board Governance .....	13
2.1 Council of Commissioners .....	13
2.2 Other Governance Committees .....	15
2.3 Code of ethics and professional conduct .....	20
2.4 Disclosure of wrongdoing involving public bodies .....	20
3. Results .....	21
3.1 Commitment to success plan .....	21
3.2 Anti-Bullying and Anti-Violence .....	24
3.3 Complaints Review Procedure .....	25
4. Use of resources .....	26
4.1 Distribution of the School Board's Revenues .....	26
4.2 Financial Resources .....	27
4.3 Workforce Management and Control .....	29
4.4 Service Contracts Involving an Expenditure of \$25,000 or More .....	33
4.5 Material and Information Resources .....	33
5. Annual report appendices .....	35

## 1. INTRODUCING THE SCHOOL BOARD

### 1.1 The School Board at a Glance

The Eastern Shores School Board (ESSB) is the most easternly English-language school board in Quebec. It encompasses three administrative regions of the province: region 01 (Lower St. Lawrence), region 09 (North Shore), and region 11 (Gaspé-Magdalen Islands). The students who attend our educational institutions come from three communities: English-speaking, French-speaking, and Indigenous. We have a population of 1,060 students attending 16 schools in the youth sector. Of these, seven are elementary schools, three are secondary schools, and the remaining six are combined elementary and secondary schools.

Regions	Schools
<b>Region 1: Lower St. Lawrence</b>	Métis Beach School
<b>Region 9: North Shore</b>	Baie Comeau High School Riverview School Flemming Elementary School Queen Elizabeth High School Fermont School Northern Lights Adult and Vocational Education Center
<b>Region 11: Gaspé-Magdalen Islands</b>	Escuminac Intermediate School New Richmond High School New Carlisle High School Shigawake-Port-Daniel School St-Patrick's Elementary School Evergreen High School Belle Anse Elementary School Gaspé Elementary School Gaspé Polyvalent School Grosse-Ile High School Listuguj Adult and Vocational Education Center Grosse-Ile Adult and Vocational Education Center The Anchor Adult and Vocational Education Center Wakeham Adult and Vocational Education Center

We serve a vast territory, beginning with the MRC of Kamoursaka in the west, including the all the MRCs of the Gaspé Coast, and the MRC of the Magdalen Islands. To the north, the territory extends from the MRC of the Haute-Côte-Nord to Kawawachikamach/Schefferville, and to the east as far as Natashquan/Petit-Mécatina. The surface area of ESSB's territory is approximately 321,219 km<sup>2</sup>. It is the second largest of Quebec's nine English-language school boards.

The student population of five of the six adult education and vocational training centers in the 2022- 2023 school year was 172 enrolled students. Each center offered a variety of courses and programs:

ATTESTATION OF PROFESSIONAL STUDIES 2022-2023	
4748	Support for Assistive Care in Long-Term Care Centres
4757	Assistance for Autonomous and Semi-Autonomous Seniors in Private Retirement Homes
DIPLOMA OF PROFESSIONAL STUDIES 2022-2023	
5720	Construction Equipment Operation
5731	Accounting
5800	Tiling
5825	Health, Assistance and Nursing
5857	Secretarial Studies
5858	Institutional and Home Care Assistance

## 1.2 Highlights

**BAIE-COMEAU HIGH SCHOOL** met and exceeded some of its community and social objectives for the 2022-2023 year. The school and Community Learning Center (CLC) have successfully integrated ongoing communication with a network of community partners.

**BELLE ANSE SCHOOL** proudly completed the renovation of a historic community building, converting it into a nature classroom. The students were delighted to see this vision come to fruition, thanks to a combination of community volunteers and school budgets. Their structure resembles the school in miniature, with its yellow cladding. The space is used daily for outdoor learning and creative play. They have since added a terracotta kitchen and picnic table. This building, rich in history, was once a pavilion for the swans of the Catholic church in Barachois, Quebec. The community's generosity is appreciated, as their involvement made this project possible.

**ESCUMINAC INTERMEDIATE SCHOOL** has continued to develop its Earth Care Education objectives. The redevelopment of the playground with sustainable and recycled materials, the school's water consumption survey, the organization of outdoor activities and learning experiences, as well as community involvement and awareness through clothing drives and rich cultural exchanges, are concrete examples that have made a difference.

**EVERGREEN HIGH SCHOOL** had a variety of extracurricular activities, mixed with students from Polyvalente Mgr Sevigny. For the first time, the school participated in robotics competitions, where students had the opportunity to learn and share their knowledge with students from different schools. In May, students took part in a trip to Quebec City, where they had the chance to learn more about robotics, video games and cinema, in partnership with Fusion Jeunesse.

**FERMONT SCHOOL** reported no incidents of bullying or violence during the 2022-2023 school year. They attribute this success to the importance of promoting a positive school climate, including its anti-bullying and anti-violence (ABAV) action plan. They focused on fostering a sense of belonging, pride in their individuality and support for the school. Collaborative activities between students from kindergarten through to cycle 3 had the greatest impact. Each teacher organized a half-day school-wide interactive activity: "All about me", "I'm important" and "I belong and everyone's important". All activities received positive feedback from both students and staff.

**FLEMMING ELEMENTARY SCHOOL** participated in year-long workshops organized by Dave Melnick of Trauma-Informed Systems, entitled "Trauma-Informed Schools and Trauma Transformed Schools". These professional development sessions generated a great deal of interest and reflection on current practices. Melnick focused on an approach to changing teachers' mindsets using five key practices. Flemming then formed a "trauma-informed team" to ensure the sustainability of ideas and practices. With support from AMI (Using Artifacts to Maximize Improvement) and Sandy Astles, Complementary Services Coordinator at ESSB, the school produced a video highlighting their journey to becoming a trauma-informed school, and the positive impact the new approach has had on their students.

**GASPE ELEMENTARY SCHOOL** and the governing board worked diligently with its community partner, Vision Gaspé Percé Now, to organize school and community focus groups to demonstrate its commitment to the Eastern Shores School Board's strategic priority of improving second-language outcomes for its students. As a result of these efforts and the positive feedback and support for this initiative, the Governing Board approved an increase in the number of hours of French classes in Cycle 1. As a result, in 2023-2024, Cycle 1 students will have equal time for French instruction and English instruction (through language classes). This transition requires a firm commitment from all stakeholders to ensure its success.

**GASPE POLYVALENT SCHOOL** collaborated with Polyvalente C. E. Pouliot, Vision Gaspé Percé Now, and the Community Learning Centre (CLC) to establish a solid foundation for interaction between staff and students from both schools. Extracurricular activities on both the French and English sides of the school are open to all students. Activities take place in the language of instruction but strongly encourage bilingual interaction. Sports and artistic activities are well attended on both sides. Organized activities for special events are also run in collaboration, with student council representatives from both schools present at most meetings.

**GROSSE-ILE SCHOOL** was extremely proud of the success of its high school students for the 2022-2023 school year. Ten out of fourteen students made the silver and gold honor rolls at every stage of the school year. Their commitment and excellence in their studies, as well as their active participation in student life, contributed to a successful year.

**At MÉTIS BEACH SCHOOL**, the year ended on a high note with the participation of Secondary 3 students in the grand finale of the Défi OSEntreprendre 2023. The students worked hard to design, produce, and promote their bat motel in the community. The project was developed in collaboration with art and science teachers.

**NEW CARLISLE HIGH SCHOOL** used and implemented an after-school program. This allowed students to explore a variety of activities such as crochet, photography, kickboxing, dance, competitive badminton, and a particularly successful unit called "Outdoor Adventure". The Outdoor Adventure program is for students who may not have found their place on a sports team, but who want to be active and learn skills outside the classroom.

**NEW RICHMOND HIGH SCHOOL** was able to establish positive and lasting partnerships with neighboring communities. These partnerships enabled us to work closely with these communities to ensure a better transition to school, which in turn will increase student success rates.

