



COMMISSION SCOLAIRE  
Eastern Shores  
SCHOOL BOARD

# 2024-25

# Annual REPORT


*Cultivating Inclusive Learning Communities  
From Shore to Shore*

## **PREPARED BY**

The departments of Education & Complementary services, School Organization, IT, Transportation, Finance & Material Resources, Human Resources, and Adult & Vocational Education

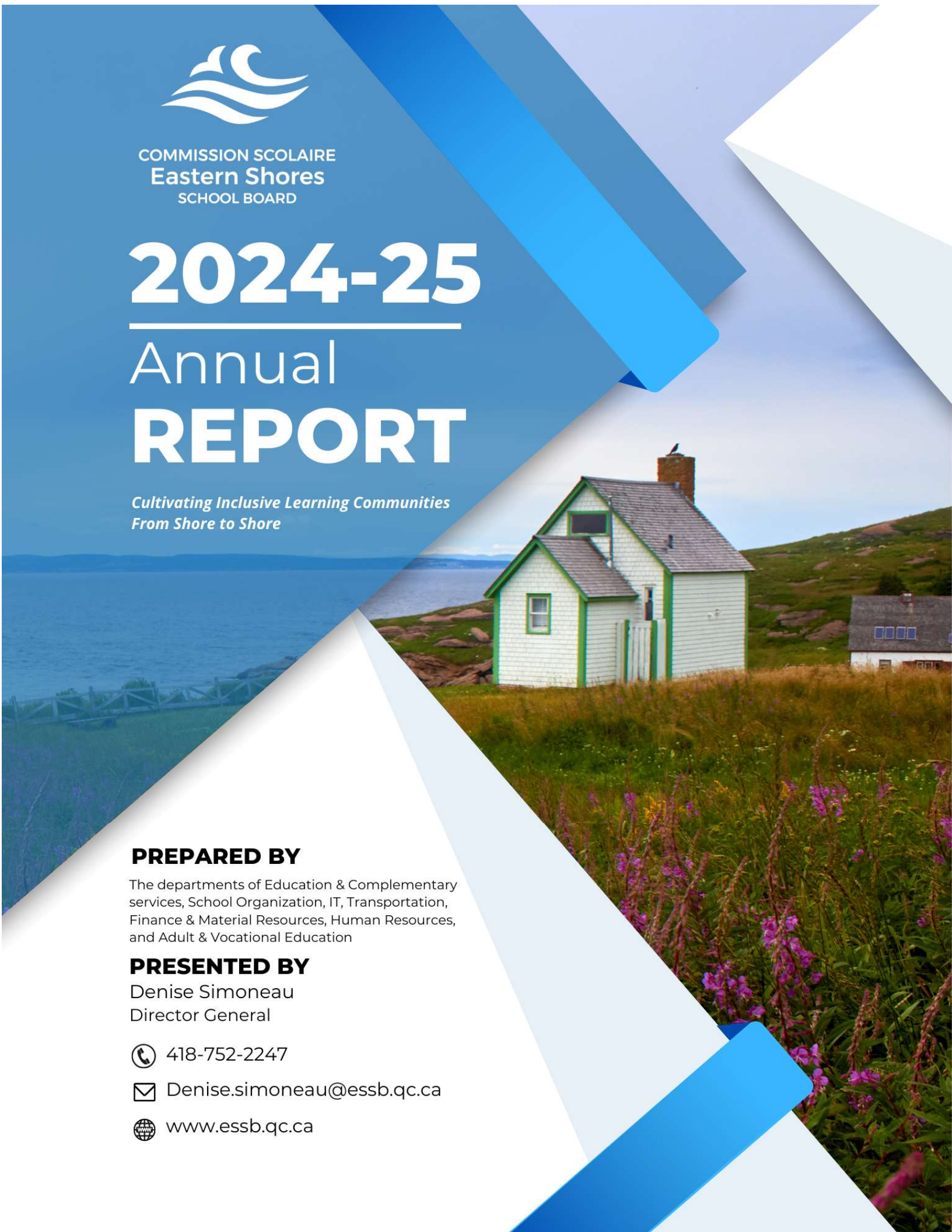
## **PRESENTED BY**

Denise Simoneau  
Director General

 418-752-2247

 [Denise.simoneau@essb.qc.ca](mailto:Denise.simoneau@essb.qc.ca)

 [www.essb.qc.ca](http://www.essb.qc.ca)



## MESSAGE FROM THE DIRECTOR GENERAL AND THE CHAIRMAN OF EASTERN SHORES SCHOOL BOARD

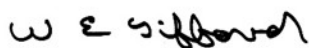
We are pleased to present the **2024–2025 Annual Report**, which reflects the Eastern Shores School Board’s continued commitment to its mission, values, and the objectives outlined in its **Commitment to Success Plan (PEVR) 2023–2027**. This report highlights the collective efforts made to support the success of all our students—young and adult—across our vast territory and addresses the key issues and achievements of the past year.

This year, we are proud to spotlight several major accomplishments:

- **Vocational Education Expansion:** Following last year’s mutualization request in partnership with the Centre de services scolaire Chic-Chocs (CSSCC), we are pleased to report obtaining a permanent card for the **Construction Equipment Operation DVS program**, which will greatly benefit our entire region.
- **Infrastructure Investments:** Significant steps were taken to improve and maintain our facilities, including the **construction of a new school in New Carlisle** and the development of a **new adult and vocational education center in the Gaspé area**. These projects reflect our long-term vision for accessible, modern learning environments.
- **Staff Commitment:** We continue to recognize and celebrate the dedication of our staff, whose professionalism and care ensure that our students learn in safe, supportive, and enriching environments. Their unwavering commitment to student success remains the foundation of our achievements.
- **Educational Innovation:** Despite ongoing challenges, our schools have developed and implemented educational projects that directly support the goals of the PEVR. Our students have shown remarkable perseverance, and we extend our sincere thanks to their families, who remain essential partners in their educational journey.
- **Governance and Leadership:** We also wish to acknowledge the **Council of Commissioners**, whose diligence and leadership have guided our organization through another successful year.

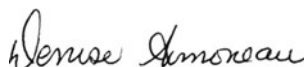
As you read through this report, you will see that **concrete actions and strategic initiatives** are being carried out in all our schools, with one clear objective: to ensure the academic and personal success of every student.

Together, we continue to build a strong, inclusive, and forward-looking educational community.