At **RIVERVIEW SCHOOL**, the RSEQ cross-country competition was a success. Although the weather was not cooperative, the children showed great sportsmanship and enjoyed the activity.

**QUEEN ELIZABETH HIGH SCHOOL** has many Indigenous students and families. We continued to educate and promote Indigenous cultures throughout the year. We honored Truth and Reconciliation Day with a dance by our Naskapi students.

**ST. PATRICK ELEMENTARY SCHOOL** focused on developing an outdoor classroom in partnership with the City of Chandler. This space is shared with their community, and they hope to organize multi-generational activities in 2023-2024.

At **SHIGAWAKE PORT-DANIEL SCHOOL**, Grade 6 students took part in an outdoor adventure program sponsored jointly by CASA and the MRC of Bonaventure. Those in charge, along with their teacher, observed great progress in the students throughout the program. They noted that skills such as cooperation, leadership and self-improvement had significantly improved thanks to exposure to healthy food options, regular exercise, and lots of time spent outdoors. As a feeder-school, the program also provided many opportunities for its students to meet their NCHS peers. This incentive to transition gave the students many opportunities to forge friendships and bonds, especially on the camping trip to the Port-Daniel Wildlife Reserve.

**LISTUGUJ ADULT EDUCATION AND VOCATIONAL TRAINING CENTER:** In the 2022-2023 school year, the Listuguj center saw the completion of a 2-year Secretarial program (DEP - 5857), graduates in both the Tiling (DEP - 5800) and Institutional and Home Care Assistance (DEP - 5858) programs, as well as one of the center's largest cohorts for the Health, Assistance and Nursing program (DEP-5825). We also offered for the first time an Attestation of Vocational Studies in Assistance for Autonomous and Semi-Autonomous Seniors in Private Retirement Homes (AEP-4757). We look forward to diversifying our offerings to the community in the years to come.

**THE ANCHOR ADULT EDUCATION AND VOCATIONAL TRAINING CENTER:** Carried out a project with REGIM, financed by the Fonds de développement social de la MRC de Bonaventure and the school board, to set up a bus service going east towards New Carlisle so that students could have transportation to the Anchor, with priority given to English-speaking clientele. This transportation service worked very well, with the social integration group using it all year round to get to the gym at Shigawake-Port-Daniel School and to run their weekly errands, (as well as students in remedial education and vocational training programs.)

**NORTHERN LIGHTS ADULT EDUCATION AND VOCATIONAL TRAINING CENTER,** in collaboration with Flemming Elementary School, implemented Measure 15161 Volet 3 : PROJETS VISANT LE REHAUSSEMENT DE LA FORMATION GÉNÉRALE DES PARENTS LA PRATIQUE D'ACTIVITES DE LITTÉRATIE FAMILIALE. As part of this joint project, workshops were organized for all parents in the school community. Speech therapists provided parents with information on the strengths and challenges of children with reading and writing difficulties. They also provided tips on how parents can help their child read at home through daily activities such as free play, routines, and storytelling.

**THE WAKEHAM ADULT EDUCATION AND PROFESSIONAL TRAINING CENTER** successfully launched its new logo. This enabled new programming for graduates of the Institutional and Home Care Assistance (DEP 5858) training program.

### 1.3 Educational and Other Services

The students served by ESSB come from diverse backgrounds (Francophone, Anglophone and Indigenous). All benefit from our rich cultural history and the diversity of traditions that surround it. ESSB offered a variety of services to its clientele in the youth sector, as well as in vocational training and adult education. Students benefited from a diverse culture, enriched by the ties they forge with adults who foster their academic, emotional, and social growth, thanks to a multitude of initiatives such as after-school transportation programs to enable young people to participate in sports and cultural activities, which are offered at our seven Community Learning Centers (CLCs).

Added to this were the support measures put in place through the Indigenous Measures, which enabled ESSB to add resource people on the ground to support the 150 or so Indigenous students in our schools.

In response to the needs of our students and in line with ESSB's strategic plan, our focus on the development of French and English (first and/or second language) continued through our educators' professional learning communities (PLC), including five projects supported by DSREA and partners in 2022-23. Early literacy (KaPPP), evidence-based practices (PDIG), collaborative correction centers, AMI initiatives (with LCEEQ), and the projects 'FLOW', and a digital resource for French as a second language (FSL) are among the initiatives that were implemented to meet the needs of students and educators, aligned with our collective goals. A second and equally important priority was the implementation of the new preschool program in all ESSB elementary schools. Over 120 professional development opportunities were offered to educators, organized, hosted, or supported by Educational and Complementary Services in 2022-23.

The vitality of our school communities is based, in large part, on our partnerships and our ability to collaborate. ESSB invested in its Community Learning Centers (CLCs) in 2022-23 by consolidating its own network through eight meetings and on-site accompaniment by Educational and Complementary Services, as well as working closely with the Provincial Resource Team (PRT). In 2022-23, our CLCs offered training sessions for educators and parents, organized cultural and extracurricular activities for students, and supported programs aimed at student health and well-being. Our school board's single- and shared-site school and Community Learning Centers are listed below.

Community Learning Centres (CLC)	Principals
Flemming Elementary & Queen Elizabeth High School	Kathy Fequet (interim), Sonia McNally
Gaspe Polyvalent, Gaspe Elementary & Belle-Anse School	Shauna Simpson, Beryl Boyle
New Carlisle High School & Shigawake Port-Daniel School	Nathalie Ross, Lori-Ann Hayes
Baie Comeau High School	Tristan Ellis
Métis Beach School	Nathalie Couillard
New Richmond High School	Thomas Sullivan / Eugene Willett
Grosse-Ile High School	Donna Anderson

To adapt to this new reality, our objective has always been to increase the graduation rate and enrolment in the various courses offered in our territory. We have continued to collaborate with various partners in our community. These partnerships are very important, as they enable us to set up projects and offer various services. This collaboration is essential for the school board to fulfill its obligation to educate, qualify and socialize students, and prepare them for Quebec society. The integration of social and emotional learning is particularly important in enabling our young people to develop and reach their potential. The Second Step program was supported by our professionals working in our elementary schools, while the Hors-Pistes program was offered at the high school level. Complementary Services has worked closely with its educational partners, including the Centers of Excellence and the Network of Inclusive Education Services. Of particular note is the Trauma-Friendly Practices pilot project with Flemming Elementary School. Students' success depends on our ability to respond effectively and efficiently to their increasingly diverse needs, in partnership with service providers and our new team of social workers and leaders.

Complementary Services also invested heavily in the training and support of our teaching assistants, special education technicians, and resource teachers, who respond to the specific behavioral, social, emotional, and pedagogical needs of our students.

## **Community Organizations**

- ❖ CALACS: (center for assistance and the fight against sexual assault)
- ❖ Table of Community Organizations COSMOSS: (open and united community for a world with tools, education, and health)
- ❖ Organizations that facilitate English-language services to citizens:
  - CASA (Committee for Anglophone Social Action)
  - Vision Gaspé Percé Now,
  - Heritage Lower St-Lawrence
  - CAMI (Council for Anglophone Magdalen Islanders),
- ❖ NSCA (North Shore Community Association)
- ❖ Stratégie Vivre en Gaspésie : Recruiting in the Gaspésie region
- ❖ CJE (Carrefour jeunesse-emploi): Access to employment
- ❖ Center for social pediatrics (health and social services for students)
- ❖ Family Ties: Support for low-income families
- ❖ CEDEC: Community Economic Development and Employability Corporation