---

Wade Gifford  
Président du conseil des commissaires



---

Denise Simoneau  
Directrice générale

## Table of contents

1. Introducing the Eastern Shores School Board .....	4
1.1 The School Board at a Glance .....	4
1.2 Highlights .....	6
1.3 Educational and Other Services .....	16
2. Governance of the school board .....	18
2.1 Council of Commissioners.....	18
2.2 Other Governance Committees.....	20
2.3 Code of Ethics and Professional Conduct .....	23
2.4 Disclosure of Wrongdoing Involving Public Bodies.....	23
3. Results.....	24
3.1 Commitment to Success .....	24
3.2 Fighting, Bullying and Violence .....	27
3.3 Complaints Procedure .....	29
4. Use of Resources.....	29
4.1 Distribution of Eastern Shores School Board Revenues .....	29
4.2 Financial Resources.....	30
4.3 Workforce Management and Control.....	31
4.4 Service Contracts Involving an Expenditure of \$25,000 or More .....	33
4.5 Material and Information Resources.....	34

# 1. Introducing the Eastern Shores School Board

## 1.1 The School Board at a Glance

The Eastern Shores School Board (ESSB) is the most eastern 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 1045 students attending sixteen 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>	Metis Beach High School
<b>Region 9: North Shore</b>	Baie Comeau High School Riverview Elementary School Flemming Elementary School Queen Elizabeth High School Fermont Elementary School Northern Lights Adult & Vocational Education Center
<b>Region 11: Gaspé-Magdalen Islands</b>	Escuminac Intermediate School New Richmond High School New Carlisle High School Shigawake Port-Daniel Elementary 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 & Vocational Education Center Grosse-Ile Adult & Vocational Education Center The Anchor Adult & Vocational Education Center Wakeham Adult & Vocational Education Center

We serve a vast territory, beginning with the MRC of Kamouraska in the west, including 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 2024-2025 school year was 152 enrolled students. Each center offered a variety of courses and programs:

<b>SKILLS TRAINING CERTIFICATES 2024-2025</b>	
4743	Pet Grooming
4757	Assistance for Autonomous and Semi-Autonomous Seniors in Private Retirement Homes (Compétence à la carte)
4758	Barbering
4766	Carpentry
4770	Support for Assistive Services in Health and Social Services Institutions
<b>DIPLOMA OF VOCATIONAL STUDIES 2024-2025</b>	
5720	Construction Equipment Operation
5731	Accounting
5819	Carpentry
5825	Health, Assistance and Nursing
5857	Secretarial Studies
5858	Institutional and Home Care Assistance

In addition, Service to Business provided 2,229 hours of training to a total of 257 participants.

## 1.2 Highlights

### BAIE COMEAU HIGH SCHOOL

BCHS had an exciting year in which we explored the range of our CLC and the educational opportunities within and around our school! We began our year with a visit to a local farm to collect corn which we later used at our annual corn roast. Shortly after, students painted their own rocks and added them to “le serpent d’Hugo,” a sick child’s dream to create the world’s longest rock snake, right here in Baie-Comeau!

BCHS took part in its first-ever chess tournament, students rock climbed both indoor and outdoor during gym, went cross-country and downhill skiing, were invited to join the local pétanque club for lessons, and even learned how to play a sport for the blind (Goalball) and how to fence under a former Olympian (thanks to RSEQ!).

We also ramped up participation with the NSCA, our most significant community partner, who helped us build our social strengths with after-school personal growth activities and in-school activities such as the parade for children’s rights and the 5 Épices program.

### BELLE ANSE SCHOOL

The 2024–2025 school year was filled with exciting achievements and meaningful opportunities for our Belle Anse School students. We offered a diverse range of activities in music, culture, and sports, fostering creativity, teamwork, and school spirit.

We were thrilled to be accepted into the Breakfast Club of Canada, allowing us to provide healthy, well-balanced breakfasts for every child, every day.

Academic and extracurricular success were highlighted this year: all students from Grades 1 to 6 participated in the Women’s Institute Writing Contest, with many earning regional recognition and two winning provincial prizes. Another proud moment came when one of our students earned third place in her category at the regional chess tournament—our school’s first-ever participation in the event.

For our small school of just 21 students, we are proud to have offered equitable opportunities that match those of larger schools, empowering every child to learn, grow, and thrive.

## ESCUMINAC INTERMEDIATE SCHOOL

During the 2024–2025 school year, EIS continued to prioritize the mental health and physical well-being of our students through a wide range of sporting events and social-emotional learning initiatives.

This year, we were proud to host the school board’s Cross-Country event for the first time as a school. In addition, we partnered with community organizations to offer a wellness clinic, providing students with valuable resources and experiences that promote healthy lifestyles.

Our ongoing collaboration with our Mi’gmaq community partners further enriched our programming through meaningful cultural and experiential learning opportunities, deepening students’ understanding of Indigenous culture and fostering a sense of respect and inclusion within our school community.

This year also marked the revival of our student council, giving our students a renewed platform to express their ideas, contribute to school initiatives, and take an active role in shaping their educational experience.

## EVERGREEN HIGH SCHOOL

With 27 students ranging from Secondary I to V, Evergreen High School had a vibrant and unforgettable year. Sharing a building with Polyvalente Mgr Sévigny, our students enjoyed a rich blend of parascolaire activities through RSEQ, including volleyball, badminton, futsal, and hockey.

Our running club, *Les Pas d’Allure*, made impressive strides, participating in events like Parc de la Gaspésie runs, Défis Gaspesia, and Polar Trails.

The *School of Rock* program brought music to life, and three talented students—Marianne, Mathew, and Alex—won our local *Secondaire en Spectacle* and shone at regionals.

A major highlight was our March trip to Montreal, where 25 students and 4 teachers explored the city and cheered on the Canadiens at the Bell Centre—an overtime win we’ll never forget! Evergreen students worked hard, played hard, and made lasting memories. 2024–2025 was a year of pride, passion, and perseverance.

## FERMONT SCHOOL

The 2024–2025 school year was a vibrant and inspiring time for our small English school, nestled within the larger French school. Through a series of shared activities and community partnerships, students experienced a year full of learning, connections, and celebrations. Students from both schools joined together to foster friendships during physical education classes, the Winter Carnival, the Colour Run, and a downhill skiing excursion.

Health and wellness were also a major focus. A nutritionist visited the school to lead hands-on sessions in creating healthy snacks and lunches. The children developed life skills and healthy habits by creating grocery lists, shopping, preparing ingredients, and making healthy meals with the teachers.

The Christmas Concert, Spring Concert, Preschool Graduation, and Grade 6 Graduation were all well attended, showcasing the students' talents and marking important milestones. We aim to foster a supportive, inclusive, and active learning environment at Fermont school.

## FLEMMING ELEMENTARY SCHOOL

The 2024–2025 school year at Flemming Elementary was one filled with growth, teamwork, and many wonderful memories. One of the most exciting developments this year was the creation of our new **Language Class**, designed to support students in developing their language and literacy skills. This specialized program has already shown great success, helping students gain confidence both academically and socially.

As a school, we also made a strong commitment to improving **transitions in hallways and common areas**. Through consistent routines and collaboration, this initiative had a noticeable positive impact on classroom environments.

Another highlight was the **formation of our Student Council**, giving students a meaningful voice in school life. Council members took pride in representing their peers, organizing activities, and contributing ideas that made our school community stronger.

Overall, the 2024-25 school year at Flemming Elementary was a celebration of progress, connection, and school spirit. We look forward to building on these successes and continuing to create lasting memories together.

## GASPE ELEMENTARY SCHOOL

The 2024–2025 school year at Gaspé Elementary School was a year of growth, creativity, and connection. We proudly introduced our new school logo, a symbol of our deep relationship with the natural environment of Gaspé that surrounds and inspires our learning community.

Students engaged in a wide variety of activities celebrating the arts, culture, and sports, fostering teamwork and self-expression. Our preschool program continued to strengthen its Indigenous learning connections through a partnership with Gespeg and meaningful outdoor experiences, nurturing curiosity and respect for the land.

The French and English language transfer project in Cycle 1 continues to be a remarkable success, highlighting literacy development and advancing our commitment to bilingualism. Students also demonstrated strategic thinking and perseverance through participation in a regional chess tournament.

Together, these experiences reflected our school's dedication to holistic education—where learning happens through exploration, collaboration, and a shared appreciation for the world around us.

## GASPE POLYVALENT SCHOOL

Gaspé Polyvalent School had an exciting year filled with music classes, student-led clubs, and a wide range of sports and extracurricular activities at both GPS and CE Pouliot. Students thrived in a dynamic bilingual environment, with a strong focus on strengthening French language skills through Base and Enriched Français Langue Seconde programs.

Basketball remained a favorite, and school pride shone during the ESSB track and field meet and badminton tournament hosted by GPS. Literacy engagement grew with Canada Book Week and partnerships with Vision, Carrefour Jeunesse Emploi, CEGEP, and the Gaspé Literacy Council.

Creativity took center stage at the Art Show, featuring work from the Art and Photo Clubs. A special highlight was one student's poem published in *Quist Magazine*—a true testament to the talent within our community. The 2024–2025 school year was dynamic, enriching, and full of opportunities for students to learn, grow, and shine.

## GROSSE ILE HIGH SCHOOL

The 2024-2025 school year at Grosse Ile was marked both by excellent learning opportunities and activities and by many partnership and community endeavours. At our school we continued to increase the amount of French learning hours, offering tutoring for out of province students in French, and maintaining highly qualified staff for our French programs. At the end of the year, it was with pride and excitement that we were able to showcase Grosse Ile School's bilingualism in a video.

In 2024-2025 our Transition to Preschool activities were remarkably successful and we were able to continue to increase our numbers in preschool. The activities also helped lead the way for planning for the implementation of a new daycare.

Also, our year continued to be rich in partnership and community spirit. Our activities and Community Learning Center events flourished. Notably this year, our greenhouse was rebuilt and students learned about planting, nutrition, and gardening and CAMI helped us have a student worker for the summer for maintaining everything.

We also held the largest community Christmas event since well before the pandemic. Planning and participation with our partners and the community was an enormous success. Our new youth center room also opened thanks to partners and has been a huge hit with our students.

## METIS BEACH SCHOOL

Metis is a wonderful school that seamlessly brings together both the Elementary and High School levels, creating a vibrant learning community filled with curiosity and growth.

This year, we are especially proud to have offered an inspiring Arts program, providing students with meaningful opportunities to express themselves through a variety of creative projects. Their hard work culminated in a beautifully curated exhibition showcased at the Café sur Mer, in partnership with Heritage Lower St-Laurent, a collaboration that highlights the strong ties between our school and the community we cherish.

Throughout the year, students also participated in a wide range of educational activities celebrating important events such as the Terry Fox Walk, St. Patrick's Day, Remembrance Day, and the National Day for Truth and Reconciliation, helping them deepen their awareness and understanding of the world around them.

We take great pride in fostering an environment where students can explore their passions, celebrate their strengths, and engage meaningfully with the community that supports them.

## NEW CARLISLE HIGH SCHOOL

This year marked a thrilling chapter for NCHS as excitement builds around our new school building. Staff engagement in the project has grown steadily, and we're all eager to begin this new journey together. In 2024–2025, we prioritized student safety and belonging by creating a dedicated student lounge, expanding tutoring hours, and boosting participation in competitive sports and the RSEQ league.

Our school social worker led vibrant social initiatives, while a renewed focus on our code of conduct strengthened our community values.

Through our CLC partnerships, we fostered meaningful parental involvement in school life. Thanks to the dedication of our Grade 6 and 11 students, staff, and families, two unforgettable end-of-year trips became reality. We closed the year with the “End-of-Year Extravaganza,” a joyful celebration of food, fun, and community spirit with our partners. NCHS continues to grow, together.

## NEW RICHMOND HIGH SCHOOL

The 2024–2025 school year was a milestone for NRHS!

Secondary 4 and 5 students achieved record-high success rates on MEQ exams, including a 100% pass rate in Sec 4 Math, Science, and History. These results reflect the dedication of students, the commitment of staff, and the support of ESSB's Resource program

Our Educational Project focused on enhancing French instruction through immersive strategies and cultural experiences, including a special project with a local singer. Students showed positive growth in confidence and communication skills.

Teachers launched literacy bags for Pre-K to Grade 2 families, sparking curiosity with themes like dinosaurs and farm animals.

After-school programs thrived with sports, drama, robotics, art, music, and leadership activities—plus skating, a student favorite! The programs fostered school spirit and teamwork.

We introduced a Home Economics course for Sec 5, teaching budgeting, nutrition, and sustainability, while exploring Mi'Kmaq cuisine and crafts.

Fundraising for our playground is paying off, thanks to everyone's support!

## QUEEN ELIZABETH HIGH SCHOOL

We began the year with team-building workshops and welcomed over 100 students, setting the tone for collaboration and school spirit. Students proudly represented QEHS in RSEQ tournaments, including cross-country, swimming, badminton, and girls' cadet volleyball. Parental involvement grew significantly, with several parents volunteering as coaches.

Throughout the year, students participated in diverse programs and activities:

- **Arts & Culture:** Workshops with singer-songwriter Guillaume Laroche
- **Culinary Skills:** Table des Chefs after-school cooking program
- **Wellness:** Filleactive initiative promoting active lifestyles

After 18 months of fundraising, a dedicated group of students, parents, and teachers traveled to Europe during March Break. Annual trips to the Sept Îles Islands and Gallix Ski added to the year's excitement.

We hosted our second **Wear It Purple Day** to promote LGBTIQ+ awareness in partnership with community organizations. Later, the NSCA Career Fair showcased a record number of career opportunities for students. In May, we celebrated academic and citizenship accomplishments at a special event organized by our support staff at the Centre Socio. The year concluded with a memorable graduation and prom for the Class of 2025—the largest since 2019—with 19 proud graduates.

QEHS continues to foster academic success, cultural awareness, and community engagement, ensuring every student has the opportunity to learn, grow, and thrive.

## RIVERVIEW

During the 2024-25 school year, Riverview School started a Chess club, and our students loved this activity. We decided to continue to offer this fun board game this year. We also had a walking club. It's part of our Educational Project to have active students.