## **Government Partners**

- ❖ CISSS (Youth Protection, School Nurse, Social Services, open concept)
- ❖ Local employment center
- ❖ Sûreté du Québec
- ❖ First responders and Firemen (First aid Courses)
- ❖ MEQ and DSREA
- ❖ Ministère de la Culture
- ❖ Ministère de l'Immigration
- ❖ Cities and Municipalities
- ❖ RSEQ
- ❖ Carrefour Jeunesse emploi de Duplessis
- ❖ Unité régionale de Loisirs et Sport Côte-Nord
- ❖ Instance régionale de concertation RAP Côte-Nord
- ❖ Chambre de commerce de Sept-Îles-Uashat mak Mani-utenam; (nous sommes membres depuis tout récemment)
- ❖ Réseau de Sport étudiant du Québec – Côte-Nord

## 2. School Board Governance

### 2.1 Council of Commissioners

Position	Name
<b>President</b>	Wade Gifford
<b>Ward 1</b>	Mary Ellen Beaulieu
<b>Ward 2</b>	Mederic O'Brien
<b>Ward 3</b>	Julie McWhirter
<b>Ward 4</b>	Mitchell Syvret-Caplin
<b>Ward 5</b>	Kenneth Ward
<b>Ward 6</b>	George Hayes
<b>Ward 7</b>	Doug Hunt
<b>Ward 8</b>	Donald Bourgoin
<b>Ward 9</b>	Ronald Mundle
<b>Ward 10</b>	Kerry Dickson
<b>Parent Commissioner, Elementary</b>	Rhonda Stewart
<b>Parent Commissioner, Secondary</b>	Kathy Mackenzie
<b>Parent Commissioner, Member at large</b>	Jackie Bizeau
<b>Special Needs Parent Commissioner</b>	Rita Di Tanna

Please visit our web site at [essb.qc.ca](http://essb.qc.ca) find out more about [Electoral Wards](#)

### Calendar of meetings

During the 2022-2023 school year, the Executive Committee met seven times and the Council of Commissioners twelve times, on the dates indicated below:

Date	Committee
July 15, 2022	Special Council of Commissioners
August 22, 2022	Council of Commissioners
	Executive Committee
September 6, 2022	Special Council of Commissioners
October 24, 2022	Council of Commissioners
	Executive Committee
December 13, 2022	Council of Commissioners
	Executive Committee
February 7, 2023	Council of Commissioners
	Executive Committee
February 27, 2023	Special Council of Commissioners
March 21, 2023	Council of Commissioners
	Executive Committee
April 11, 2023	Special Council of Commissioners
May 9, 2023	Council of Commissioners
	Executive Committee
June 13, 2023	Special Council of Commissioners
June 20, 2023	Council of Commissioners
	Executive Committee

## Decisions of the Council of Commissioners

During the 2022-2023 school year, the Council of Commissioners and Executive Committee had the opportunity to approve and adopt many of the resolutions and recommendations brought to their attention. Those that particularly marked this school year were the following:

- Conclusion of the negotiations regarding school transportation contracts;
- The approval of a contract with Collecto to begin the archiving project;
- The purchase of land for the construction of a new school in New Carlisle;
- Election of a new commissioner for Ward no. 3;
- The announcement of two retirements, that of the Director of Educational Services and the Director General;
- Approval of a lease for the new location for the Wakeham Adult and Vocational Education Centre;
- Appointment of a new Director General;

## 2.2 Other Governance Committees

- **List of committees of the Council of Commissioners and their members**

Executive Committee	
President	Wade Gifford
Vice president	Kerry Dickson
Member	Mederic O'Brien
Member	Kenneth. Ward
Member	Ronald Mundle
Parent Commissioner	Kathy Mackenzie
Director general	Hugh Wood
Secretary General	Denis Gauthier

Audit Committee	
Ex-Officio	Wade Gifford
President	Mitchell Syvret-Caplin
Commissioner	Julie McWhirter
Commissioner	Mederic O'Brien
Parent Commissioner	Kathy Mackenzie
Director General	Hugh Wood
Director of Financial Services	Suzanne Ward

Governance and Ethics Committee	
Ex-officio	Wade Gifford
President	Mederic O'Brien
Commissioner	Julie McWhirter
Commissioner	Mitchell Syvret-Caplin
Commissioner	Douglas Hunt
Parent Commissioner	Rhonda Stewart
Director General	Hugh Wood
Secretary general	Denis Gauthier

Human Resources Committee	
Ex-officio	Wade Gifford
President	Ronald Mundle
Commissioner	Mary-Ellen Beaulieu
Commissioner	Kenneth Ward
Commissioner	Kerry Dickson
Parent Commissioner	Rita Di Tanna
Director General	Hugh Wood
Director of Human Resources	Denise Simoneau

Transportation Advisory Committee	
Ex-officio	Wade Gifford
President	George Hayes
Commissioner	Donald Bourgouin
Parent Commissioner	Rita Di Tanna
Director of Transportation Services	Melanie Hayes
Director of Financial Services	Suzanne Ward
Principal	Nadine Savage
North Shore Representative	Chantal Pitt

Material Resources Committee	
Ex-officio	Wade Gifford
President	Donald Bourgouin
Commissioner	Kenneth Ward
Commissioner	Douglas Hunt
Commissioner	Kerry Dickson
Parent Commissioner	Jacqueline Bizeau
Director General	Hugh Wood
Director of Financial Services and Material Resources	Suzanne Ward
Superintendent	Trevor Renouf
North Shore Representative	Chantal Pitt

Director General Evaluation Committee	
Ex-officio	Wade Gifford
Commissioner	George Hayes
Commissioner	Mary Ellen Beaulieu
Commissioner	Ronald Mundle
Parent Commissioner	Kathy Mackenzie
Secretary General	Denis Gauthier

■ **List of School Board Committee and their Members**

Special Needs Advisory Committee (SNAC)	Members
Director General	Hugh Wood
Coordinator of Complementary Services	Sandy Astles
Principal	Nadine Savage
Teacher	Suzanne Monderie
Support Staff	Geneviève Parker
Professional Employee	Gabrielle Jean
Parents:	Lewis Evans
	Rita Di Tanna
	Tanya Martinet
	Meggie Channel

<b>Management Committee (ESMC)</b>	<b>Members</b>
Director General	Hugh Wood
Assistant Director General and Director of Adult and Vocational Education Services	Jane Bradbury
Director of Financial Services and Material Resources	Suzanne Ward
Director of Educational Services	Deborah Foltin
Director of Human Resources	Denise Simoneau
Director of Transportation, IT and School Organization	Mélanie Hayes
Secretary General	Denis Gauthier
<b>Schools and Centres</b>	<b>Administrators</b>
Baie-Comeau High School	Tristan Ellis
Belle Anse Elementary and Gaspé Elementary Schools	Beryl Boyle
Escuminac Intermediate and Listuguj Adult and Vocational Education Centre	Crystal Aubie
Evergreen High School	Nadine Savage
Fermont Elementary School	Karen Kean
Flemming Elementary School	Kathy Fequet / Vicky Robertson
Gaspé Polyvalent School and Wakeham Adult and Vocational Education Centre	Shauna Simpson
Grosse Ile School	Donna Anderson
Métis Beach School	Nathalie Couillard
New Carlisle High School	Nathalie Ross
New Richmond High School	Tommy Sullivan / Eugene Willett
Queen Elizabeth High Schools and Northern Lights Adult and Vocational Education Centre	Sonia McNally
Riverview Elementary School	Eric Couture
Shigawake-Port-Daniel School	Lori-Ann Hayes
St. Patrick's Elementary School	Nadine Savage
The Anchor and Grosse Ile Adult and Vocational Education Centres	Christine Grenier

Central Parents Committee	Members
Baie-Comeau High School	Sarah Bonneau
Belle Anse Elementary School	Candy Touzel
Escuminac Intermediate School	Vacant
Evergreen High School	Elena Sokolova
Fermont Elementary School	Richard Guillemette
Flemming Elementary School	Katherine Girardin
Gaspe Elementary School	Rhonda Stewart
Gaspe Polyvalent School	Vacant
Grosse Isle High School	Marie-Pier Déraspe
Métis Beach School	Michel Lalancette
New Carlisle High School	Kathy Mackenzie
New Richmond High School	Vacant
Queen Elizabeth High School	Jacqueline Bizeau
Riverview School	Isabelle Saucier
Shigawake-Port-Daniel School	Annick Langlois-Mayer
St. Patrick's Elementary School	Karine Berger

Resource Allocation Committee (RAC)	
Director General	Hugh Wood
Coordinator of Complementary Services	Sandy Astles
Director of Financial Services	Suzanne Ward
Director of Adult Education Services	Jane Bradbury
Director of Human Resources	Denise Simoneau
School Principals	
Cycle 2 Elementary	Karen Kean Lori Ann Hayes
Cycle 1 Secondary	Sonia McNally
Cycle 3 Elementary/ Secondary:	Tristan Ellis Crystal Aubie Nadine Savage

### 2.3 Code of ethics and professional conduct

In accordance with section 175.1 of the Education Act, the Council of Commissioners must establish a code of ethics and professional conduct, governed by regulation, for Commissioners. The school board must also make this regulation available to the public. The complete document is available on the ESSB website. [www.essb.qc.ca](http://www.essb.qc.ca).