Last year, we had many activities during Christmas, and we invited our parents to attend our Christmas show. At the end of our school year, we went to the beach, and we also invited all the parents to eat a hot dog lunch.

Our children walked at the Terry Fox Walk and raised money for cancer. They also participated in the Jump for Rope activity to raise money for the Heart Foundation.

Riverview: We're just a few but watch what we can do!

### SAINT JOSEPH / SAINT PATRICK'S

The 2024–2025 school year was packed with fun and learning! Starting in October, our Cycle 2 and 3 students organized fundraising activities for a special March trip. We traveled to Montreal to cheer on the Canadiens at the Bell Centre, explored the Biodôme, and had a blast at Ninja Factory jumping on trampolines and playing games. It was unforgettable!

Throughout the year, we also enjoyed meaningful moments with Les Résidences du Plateau, the senior home next to our outdoor classroom. Together, we exchanged Christmas cards, played Bingo, and planted our Community Garden—beautiful intergenerational experiences!

Our annual Christmas Potluck was another highlight, welcoming over 100 guests and bringing our school community together. From classroom learning to hands-on activities, this year was filled with growth, joy, and connection. We're proud of everything we accomplished and excited for what's next!

### SHIGAWAKE PORT- DANIEL SCHOOL

As we conclude the 2024–2025 school year, we proudly reflect on a year of academic growth, creative exploration, and community engagement. Our continued focus on second language development remained central to our mission.

Our preschool program had an especially strong year; Induction Days for K–3 students provided a smooth, welcoming transition into school life, and Parent Volet activities in K–4 and K–5 classes further strengthened the bond between home and school through meaningful, hands-on experiences.

Our self-contained Pathways classroom successfully addressed the diverse needs of our special education students; key factors in this year's success included targeted professional development for staff, the relocation of the main classroom, and the creation of a dedicated sensory room.

Beyond academics for Cycle 3-2, our transition activities fostered strong relationships, a sense of belonging, and confidence for a positive start to middle school. We are deeply grateful for our staff, families, and students, whose dedication made this an exceptional year at SPDS.

### LISTUGUJ ADULT & VOCATIONAL EDUCATION CENTER

During the 2024–2025 academic year, the Listuguj Vocational Center continued to expand its training opportunities and support student success. This year marked the launch of a new cohort in the Health, Assistance and Nursing DEP program. Students engaged in a variety of learning environments, including classroom instruction, laboratory practice, and stage placements, gaining valuable hands-on experience that prepares them for careers in the healthcare sector.

In addition, the center successfully opened another Carpentry STC program, which provided comprehensive technical training and practical experience. A large group of dedicated students completed the program in February 2025, marking another achievement in our commitment to workforce development and lifelong learning within the communities that we serve.

### NORTHERN LIGHTS ADULT & VOCATIONAL EDUCATION CENTER

The 2024-2025 school year brought a mix of progress, challenges, and important learning experiences for our adult education center. Throughout it all, the focus remained to offer quality academic upgrading to help students reach their goals, whether they were working toward a secondary school diploma or completing the prerequisites needed for vocational or CEGEP studies.

This school year was not without its obstacles. When the center coordinator went on medical leave, an interim coordinator with limited experience in adult education stepped into the role in January. We also lost our French teacher to the youth sector, which added another layer of difficulty. Despite these challenges, we pulled together to keep things moving for our students.

In spite of these setbacks, our learners achieved meaningful results.

- Three students graduated with their secondary school diploma.
- One student completed the GDT and is now taking a vocational program.
- A total of 40 exams were successfully written by our students, with 25 of those being written in the second half of the school year.
- Two CEGEP students were registered with us to obtain their missing prerequisites for their programs.

Although this year had its challenges, it was also a period of perseverance and growth. As we look ahead to 2025–2026, the goal is to bring stability to the center and to continue exploring vocational options to better serve our adult learners and our communities on the North Shore.

### THE ANCHOR ADULT & VOCATIONAL EDUCATION CENTER

We are pleased to report that over the 2024–25 school year, The Anchor continued to grow, innovate, and create meaningful opportunities for individuals seeking to enhance their skills and advance their careers. Throughout the year, we maintained a strong Academic Upgrading program, providing students with rich, hands-on learning experiences that fostered both personal and professional growth, while our Social Integration program continued to help students strengthen life skills and benefit from meaningful peer connections.

We were proud to reintroduce our Carpentry program and to once again have our shop buzzing with the rhythmic sounds of saws and pounding hammers. The second year of our Barbering program continued to thrive, providing students with valuable technical training in a fully equipped barbershop setting. We were also pleased to celebrate the graduation of our Health Assistance and Nursing students and to successfully run the Trucking program in partnership with the Centre de Formation en Transport de Charlesbourg.

We remain deeply grateful to our students, staff, and community partners for their ongoing dedication and support in making The Anchor a place of opportunity and achievement.

### WAKEHAM ADULT & VOCATIONAL EDUCATION CENTER

The 2024-2025 school year has been transformative for our center. The most significant milestone was our move to a new building, providing modern facilities and a dynamic learning environment that opens the door to greater opportunities for students and staff.

Alongside this achievement, we launched orientation sessions to support students in earning STC credits and hosted engaging Francisation activities to promote language and cultural integration. Programs like PPE continue to thrive under dedicated instructors, and enrollment remains steady. Our new space positions us for growth, innovation, and an enhanced educational experience for years to come.

### 1.3 Educational and Other Services

**Instructional services** focused upon the preschool program, early literacy and numeracy; French, second language proficiency; and math performance. Objectives may be found in Eastern Shores School Board’s *Commitment to Success Plan 2023-2026*.

Preschool program implementation & evaluation	<ul style="list-style-type: none"> <li>• Appropriation of the preschool program by all teachers</li> <li>• accompaniment of new teachers</li> <li>• Early intervention guidance</li> <li>• Motricity development initiative</li> <li>• High-quality outdoor education...</li> </ul>	Supported on site and by distance by the assigned consultant (regional mandate).
Early literacy	Ongoing: KAPPP training for early literacy development (Cycle 1 primary)	Partial appropriation of the mandatory preschool program in ESSB schools.
Early literacy	Support of local initiatives: <ul style="list-style-type: none"> <li>• Early Bilingual Learning Transfer Project</li> <li>• Quality Feedback Project</li> </ul>	Eleven schools visited in 2024-2025.
Early numeracy	Preparations for 2025-26 initiative	Training & initiatives will continue in 2025-26 based upon local interest.
French, second language (K-11)	Personnel accompaniment, with focus upon new teachers	Supported on site and by distance by the assigned consultant (regional mandate).
French, second language (K-11)	Evaluation: use of indicators; changes to the QEP; marking centers	External support provided through regional and provincial events and projects.
French, second language (K-11)	Support to specific schools embarking upon FLS immersion (P) & enrichi (S)	Training & initiatives will continue in 2025-26 based upon local interest.
French, second language (K-11)	Support of local initiative for ELA & FSL alignment (primary, cycle 1) in select schools	
Math (K-11)	Evaluation: use of indicators (primary); performance tools and objectives (grade 6; secondary 4); marking center (grade 6)	Supported on site and by distance on a limited basis by the assigned consultant; continuation of objectives in 25-26.