In addition, the school board must publish in its annual report the number of cases investigated and follow-up action taken. It must also mention any breaches identified during the school year by the disciplinary authorities, as well as the penalties imposed, and the name of any Commissioner dismissed during the school year. (See Appendix 1).

[The Council of Commissioners Code of Ethics and Professional Conduct](#) was updated on February 23, 2021, and approved by resolution C21-02-683.

### 2.4 Disclosure of wrongdoing involving public bodies

- **Accountability of the Act to facilitate the disclosure of wrongdoings involving public bodies.**

<b>Accountability 2022-2023</b> <b><i>An Act to facilitate the disclosure of wrongdoings public bodies</i></b>	<b>Number of disclosures of information</b>
1. Disclosures received by the person responsible for monitoring disclosures.	0
2. Disclosures terminated pursuant to paragraph 3° of article 22	0
3. Well-founded disclosures	0
4. Disclosures broken down according to each of the categories of wrongdoing referred to in section 4:	0
1° a contravention of a Quebec law, a federal law applicable in Quebec or a regulation made pursuant to such a law	0
2° a serious breach of ethical standards	0
3° misuse of the funds or assets of a public body, including those it manages or holds on behalf of others	0
4° serious mismanagement within a public body, including abuse of authority	0
5° an act or omission that seriously harms or risks seriously harming the health or safety of a person or the environment	0
6° ordering or advising a person to commit a reprehensible act referred to in paragraphs 1 to 5.	0
5. Disclosures of information pursuant to the first paragraph of section 23	0

### 3. Results

#### 3.1 Commitment to success plan

##### 3.1.1 Results of the Commitment to Success Plan (CtSP)

	Objective	Indicator	Target 2022	Results 2017-2018	Results 2018-2019	Results 2019-2020	Results 2020-2021	Results 2021-2022
1.1	Boys vs. girls	Graduation rates	0,4%	2,7%	5,4%	20,7%	27.2 %	12.0%
1.2	Special needs vs. regular students	Graduation rates	25,3%	30,2%	30,1%	30,4%	40,1%	19,0%
2	Students whose entry into high school is delayed	Number of students returning to elementary school	4,8%	10%	20,8%	15,6%	8,2%	19.7% (12/61)
3	Increase graduation rate	Graduation rates	83,0%	87,6%	78,8%	76,0%	75.6%	81.7%
4	Increase success rate in grade 6 English Language Arts Writing	Compulsory test	92%	91,1%	92,7%	S.O.	S.O.	96.0%
4.1	Increase success rate in grade 6 math test	Compulsory test	77,0%	66,7%	56,8%	S.O.	S.O.	72,0%
4.2	Increase success rate in grade 6 French Second Language	School Board test	92,0%	91,0%	78,1%	S.O.	S.O.	72,0%
5	Buildings in good condition	Infrastructure Condition Index (ICI)	100%	NA	NA	S.O.	S.O.	62.0%

Source Objectives 1.1, 1.2, 2, 3 - 882000\_CtSP\_Indicators\_1\_2\_3\_8.xlsx

Objective 4: Due to the COVID-19 pandemic, no examinations were held in 2020 or 2021. 2022 - Ministerial test results June 2022.

#### Explanation of Results

Indicator 1.1: Gap between boys' and girls' graduation and qualification rates (based on a seven-year cohort)

The gap between boys' and girls' graduation and qualification rates increased from 0.8% for the 2008- 2015 cohort to 12.0% for the 2015-2022 cohort. The observed rate is likely to vary annually due to low enrolment.

#### Indicator 1.2: Gap between at-risk and non-IEP students

The table shows the difference between the graduation rates of students with special needs (including those with special needs or who benefit from an IEP, known as "at-risk" students) and students who do not follow an IEP. ESSB aimed to reduce the gap in graduation rates between students with special needs and regular students from 33.8% to 25.3% by 2022. The graduation rate for the 2021-2022 cohort calculated over a seven-year period is 19.0%. The observed rate is likely to vary annually due to low enrolment.

#### Objective 2: Reduce the number of pupils aged over 13 starting secondary school

The proportion of students starting secondary school at age 13 rose from 4.8% to 19.7% by 2022. Our school teams strive to determine the best path for our students. ESSB is persevering in its efforts to limit student retention so as to reach the 4.8% target.

#### Objective 3: Increase graduation and qualification rates of seven-year cohorts

ESSB missed its target of 83.0% by 2022. The difference of 1.3% is due to small cohorts which influence the percentages.

#### Goal 4: Increase the success rate of the grade 6 English language arts exam

The official language of instruction at ESSB is English. In English as a first language, there is no compulsory MEQ test scheduled for Grade 4. Consequently, ESSB does not have any results relating to this objective and cannot set standards in this respect. However, students must take the compulsory Grade 6 MEQ exam, which includes a component on writing skills. This exam may be used as a measure of success for Objective 4.

### 3.1.2 Objectives set by the Minister of Education (table 3.1.1)

Objective	INDICATOR	TARGET 2023	Results <sup>1</sup> 2018 -2019	RESULTS <sup>2</sup> 2019 -2020	RESULTS <sup>4</sup> 2020 -2021	RESULTS <sup>4</sup> 2021 -2022	Results <sup>4</sup> 2022-2023
<b>1.2.1 Increasing student success</b>	Rate of students obtaining a first secondary school diploma or qualification after 7 years	<b>84,5 %</b>	<b>78,8%</b>	<b>76,0%</b>	<b>75,6%</b>	<b>81,7%</b>	<b>S.O.</b>
	Achievement gap between boys and girls	<b>5,6 %</b>	<b>5,4%</b>	<b>20,7%</b>	<b>27,2%</b>	<b>12,0%</b>	<b>S.O.</b>
	Achievement gap between special needs and regular students	<b>24,1 %</b>	<b>30,1%</b>	<b>30,4%</b>	<b>40.1%</b>	<b>19.0%</b>	<b>S.O.</b>
	Achievement gap between students from disadvantaged and advantaged schools	<b>6,2%</b>	<b>S.O.</b>	<b>S.O.</b>	<b>S.O.</b>	<b>S.O.</b>	<b>S.O.</b>
	Proportion of students entering secondary school at age 13 or later in the public system	<b>11,1 %</b>	<b>20,8%</b>	<b>16,6%</b>	<b>8,2%</b>	<b>19,7%</b>	<b>S.O.</b>
	Success rate in the compulsory writing test, in the language of instruction, in grade 4 in the public network	<b>87,4 %</b>	<b>S.O.</b>	<b>S.O.</b>	<b>S.O.</b>	<b>S.O.</b>	<b>S.O.</b>
<b>2.1 Increase the amount of time devoted to physical and extracurricular activities for all students, youth and adults.</b>	Proportion of public schools adhering to the À l'école, on bouge! measure or achieving the goal of 60 minutes of physical activity per day for all elementary students	<b>65 %</b>					
<b>2.3 Accelerate infrastructure renovation, construction and upgrading</b>	Percentage of buildings in the school network in satisfactory condition	<b>50 %</b>	<b>S.O.</b>	<b>S.O.</b>	<b>S.O.</b>	<b>62,0%</b>	<b>S.O.</b>

Source : Objectives 1.1, 1.2, 2, 3 - 882000\_CtSP\_Indicators\_1\_2\_3\_8.xlsx

Objective 4: Due to the COVID-19 pandemic, no examinations were held in 2020 or 2021. 2022 - Ministerial test results June 2022.