The **Complementary Services Department (CSD)** provided support in the following areas:

Library services	Physical organization of local libraries	Supported on site and by distance by the ESSB librarian (regional mandate).
	Access to material by students and educators including online services	
	Purchase of materials (local & regional)	
	Selection of material to support MEQ programs (ie. CCQ)	
	Support of local and regional initiatives in collaboration: Community Learning Centers, Arts & Culture committee...	
Health & Psycho-social services	Direct support to students and school teams; local interventions	Supported on site by the assigned social worker, social service officer and/or re-adaptation officer.
	Promotion of social-emotional learning (SEL) programs, all levels	Limited services were offered sporadically due to absence or departure of personnel. Part-time services provided to all ESSB schools were supplemented by local, regional and provincial partners.
	Support for local development and implementation of Anti-Violence (ABAV) Plans	Partial appropriation of SEL programs by the majority of ESSB schools.
	Support for 'Our School Survey' implementation and transfer	Completion of all local ABAV plans in 24-25.
	Liaison with local and regional health & social services partners	External services contracted based upon established needs. Limited services were accessed due to lack of available bilingual specialists in the region.
	Specialized services: speech/language; psychological...	Partnership with an occupational therapist addressing needs of preschool-age children
	Motricity challenges & strategies	Completion of roll-out for all ESSB schools with training provided by mandated personnel.
	Behaviour Management Systems (BMS) Training & tools	Ongoing, led by mandated trained professional
	Pilot of 'restorative practices' initiative	
Community Learning Centers (CLC)	Local action plan development & implementation among all 7 CLCs	Successfully supported on site and by distance by school board & provincial partners.

In collaboration with the **Student Services Department (SSD)** and our school board representative for *Sanction des Etudes*, ongoing performance data extraction and analysis involving the instructional services team and principals ensured early intervention and focused recuperation for students by school teams. Evidence provided by the SSD supported additional academic services for students (spring/summer 2025), contributed to local Educational Projects, and, led to shared goals and targets for 2025-2026. Formative and summative assessment efforts in areas targeted by the *Commitment to Success Plan* will continue in 2025-2026.

## 2. Governance of the school board

### 2.1 Council of Commissioners

Members of the Council of Commissioners from July 1, 2024, to November 3, 2024.

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>	Sarah Thomas Jerome
<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, Vice-Chair
<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

Members of the Council of Commissioners as of November 3, 2024.

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>	Vacant
<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>	Maude Ouellet

## Calendar of meetings held during the 2024-2025 school year

Date	Committee
July 12, 2024	Special Council of Commissioners
	Special Executive Committee
July 17, 2024	Special Council of Commissioners
August 19, 2024	Council of Commissioners
September 10, 2024	Executive Committee
September 17, 2024	Council of Commissioners
November 11, 2024	Council of Commissioners
December 9, 2024	Council of Commissioners
January 28, 2025	Special Council of Commissioners
	Executive Committee
February 3, 2025	Council of Commissioners
March 11, 2025	Council of Commissioners
March 17, 2025	Executive Committee
April 22, 2025	Executive Committee
April 28, 2025	Council of Commissioners
June 10, 2025	Executive Committee
June 16, 2025	Council of Commissioners

## Board decisions

- The construction contract of the new school in New Carlisle was approved on July 17, 2024.
- Following the school board elections held on November 3, 2024, one seat remained vacant. The election process was recommenced in December 2024 with no candidates submitting nomination papers.
- A request was submitted to the Minister to appoint a commissioner for Ward 4 and on June 27, 2025, a response was received accepting the nomination of Ms. France Bujold.
- The former Percé School House was sold during the 2024-2025 school year. The profits from the sale will be used to issue bursaries to deserving students from across the territory of ESSB.

## 2.2 Other Governance Committees

### ■ List of the Council of Commissioner Committees and Their Members

	Before November 3, 2024	After November 3, 2024
<b>EXECUTIVE COMMITTEE</b>		
<b>COMMISSIONERS</b>	Wade Gifford    Ronald Mundle Mederic O'Brien    Kerry Dickson Kenny Ward    Kathy Mackenzie	Wade Gifford    Mary Ellen Beaulieu Mederic O'Brien    Kerry Dickson Kenny Ward    Rhonda Stewart
<b>ADMINISTRATORS</b> Director General Secretary General	Denise Simoneau Denis Gauthier	Denise Simoneau Denis Gauthier
<b>GOVERNANCE AND ETHICS COMMITTEE</b>		
<b>COMMISSIONERS</b>	Wade Gifford    Mederic O'Brien Julie McWhirter    Douglas Hunt Mitchell C. Syvret / Sarah T. Jerome Rhonda Stewart	Wade Gifford    Mederic O'Brien Julie McWhirter    Douglas Hunt Rhonda Stewart
<b>ADMINISTRATORS</b> Director General Secretary General	Denise Simoneau Denis Gauthier	Denise Simoneau Denis Gauthier
<b>AUDIT COMMITTEE</b>		
<b>COMMISSIONERS</b>	Wade Gifford    Mederic O'Brien Julie McWhirter    Kathy Mackenzie Mitchell C. Syvret / Sarah T. Jerome	Wade Gifford    Mederic O'Brien Julie McWhirter    Kathy Mackenzie
<b>ADMINISTRATORS</b> Director General Director of Financial Services	Denise Simoneau Suzanne Ward	Denise Simoneau Suzanne Ward
<b>HUMAN RESOURCES COMMITTEE</b>		
<b>COMMISSIONERS</b>	Wade Gifford    Mary Ellen Beaulieu Kenny Ward    Ronald Mundle Kerry Dickson    Rita Di Tanna	Wade Gifford    Mary Ellen Beaulieu Kenny Ward    Ronald Mundle Kerry Dickson    Jackie Bizeau
<b>ADMINISTRATORS</b> Director General Director of Human Resources	Denise Simoneau Annie Dupuis	Denise Simoneau Annie Dupuis
<b>BUILDINGS COMMITTEE</b>		
<b>COMMISSIONERS</b>	Wade Gifford    Kenny Ward Douglas Hunt    Don Bourgoquin Kerry Dickson    Jackie Bizeau	Wade Gifford    Kenny Ward Douglas Hunt    Don Bourgoquin Kerry Dickson    Jackie Bizeau
<b>ADMINISTRATORS</b> Director General Director of Financial Services and Material Resources Superintendent of Services – Material Resources Administration Manager – Material Resources	Denise Simoneau Suzanne Ward Trevor Renouf Chantal Pitt	Denise Simoneau Suzanne Ward Trevor Renouf Chantal Pitt
<b>DIRECTOR GENERAL EVALUATION COMMITTEE</b>		
<b>COMMISSIONERS</b>	Wade Gifford    Mary Ellen Beaulieu George Hayes    Ronald Mundle Kathy Mackenzie	Wade Gifford    Mary Ellen Beaulieu George Hayes    Ronald Mundle Kathy Mackenzie
<b>ADMINISTRATORS</b> Secretary General	Denis Gauthier	Denis Gauthier

■ List of School Board Committees and Their Members

	Before November 3, 2024	After November 3, 2024
<b>ADVISORY COMMITTEE ON SERVICES FOR HANDICAPPED STUDENTS AND STUDENTS WITH SOCIAL MALADJUSTMENTS OR LEARNING DISABILITIES (SNAC)</b>		
<b>PARENTS</b>	Ian Gilker Lewis Evan Christine Foster Rita Di Tanna Caroline Francoeur Sébastien P. Daigle	Laura Devries Maude Ouellet Justin Drody Amber Dalby Jessica Jean Morin Melanie Leblanc Shawnee Cassivi
<b>STAFF</b>	Suzanne Monderie Geneviève Parker Gabrielle Jean	Alex Bedard Denise Martin Christine Piercey
<b>BOARD ADMINISTRATORS</b>	Denise Simoneau Sandy Astles Nadine Savage	Jane Bradbury Sandy Astles Nadine Savage
<b>TRANSPORTATION ADVISORY COMMITTEE</b>		
<b>COMMISSIONERS</b>	Wade Gifford George Hayes Don Bourgoûin Rita Di Tanna	Wade Gifford George Hayes Don Bourgoûin Jackie Bizeau
<b>BOARD ADMINISTRATORS</b> Director General Director of Financial Services Director of Transportation Principal Administration Manager- Financial Services	Denise Simoneau Suzanne Ward Melanie Hayes Nadine Savage Chantal Pitt	Denise Simoneau Suzanne Ward Melanie Hayes Nadine Savage Chantal Pitt
<b>CENTRAL PARENTS' COMMITTEE (CPC)</b>		
<b>SCHOOLS</b>	<b>PARENT REPRESENTATIVES</b>	
Baie Comeau High School:	Karine Nadeau	Karine Nadeau
Belle Anse School:	Vacant	Erica Devouge / Isaac Chicoine
Escuminac Intermediate School:	Vacant	Vacant
Evergreen High School:	Vacant	Karine Berger
Fermont School:	Richard Guillemette	Virginie Dubuc
Flemming School:	Katherine Girardin	Kimberley Walsh
Gaspé Elementary School:	Rhonda Stewart	Meigan Simpson
Gaspé Polyvalent School:	Kristen McCallum	Rhonda Stewart
Grosse Ile High School:	Jessica Quintin	Jessica Quintin
Metis Beach School:	Vanessa April-Ross	Vacant
New Carlisle High School:	Kathy Mackenzie	Kathy Mackenzie
New Richmond High School:	Vacant	Vacant
Queen Elizabeth High School:	Jackie Bizeau	Jackie Bizeau
Riverview School:	Geneviève Gravel	Maureen Denis
St. Patrick's School:	Vacant	Moira McMahan
Shigawake-Port-Daniel School	Annick Langlois	Vacant

<b>RESOURCE ALLOCATION COMMITTEE (RAC)</b>	
<p><b>BOARD ADMINISTRATORS</b></p> <p>Director General  Coordinator of Complementary Services  Director of Financial Services  Director of Adult Education Services  Director of Human Resources</p> <p><b>SCHOOL PRINCIPALS</b></p> <p>Cycle 2 Elementary:</p> <p>Cycle 1 Secondary:</p> <p>Cycle 3 Elementary/ Secondary:</p>	<p>Denise Simoneau  Sandy Astles  Suzanne Ward  Jane Bradbury  Annie Dupuis</p> <p>Karen Kean  Lori-Ann Hayes</p> <p>Kathy Fequet</p> <p>Tristan Ellis  Crystal Aubie  Nadine Savage</p>
<b>EASTERN SHORES MANAGEMENT COMMITTEE (ESMC)</b>	
<p><b>DIRECTORS</b></p> <p>Director General  Assistant Director General &amp; Director of Adult Vocational Education Services  Assistant Director of Adult and Vocational Education Services  Director of Financial Services &amp; Material Resources  Director of Educational Services  Director of Human Resources  Director of Transportation &amp; IT &amp; School Organization  Secretary General</p> <p><b>SCHOOL ADMINISTRATORS</b></p> <p>Baie Comeau High School:  Belle Anse &amp; Gaspé Elementary School:  Escuminac Intermediate School &amp; Listuguj Adult and Vocational Ed. Center:  St. Patrick's &amp; Evergreen High School:  Fermont School:  Flemming School:  Gaspé Polyvalent &amp; Wakeham Adult and Vocational Ed. Center:  Grosse Ile High School:  Metis Beach High School:  New Carlisle High School:  New Richmond High School:  Queen Elizabeth High School &amp; Northern Lights Adult and Vocational Ed. Center:  Riverview:  Shigawake-Port-Daniel School &amp; The Anchor Adult and Vocational Ed. Center:</p>	<p>Denise Simoneau  Jane Bradbury  Colin Henderson  Suzanne Ward  Deborah Foltin  Annie Dupuis  Melanie Hayes  Denis Gauthier</p> <p>Tristan Ellis  Beryl Boyle  Crystal Aubie  Nadine Savage  Karen Kean  Kathy Fequet  Shauna Simpson  Donna Anderson  Nathalie Couillard  Shea McGuinness  Eugene Willett  Vicky Robertson  Eric Couture  Lori-Ann Hayes</p>

## 2.3 Code of Ethics and Professional Conduct

The Code of Ethics and Professional Conduct was adopted on February 23, 2021, by resolution C21-08-683. The document will be up for review in the upcoming year but remains in force. The document can be found on the ESSB Website [www.essb.qc.ca/our organization/by-laws & policies](http://www.essb.qc.ca/our-organization/by-laws-&-policies) or by clicking here [By-Law 9](#).

## 2.4 Disclosure of Wrongdoing Involving Public Bodies

Disclosure of wrongdoings is fundamental to ensuring the integrity of the public administration. A procedure was developed and made available to all employees with the goal to establish a mechanism which will facilitate the disclosure of wrongdoings in school boards through the application of the *Act to Facilitate the Disclosure of Wrongdoings Relating to Public Bodies* (LQ 2016, c 34), hereinafter called “the Act”.

For personnel of public bodies, the Act establishes a parallel system of disclosure within their organizations and with the Public Protector to allow an individual to choose which path to use to disclose information he/she has about a wrongdoing. Third parties may also make a disclosure directly to the Public Protector.

In all cases, the Act sets an overall plan to protect persons disclosing information, and those who are involved in an audit or investigation, against reprisals.