<sup>1</sup> Résultats de la première année de reddition de comptes du PEVR.

<sup>2</sup> Résultats des années subséquentes du déploiement du PEVR.

## 3.2 Anti-Bullying and Anti-Violence

### 3.2.1 Summary of bullying and violence-related events reported to the School Board

Bullying and violence frequency scale:

<i>Scale</i>			
No events			
Less than 10 events reported			
10 to 19 events declared			
20 to 39 events reported			
40 or more declared events			
School	INTIMIDATION (Frequency of Events)	VIOLENCE (Frequency of Events)	Proportion of interventions that were the subject of a complaint to the Student Ombudsman
School name (number of students)	Example: Fewer than 10 events declared	Example: From 10 to 19 declared events	Example: 1.8 %
Baie Comeau High School	Less than 10	Less than 10	0
Belle Anse Elementary School	Less than 10	Less than 10	0
Escuminac intermediate School	Less than 10	Less than 10	0
Evergreen High School	Less than 10	Less than 10	0
Fermont Elementary School	Less than 10	Less than 10	0
Flemming Elementary School (155)	Less than 10	Less than 10	0
Gaspe Elementary School (120)	Less than 10	Less than 10	0
Gaspe Polyvalent School	Less than 10	Less than 10	0
Grosse Ile High School	Less than 10	Less than 10	0
Métis Beach High School	Less than 10	Less than 10	0
New Carlisle High School (139)	Less than 10	Less than 10	0
New Richmond High School (105)	Less than 10	Less than 10	0
Queen Elizabeth High School	Less than 10	Less than 10	0
Riverview Elementary School	Less than 10	Less than 10	0
Shigawake Port Daniel Elementary School	Less than 10	Less than 10	0
St-Patrick's Elementary School	Less than 10	Less than 10	0

### 3.2.2 Interventions in School Board establishments

During the 2022-2023 school year, the Director General of Eastern Shores School Board did not receive any reports from school principals regarding complaints of bullying and violence and, consequently, no complaints were forwarded to the Student Ombudsman.

### 3.3 Complaints Review Procedure

A new complaints procedure has been put in place with the appointment of a new National Student Ombudsman. This procedure can be viewed on our website Complaint Handling Process.

ESSB administrators continue to work closely with their school teams to meet the requirements of the law. Each school must therefore take the following steps during the school year:

1. An anti-bullying and anti-violence (ABAV) plan is adopted annually by the school's Governing Board and communicated to the school community.
2. Administrators must submit a summary to the Director General on the nature of each incident reported and the follow-up measures taken, in accordance with section 96.12 of the Education Act.
3. Administrators must ensure that civics training sessions are given annually to all students.
4. Administrators must ensure that schools teach social and emotional skills as a preventive measure to properly equip young people.
5. Administrators should promote and participate in continuing education opportunities and educate staff members about evidence-based interventions when dealing with bullying and violence.

ESSB and its team of professionals continue to work closely with schools to meet the requirements of the Education Act. As such, the ESSB is required to take the following steps each year:

1. Provide coaching and best practices workshops to develop an annual anti-bullying and anti-violence plan.
2. Offer, promote, and actively participate in regular professional development sessions for schools.
3. Provide ongoing support to schools when our help is needed to resolve complex cases.

4. Produce an annual report to meet the requirements of section 220 of the Education Act.
5. Revise or develop policies to reflect changes in current legislation or the latest evidence-based practices.
6. Review specialist staffing requirements annually to meet school demands and ensure that the best people are in place to support school and center teams.

## **4. Use of resources**

### **4.1 Distribution of the School Board's Revenues**

#### **Objectives of the annual income distribution**

Optimize the use of financial resources to promote student success and achieve the objectives of the Commitment to Success plan.

Schools have the autonomy to make the decisions they need to fulfill their educational mission.

#### **The principles of annual income distribution**

Fairness and management autonomy, compliance with legislative frameworks and maintaining a balanced budget are the main principles in the annual distribution of revenues.

#### **The criteria used to determine the amounts allocated.**

The amounts allocated are determined by a number of factors, mainly the level of clientele, the disadvantage index and the criteria issued by the Ministry.

## 4.2 Financial Resources

### ***Statements of results - Year ended June 30, 2023***

REVENUES	
MEQ operating grant	36 254 491 \$
Investment grant	6 762 596 \$
Other grants and contributions	390 376 \$
School taxes	704 479 \$
Tuition and school fees	64 563 \$
Sales of goods and services	186 032 \$
Miscellaneous income	501 984 \$
Amortization of deferred investment grant	4 376 554 \$
<b>Total revenues</b>	<b>49 241 074 \$</b>
EXPENSES	
Education and training activities	15 662 046 \$
Support activities for teaching and training	10 138 990 \$
Support services	3 317 496 \$
Administrative activities	4 076 860 \$
Activities relating to movable and immovable property	5 228 704 \$
Related activities	1 064 897 \$
Expenses related to changes in the provision for employee benefits	(108 217) \$
<b>Total Expenses</b>	<b>39 380 776 \$</b>
<b>Surplus for the period</b>	<b>9 860 298 \$</b>

## Statement of financial position on June 30, 2023

FINANCIAL ASSETS	
Bank Balances	9 251 724 \$
Operating grants receivable	4 0663 706 \$
Investment grants receivable	39 198 539 \$
School Tax receivable	199 588 \$
Accounts receivable	849 214 \$
Total des actifs financiers	53 562 771 \$
LIABILITIES	
Temporary loans subject to a promise of subsidy	2 000 035 \$
Accounts payable and accrued liabilities	4 103 715 \$
Deferred investment grant	28 258 225 \$
Deferred income	218 706 \$
Provision for employee benefits	1 972 619 \$
Long-term debts under promise of subsidy	26 976 685 \$
Other liabilities	10 242 269 \$
Total liabilities	73 772 254 \$
Net debt	(20 209 482) \$
NON-FINANCIAL ASSETS	
Tangible Fixed Assets	29 213 829 \$
Prepaid Expenses	55 040 \$
Total Non-Financial Assets	29 268 869 \$
Accumulated surplus	059 386 \$

### 4.3 Workforce Management and Control

ESSB employs around 770 full and part-time staff across its vast territory. The Human Resources department is an essential and complementary service to the other departments. It provides expertise and support through collaboration and communication.

In fact, the department believes in the development of the organization. To this end, we are proud to have put in place various policies and procedures. These include the introduction of a specific procedure for candidates wishing to do supply-teaching the implementation of a procedure for leave requests (unpaid, retirement); the creation of a guide to facilitate requests for development activities; and the optimization of forms for adult education and vocational training.

The department continues to move successfully towards a paperless environment, thanks to a dedicated human resources directory. This directory enables documents to be stored securely and provides authorized employees with the necessary access.

In the Human Resources Department, our aim is to offer guidance and advisory services to all employees and management staff of the school board. One of our priorities is to maintain the expertise acquired by employees and target professional development needs to enhance their role. The focus on training school secretaries in decentralizing absences is another example, and we plan to continue this initiative with the decentralization of voucher payments.

In addition, we continue to encourage and support staff working directly with students to pursue their studies to acquire the Attestation of Collegial Studies to become legally qualified special education technicians, in collaboration with Champlain College. In addition, we worked with the Université du Québec à Rimouski and Concordia University to explore the feasibility and possibility of offering distance courses to enable non-legally qualified teachers to graduate.

The structure of the department was redefined based on the roles and responsibilities of its employees. Before formulating any staffing plans, we implemented budgetary measures to enhance various positions, including teachers, administrative staff, and special needs requirements, to ensure a proactive and efficient workforce in achieving the objectives set by the ministry.

Recruiting and retaining our employees is a challenge due to many factors, one of which is the vast territory and remote regions we serve. Finding legally qualified, bilingual employees (in all categories) has a major impact on recruitment efforts. In fact, the position of Superintendent of

Human Resources has had a considerable and positive impact on the recruitment and retention of new employees in all categories. We have achieved one of our objectives, which was to promote employee retention and, at the same time, attract qualified personnel.

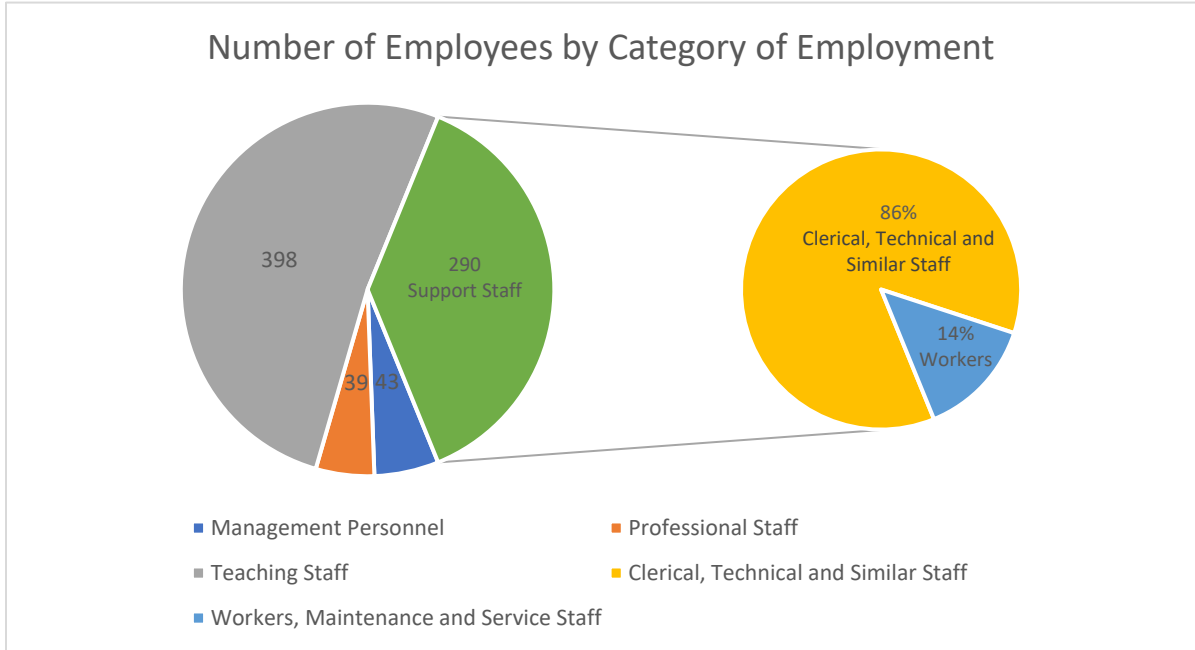
As stipulated in section 20 of the Act respecting the management and control of the workforce of government departments, public sector bodies and networks and state-owned enterprises, a public body must report on staffing levels and the distribution of its personnel by job category. The following tables provide an update on the number of paid hours, by job category, for the period from April 1, 2022, to March 31, 2023.

#### ■ Breakdown of Workforce in Hours

Category of employment	Hours worked (1)	Overtime (2)	Total paid hours (3) = (1) + (2)	Number of employees for the reporting period
Management Staff	55,604.70	00 :00	55,604.70	43
Professional Staff	40,329.69	112.25	40,441.94	39
Teaching Staff	265,792.02	267.58	266,059.60	398
Clerical, Technical and Related Staff	155,733.79	466.96	156,200.75	250
Workers, Maintenance and Service Personnel	24,778.10	568.00	25,346.10	40
<b>Total Hours</b>	<b>542,238.30</b>	<b>1,414.79</b>	<b>543,653.09</b>	<b>770</b>

#### ■ Summary of Workforce Level

<b>Target set by the Minister of Education (A)</b> Source: Information provided by the ministère de l'Éducation du Québec (MEQ) via CollectInfo	529,306.35 Hours
<b>Total paid hours worked (B)</b> Source: Information provided by the (MEQ) via CollectInfo	543,653.09 Hours
<b>Extent of overrun if any.</b> Calculation: (C) = (B) – (A)	14,346.74 Hours
Compliance with staffing levels Choice of answer: Yes/No (If the answer is "No", the school board must inform the steps taken to rectify the situation)	No, there is a difference of 14,346.74 hours between the target and actual hours.



In 2022-2023, the Human Resources department will continue to work on key goals and strategies, including:

- Improve the job assignment structure to better meet position requirements.
- Add more regular positions and, where possible, combine tasks.
- Increase staff stability and ensure greater employee retention.
- Reduce absenteeism and the number of work stoppages due to burnout and work overload.
- Increase the efficiency of administrative practices (induction, integration, skills development, work organization).
- Implement winning practices and efficient work methods.
- Assign tasks and responsibilities more in line with job classifications.
- Create meaningful and lasting links with universities to host interns in ESSB schools.
- Create a partnership with UQAR and Concordia University to offer a quality program to qualify non-legally qualified teachers.

And, as we know, establishing good working practices within an organization will inevitably lead to better results at all levels. All members of the Human Resources Department are committed to improving their services in order to support and guide all Eastern Shores School Board employees.



#### 4.4 Service Contracts Involving an Expenditure of \$25,000 or More

Service contracts involving an expenditure of \$25,000 or more.

	Number of contracts	Contract amount (before taxes)
Service contracts with a natural person	6	103 170\$
Service contracts with a contractor other than a natural person	6	367 095 \$
<b>Total</b>	12	470 265 \$

#### 4.5 Material and Information Resources

##### 4.5.1 Material Resources

Maintenance of Property Assets

2021-2022 (Previous year)	2022-2023 (Reporting year)		
Balance not Invested, or Committed	Completed Investments	Amounts Committed	Amounts not Invested or Committed
7 475 948 \$	21 642 \$	419 348 \$	9 453 731 \$

##### 4.5.2 Information Resources

The mission of the Information Technology Department is to support schools, adult education centers and vocational training centers by providing them with the technology they need to carry out their administrative and educational tasks.

In 2022-2023, schools and centers received upgrades for the following devices:

1. Replacement of Smart TVs;
2. Replacement of touch-sensitive Chromebooks;
3. Replacement of teacher and staff laptops;
4. Replacement and new loading carts and cabinets;
5. Robotics for schools;

Staff received cybersecurity training to ensure the security of our networks. Teachers and principals received training in the use of the Mozaik portal.

The IT department also managed:

1. Network infrastructure.
2. Software updates and support for all departments using GRICS applications.
3. Staff arrival and departure.
  - a. Set-up of new devices and access to accounts.
  - b. Staff training.
4. Migration of our infrastructure to the cloud project - ongoing.
5. Purchase of Microsoft silver for schools.
6. New Teams telephone systems - ongoing.

In total, around \$250,000 was spent to ensure that our staff and students have the digital tools they need to learn and work.

## 5. Annual report appendices

### Student Ombudsman Report

#### ANNUAL REPORT OF THE ESSB STUDENT OMBUDSMAN

2022-2023 SCHOOL YEAR

Complaint referrals : none

Complaint referrals concerning acts of bullying or violence : none

Signed at New Carlisle, August 17, 2023



**DONATIEN GRENIER**  
Student Ombudsman

**RAPPORT DU COMMISSAIRE  
À L'ÉTHIQUE DE ESSB**

Durant l'année scolaire 2022-2023 prenant fin le 30 juin, aucune plainte me fut référée par la Commission Scolaire Eastern Shores en vertu du Code d'éthique du Conseil des Commissaires.