### ■ Accountability of the Act to Facilitate the Disclosure of Wrongdoings Public Bodies

Accounting 2024-2025 <i>An Act to facilitate the disclosure of wrongdoings with respect to public bodies</i>	Number of disclosures or disclosures of information
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 Article 4:	0
1° a contravention of a Quebec law, a federal law applicable in Quebec or a regulation made under such an Act	0
2° a serious breach of ethical standards	0
3° misuse of funds or property of a public body, including those it manages or holds for others	0
4° a serious case of mismanagement within a public body, including abuse of authority	0
5° the fact, by an act or omission, of seriously undermining or or risk of serious harm to the health or safety of a person or to the environment	0
6° ordering or advising a person to commit a wrongdoing described in paragraphs 1 to 5	0
5. Provision of information pursuant to the first paragraph of article 23	0

### 3. Results

#### 3.1 Commitment to Success

##### 3.1.1 Results of the Commitment to Success Plan

###### ■ Orientation 1: Increase the Rate of (first) Graduation or Qualification after Seven (7) Years

Objective	Indicator	Target	Results <sup>1</sup> 2023-2024	Results <sup>2</sup> 2024-2025	Results <sup>2</sup> 2025-2026	Results <sup>2</sup> 2026-2027
1.1	Increase the rate of first grad within 7-year cohort	83.7%	86.7%	56%		
1.2	Increase grad rate of boys	79.0%	81.3%	49%		
1.3	Increase grad rate of at-risk students	70.2%	N/A	N/A		
1.4	Increase the success rate of students obtaining a DEP after 3 years	80%	N/A	N/A		

#### Explanation of Results

The results for 1.1 and 1.2 are provisional and do not include the August rewrite exam results.

- **Objective 1.1:** Eastern Shores did not reach its target of 83.7% in 2024-2025.
- **Objective 1.2:** Eastern Shores did not reach its target of 79% by 2.3% in 2024-2025.
- **Objective 1.3:** At the time of the redaction of this report, the results for objective 1.3 were not available.
- **Objective 1.4:** At time of the redaction of this report, the results for objective 1.4 were not available.

The results identified above may be found in the Minister of Education’s Dashboard.

Due to our small cohorts, the results may vary widely from year to year.

---

<sup>1</sup> Results of PEVR's first year of reporting.

<sup>2</sup> Results of subsequent years of PEVR deployment.

■ **Orientation 2: Improvement in Academic Success**

Objective	Indicator	Target	Results 2023- 2024	Results <sup>1</sup> 2024- 2025	Results 2025- 2026	Results 2026- 2027
2.1	Increase proportion of students to 70%+ in Grade 6 ELA MEQ (reading) exam	60.0%	38%	59.8%		
2.2	Increase proportion of students to 70%+ in Grade 6 FSL final exam results	80.0%	70%	52,2%		
2.3	MEQ Math Exam (Competency 2)	60.0%	67%	48,2%		

**Explanation of Results**

The Ministry’s Strategic Plan indicates as their targets the improvement of grade 4 French, mother-tongue (reading) and secondary 2 French, mother-tongue (writing). English school boards do not have compulsory exams at those levels. As such, ESSB has selected to use a mandatory exam in French, Second Language (FSL) in grade 6 as an indicator.

- **Objective 2.1:** Although 81.1% of our students were successful, only 59,8% reached the target exam mark of 60% or more as prescribed by the MEQ.
- **Objective 2.2:** Although 75 % of our students were successful, only 52.2% reached the target exam mark of 80% or more as prescribed by the MEQ. These results do not include the enriched French program, for which we obtained 93% achievement of the objective of 80% or more.
- **Objective 2.3:** Although 64.1 % of our students were successful, only 48.2 % reached the target exam mark of 60% or more as prescribed by the MEQ.

Due to our small cohorts, the results may vary widely from year to year.

■ **Orientation 3: Improvement of School Environment**

Objective	Indicator	Target	Results 2023-2024	Results 2024-2025	Results 2025-2026	Results 2026-2027
3.1	Develop pedagogical projects in Sec. Schools	55%	N/A	25%		
3.2	Increase proportion of schools using well-being framework	100%	N/A	100%		

**Explanation of Results**

- **Objective 3.1:** During the 2024-2025 school year two schools submitted projects, one is formally recognized at this time.
- **Objective 3.2:** All schools use Social Emotional Learning (SEL) tools tailored to the school level for universal prevention education. All schools develop an annual or quarterly plan listing the social and emotional content to be covered. In all Schools, social and emotional learning is monitored and supported by a team of social workers, social service agents, special education technicians, and teachers.

■ **Orientation 4: Enhance the Quality of Teaching**

Objective	Indicator	Target	Results 2023-2024	Results 2024-2025	Results 2025-2026	Results 2026-2027
4.1	Increase rate of unqualified teacher in teacher training programs	10%	13%	34%		
4.2	Increase staff retention rate	92%	95%	93%		

**Explanation of Results**

**Objective 4.1:** The *J'obtiens mon brevet* program, implemented by the MEQ in recent years, has successfully encouraged non-legally certified (NLC) teachers to pursue their studies toward obtaining a teaching certificate. Compared to the 2023–2024 school year, the percentage of NLC teachers has decreased, resulting in an overall improvement in qualification levels across our schools. The total number of ESSB employees has remained relatively stable year over year.

Concordia University continues to collaborate with the MEQ to deliver a program in English, making it the sole Anglophone institution to offer this option.

ESSB's increased presence at career fairs, on social media, through strategic websites, and at recruitment events has begun to yield positive results. The number of NLC teachers has declined compared to previous years, while hiring of qualified teachers has risen. In 2024–2025, a total of 17 qualified teachers were recruited across the ESSB territory.

**Objective 4.2:** Although the retention rate has declined slightly compared to the previous school year, it continues to exceed our target. Once again, ESSB benefited from a measure designed to retain student teachers following their practicums. This initiative provided valuable support within schools, fostered a stronger sense of belonging among student teachers, and contributed positively to recruitment efforts for the subsequent school year.

■ **Orientation 5: Increased Professionalization of Administrators**

Objective	Indicator	Target	Results 2023-2024	Results 2024-2025	Results 2025-2026	Results 2026-2027
5.1	Increase number of training days on effective practices	12	14	15		

### 3.2 Fighting, Bullying and Violence

#### 3.2.1 Summary of Bullying and Violence-Related Events Reported to the Eastern Shores School Board

■ **Bullying or violence frequency scale:**

<i>Scale</i>
No event
Less than 10 events reported
From 10 to 19 declared events
From 20 to 39 events reported
40 or more declared events