SIGNÉ À NEW CARLISLE (QUÉBEC)  
Ce 17 août 2023



**DONATIEN GRENIER**  
Commissaire à l'éthique

**Regulation respecting the standards of ethics and professional conduct applicable to members of the board of directors of a French-language school service center.**

chapter I-13.3, r. 7.02

**Regulation respecting the standards of ethics and professional conduct applicable to the members of the board of directors of a French-language school service centre.**

**Education Act**

(chapter I-13.3, s. 457.8).

**CHAPTER I**

**PURPOSE AND SCOPE**

**1.** The purpose of this Regulation is to determine the standards of ethics and professional conduct applicable to the members of the board of directors of a French-language school service centre in the performance of their duties.

It determines, in particular, the duties and obligations that board members must comply with after the expiry of their terms, and the rules governing declarations of interest. It establishes the procedure governing examinations and inquiries into conduct that may contravene the standards of ethics and professional conduct, prescribes appropriate penalties and determines the cases in and procedure according to which board members may be temporarily relieved of their duties.

The standards apply when members perform their duties for the board of directors, for any committee formed by the board, and for any committee on which they sit as a member of the board of directors of a school service centre.

**CHAPTER II**

**DUTIES AND OBLIGATIONS**

**DIVISION I**

**GENERAL**

**2.** A member must act with honesty, integrity, rigour, objectivity and moderation. A member must act with probity.

A member performs his or her duties with competence. To that end, a member develops and maintains his or her knowledge about the role of a school service centre's board of directors.

A member performs his or her duties in good faith, with prudence and diligence and shows loyalty towards the school service centre.

A member acts in the interest of the school service centre, in particular so that he or she may guide his or her actions and direct his or her activities towards students' educational success.

**3.** In the performance of his or her duties, a member is bound to comply with the standards governing his or her duties and powers set out in the Education Act (chapter I-13.3).

He or she must organize his or her personal business in such a way that it cannot interfere with the performance of his or her duties.

**4.** A member must know and understand the standards of ethics and professional conduct that apply to him or her and undertake to comply with them and promote compliance with them. A member must, not later than at the first sitting of the board of directors following his or her appointment, sign a declaration to that end.

The declarations must be filed with the board of directors.

**5.** The member must refrain from inciting any person to contravene the provisions of this Regulation.

## **DIVISION II**

### **SITTINGS**

**6.** A member is required to be present, unless he or she has a valid excuse, at the sittings of the board of directors or of a committee formed by the board or on which the member sits as a member of the board of directors of a school service centre, to be prepared for it and to take an active part in it. The member contributes to the mission of the school service centre by providing a constructive contribution to the deliberations.

**7.** A member must debate any issue in an objective and independent manner as well as in a clear and informed manner.

**8.** A member must act with courtesy and respect so as to encourage mutual trust and cohesive action within the board of directors or a committee of which the member is a member.

**9.** A member is in solidarity with the decisions made by the board of directors.

**10.** A member is required to vote, except if there is an impediment determined by this Regulation.

## **DIVISION III**

### **CONFLICT OF INTEREST**

**11.** A member must refrain from placing himself or herself in a situation entailing a conflict between the interest of the school service centre or the population it serves, or the public interest, and his or her personal interest or that of a person related to the member, such as the member's child, spouse or relative, a person living under the same roof, or a partner or a legal person that the member manages or controls.

More specifically, a member may not

- 1) act, attempt to act, or refrain from acting, so as to further his or her private interests or those of person with whom the member is connected, or to improperly further another person's private interests; or

- (2) use his or her position to influence or attempt to influence another person's decision so as to further his or her private interests or those of a person with whom the member is connected, or to improperly further another person's private interests.

A member must, at all times, retain his or her ability to perform his or her duties in an impartial, objective and independent manner.

**12.** Within 60 days after a member takes up his or her duties, and every year thereafter, the member must file with the board of directors a statement of any personal interest that he or she, or a person with whom the member is connected, has in immovables located in the territory of the school service centre on whose board of directors the member sits, and in legal persons, partnerships and enterprises liable to have contacts with the school service centre.

The statement must include a list of the employments and administrative positions held by the member or the person with whom the member is connected, and of any loan of which the member or a person connected with the member is the creditor or debtor towards a person other than a financial institution, the member or a person connected with the member on which the balance in principal and interest is over \$2,000.

The statement does not indicate the value of the interests listed or the extent of the interests of the member in legal persons, partnerships or enterprises. No mention shall be made of any sum of money deposited with a financial institution or of any bonds issued by a government, a municipality or any other public body.

**13.** Except for goods and services provided by the school service centre, a member may not enter into a contract with the school service centre, except with authorization from the board of directors warranted, in particular, by a special competence necessary to the school service centre.

**14.** A member who has an interest in property, a body, an enterprise, an association or a legal entity likely to place the member in a situation of conflict of interest must declare, without delay and in writing, that interest to the chair of the board of directors of the school service centre or, where the chair is concerned, to the member designated to perform the duties of the chair in the case of an impediment or absence of the latter.

Such a declaration may be made at the sitting and is then recorded in the minutes of the sitting of the board of directors at which the decision is made.

**15.** The member must refrain from taking part in any deliberation or any decision involving his or her personal interest. The member must withdraw from the sitting without exercising

**16.** A member may not give any undertaking to third parties nor grant them a guarantee with regard to a vote that the member may be called upon to make or a decision that the board of directors may be called upon to make.

**17.** A member may not treat the property of the school service centre as if it were his or her own and may not use it for his or her own benefit or for the benefit of a third party, unless an authorization from the board of directors is obtained.

A member may not, directly or indirectly, grant, solicit or accept a favour, gift, hospitality or other advantage offered or given because of the member's duties.

**18.** A member must refrain from associating the school service centre, however remotely, with

(1) a personal endeavour, and in particular an endeavour involving political activities; or

(2) a public position that reflects his or her personal positions, in particular on a website, blog or social network.

**19.** A member sitting as a staff representative must, on pain of removal from office, abstain from voting on any matter relating to his or her employment status, remuneration, employee benefits and other conditions of employment or those of the employee category to which he or she belongs. The member must, after having had an opportunity to submit observations, withdraw from the sitting while the matter is discussed or voted on.

In addition, he or she must abstain from voting on any matter relating to the remuneration, employee benefits and other conditions of employment of other employee categories.

#### **DIVISION IV**

##### **CONFIDENTIALITY AND DISCRETION**

**20.** A member must exercise discretion in regard to anything that comes to his or her knowledge in the performance of his or her duties and is at all times bound to maintain the confidentiality of information placed at the member's disposal or that have come to his or her knowledge without being generally available to the public.

A member must take reasonable measures to preserve the confidentiality of information obtained in the performance of his or her duties.

**21.** A member must refrain from commenting on the decisions made by the board of directors, in particular on a website, blog or social network.

**22.** A member may not use for his or her own benefit or for the benefit of a third-party information obtained in the performance of his or her duties that is not generally available to the public.

#### **DIVISION V**

##### **RELATIONS WITH EMPLOYEES OF THE SCHOOL SERVICE CENTRE**

**23.** A member must act with courtesy and respect in his or her relations with employees of the school service centre.

A member may not, in that capacity, contact an employee of the order to give him or her instructions, interfere in the employee's work or obtain confidential information, unless the member is acting within the mandate of a committee of which he or she is the chair and is expressly authorized by the board of directors to do so.

## **DIVISION VI**

### **POST-TERM RULES**

**24.** A member who has ceased to perform his or her duties must

- (1) refrain from disclosing confidential information obtained in the performance of his or her duties or use for his or her own benefit or for the benefit of a third-party information not available to the public concerning the school service centre that was obtained in the same conditions;
- (2) exercise discretion in his or her comments about the decisions made by the board of directors of the school service centre during his or her term of office, in particular on a website, blog or social network; and
- (3) conduct himself or herself in such a manner as not to derive undue advantages from his or her previous duties on the board of directors of the school service centre.

## **CHAPTER III**

### **EXAMINATION AND INQUIRY PROCEDURE AND PENALTIES**

**25.** The chair of the board of directors sees that the members comply with the standards of ethics and professional conduct determined by this Regulation.

**26.** A committee of inquiry in ethics and professional conduct is formed within the school service centre for the purpose of examining and inquiring into any information concerning behaviour likely to contravene this Regulation.

The committee is composed of 3 persons, appointed by the board of directors by a vote of at least two thirds of its members, who belong to one of the following categories:

- (1) a person having notable experience and expertise in, sensitivity to and interest for matters of education;
- (2) a former member of the board of directors of a school service centre or a former commissioner of a school board;
- (3) a person having experience or expertise in matters of ethics and professional conduct.

The committee must be composed of members from at least 2 of the 3 categories.

The members of the committee may not be members of the board of directors, employees of a school service centre or persons connected with such members or employees.

The members of the committee designate one of their number as the chair.

The secretary general of the school service centre acts as the committee's secretary.

The committee may, with the authorization of the board of directors, call on experts to assist the committee.

The duration of the term of office of the members of the committee is determined by the board of directors. On the expiry of their term of office, they remain in office until they are replaced or reappointed.

**27.** Before taking up their duties, the members of the committee take the following oath before the secretary general:

“I, A. B., declare under oath that I will not reveal or make known, without being authorized therefor by law, anything whatsoever of which I have taken cognizance in the performance of my duties.”.

**28.** The members of the committee are entitled to receive, from the school service centre, an attendance allowance and the reimbursement of reasonable expenses incurred under the same standards as those enacted by the government pursuant to section 175 of the Education Act (chapter I-13.3) for the members of a school service centre’s board of directors, with the exception of the maximum amount that a member may receive as an attendance allowance which does not apply.

**29.** The committee adopts an internal by-law that the school service centre makes available to the public, in particular on its website, and publishes in its annual report.

**30.** A member of the board of directors must disclose without delay to the committee any behaviour liable to contravene this Regulation that has come to his or her knowledge or of which the member suspects the existence.

**31.** The committee receives the disclosure from any person concerning behaviour liable to contravene this Regulation.

**32.** The committee may, upon summary examination, dismiss any disclosure if, in the committee’s opinion, it is abusive, frivolous or clearly unfounded.

It makes its decision on the admissibility of the disclosure within 15 days of receipt and so informs the informant and the member covered by the disclosure.

**33.** If it does not dismiss the disclosure, the committee launches an inquiry without delay. It conducts the inquiry in such a manner as to preserve its confidentiality, diligently and in keeping with the duty to act fairly. It must allow the member to submit written observations after the member has been informed of the behaviour under scrutiny.

The committee may obtain from the school service centre any document relevant to its inquiry other than those covered by professional secrecy. The school service centre must cooperate with the committee.

**34.** The committee releases its conclusions within 30 days of its decision to launch an inquiry. If the inquiry is not completed within that time limit, the committee so informs the informant and the member covered by the disclosure.

Where the committee comes to the conclusion that the member under inquiry has not contravened this Regulation, the committee so informs the member and the informant.

Where the committee comes to the conclusion that the member under inquiry has contravened this Regulation, the committee sends without delay a report giving the reasons for its conclusions and its recommendations to the secretary general, and to the member under inquiry. The report must be drafted in a manner that ensures the confidentiality of personal information and protects the informant’s identity.

The secretary general sends the report to the school service centre's board of directors at the first sitting after it is received.

**35.** At the sitting following the sitting at which the report is tabled, the board of directors votes on the report.

A penalty specified in the report applies after the board of directors adopts the report by a two-thirds vote of its members.

The member concerned by the report may not take part in the deliberations or vote. He or she may, however, present written observations to the board of directors. He or she may also be heard on the facts in support of his or her claims before the decision is made.

**36.** Depending on the nature, gravity and persistence of the violation or misconduct, one or more of the following penalties may be imposed on the member:

- (1) a reprimand;
- (2) a suspension of the member's term for not more than 90 days;
- (3) a revocation of the member's term.

Where a member is suspended, he or she may not sit on the board of directors of the school service centre or on any other committee formed by the board or on which the member sits as a member of the board of directors of the school service centre, or receive an allowance or any other amount in that connection.

The member may also be compelled to reimburse or remit to the school service centre, donor or charity that is not related to the school service centre, any sum of money or any gift, hospitality or other advantage received in contravention of the standards of ethics and professional conduct applicable to the member.

**37.** The member is informed, without delay and in writing, of the decision of the board of directors.

**38.** A member against whom proceedings concerning an act involving collusion, corruption, malfeasance, breach of trust, fraud or influence peddling and any proceedings concerning improper gestures or remarks of a sexual nature are instituted, or a member prosecuted for an offence punishable by a term of imprisonment of 5 years or more must, within 10 days from the day on which the member is so informed, notify the chair of the board of directors.

The chair of the board of directors sends without delay that information to the committee of inquiry in ethics and professional conduct.

**39.** The board of directors may, on the recommendation of the committee and by a vote of at least two thirds of its members, temporarily relieve of his or duties a member against whom proceedings concerning an act involving collusion, corruption, malfeasance, breach of trust, fraud or influence peddling or proceedings concerning improper gestures or remarks of a sexual nature are instituted or who has been prosecuted for an offence punishable by a term of imprisonment of 5 years or more.

It may also, on the recommendation of the committee and by a vote of at least two thirds of its members, temporarily relieve of his or her duties a member whose behaviour is likely to contravene this Regulation where justified by the urgency or gravity of the situation.

It must, before deciding to temporarily relieve a member of his or her duties, allow the member to submit written observations and to be heard on the facts in support of his or her claims, before the decision is made.

The director general of the school service centre informs the Minister of a decision made by the board of directors to temporarily relieve a member of his or her duties.

**40.** A member is relieved of his or her duties, in the cases referred to in the first paragraph of section 39, until the prosecutor decides to stay or withdraw all charges in the proceedings on which the board of directors' decision was based to temporarily relieve the member of his or her duties or until the decision to acquit the member or to stay all charges in the proceedings is made or, in the cases referred to in the second paragraph of section 39, until the board of directors makes a decision pursuant to section 35.

**41.** The member is informed without delay, in writing, of the decision to temporarily relieve him or her of his or her duties, and of the reasons for the decision.

## **CHAPTER IV**

### **TRANSITIONAL AND FINAL**

**42.** An examination or inquiry into alleged or actual conduct that may be contrary to standards of ethics or professional conduct according to the code of ethics and professional conduct that applied before the coming into force of this Regulation and for which the examination or inquiry has not ended at that time is to be carried out in accordance with the procedure set out in Chapter III of this Regulation. The appropriate penalties, if any, are the penalties set out in this Regulation.

**43.** The person responsible for determining if the code has been contravened or for imposing a penalty who is in office at the coming into force of this Regulation is to remain in office until the first committee of inquiry in ethics and professional conduct referred to in section 26 of this Regulation is set up. Until that date, that person exercises the functions and powers that this Regulation confers on the committee.

He or she remains, after that date, competent to continue and end the examination or inquiry into alleged or actual conduct that may be contrary to standards of ethics or professional conduct that began before the first committee was set up.

**44.** If the board of directors has not set up the first committee of inquiry in ethics and professional conduct 6 months after the coming into force of this Regulation, the Minister may appoint the members.

**45.** The declaration referred to in section 4 must be signed not later than the sitting of the board of directors 30 days after the coming into force of this Regulation.

The statement referred to in section 12 must be filed with the board of directors within 60 days of the coming into force of this Regulation.