Schools	INTIMIDATION (frequency of events)	VIOLENCE (frequency of events)	Proportion of interventions that were the subject of a complaint to the ombudsman protector
School name (number of students)	Example: Fewer than 10 events reported	Example: From 10 to 19 declared events	Example: 1.8
Baie Comeau High School	Fewer than 10 reported	Fewer than 10 reported	0
Belle Anse School	Fewer than 10 reported	Fewer than 10 reported	0
Escuminac Intermediate School	Fewer than 10 reported	Fewer than 10 reported	0
Evergreen High School	Fewer than 10 reported	Fewer than 10 reported	0
Fermont School	Fewer than 10 reported	Fewer than 10 reported	0
Flemming School	Fewer than 10 reported	Fewer than 10 reported	0
Gaspé Elementary School	Fewer than 10 reported	Fewer than 10 reported	0
Gaspé Polyvalent School	Fewer than 10 reported	Fewer than 10 reported	0
Grosse Ile High School	Fewer than 10 reported	Fewer than 10 reported	0
Métis Beach School	Fewer than 10 reported	Fewer than 10 reported	0
New Carlisle High School	Fewer than 10 reported	Fewer than 10 reported	0
New Richmond High School	Fewer than 10 reported	Fewer than 10 reported	0
Queen Elizabeth High School	Fewer than 10 reported	Fewer than 10 reported	0
Riverview School	Fewer than 10 reported	Fewer than 10 reported	0
Saint Patrick's School	Fewer than 10 reported	Fewer than 10 reported	0
Shigawake Port-Daniel School	Fewer than 10 reported	Fewer than 10 reported	0

### 3.2.2 Interventions in Eastern Shores School Board Facilities

During the 2024-2025 school year, the Director General of Eastern Shores School Board was kept informed of all disclosures and interventions. No files were forwarded to the Regional Ombudsman.

### 3.3 Complaints Procedure

A complaints procedure was put in place with the appointment of a Regional and National Student Ombudsman. This procedure may be viewed on our website's homepage under Complaint 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. School teams must revise the local anti-bullying, anti-violence (ABAV) plan, 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.

## 4. Use of Resources

### 4.1 Distribution of Eastern Shores School Board Revenues

#### The Objectives of 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 several factors, mainly the level of clientele, the disadvantage index and the criteria issued by the Ministry.

## 4.2 Financial Resources

### ■ Statement of operations – Year ended June 30, 2025

REVENUES	
MEQ operating grant	39,843,819 \$
Investment grant	436,709 \$
Other grants and contributions	539,739 \$
School taxes	726,738 \$
Tuition and course-related fees	383,550 \$
Sales of goods and services	179,111 \$
Miscellaneous income	396,669 \$
Amortization of deferred investment grant	2,326,431 \$
<b>Total revenues</b>	<b>44,833,766 \$</b>
EXPENSES	
Education and training activities	17,522,589 \$
Support activities for teaching and training	11,661,199 \$
Support services	3,379,045 \$
Administrative activities	4,316,278 \$
Activities relating to movable and immovable property	5,290,724 \$
Related activities	1,736,247 \$
Expenses related to changes in the provision for employee benefits	170,047 \$
<b>Total Expenses</b>	<b>44,076,128 \$</b>
<b>Surplus of the year</b>	<b>757,638 \$</b>

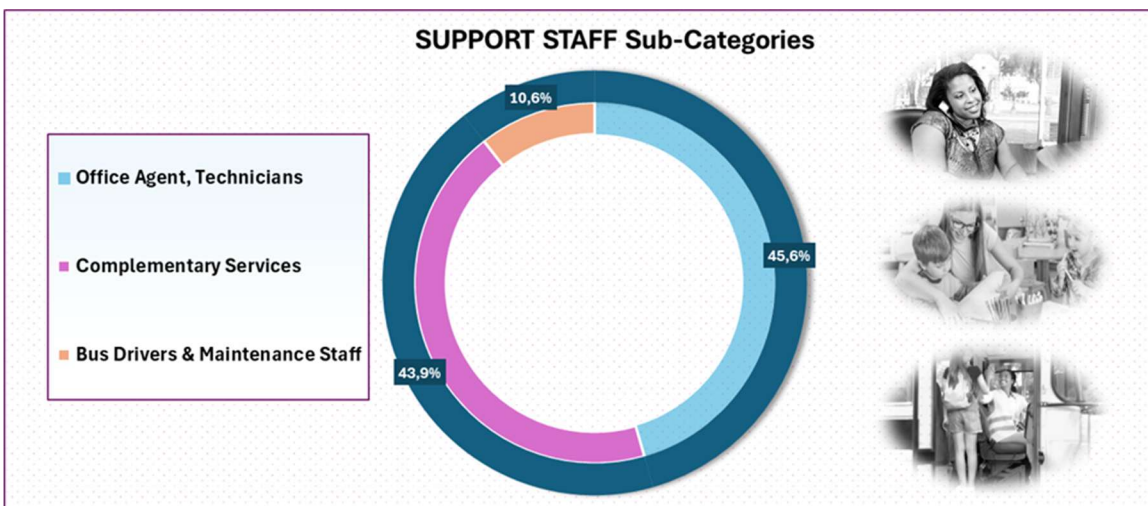
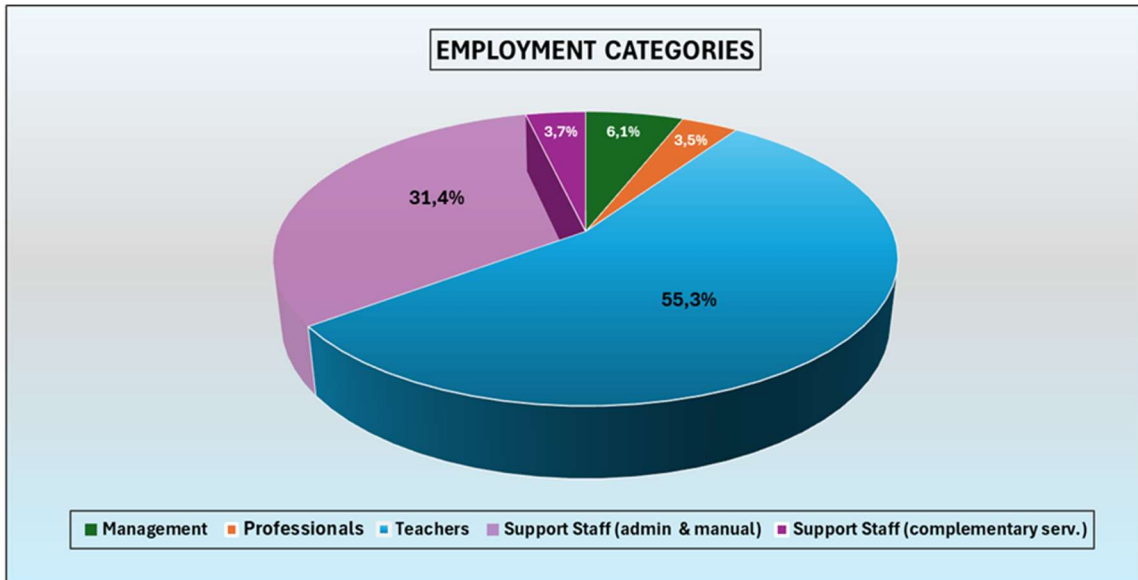
### 4.3 Workforce Management and Control

#### ■ Breakdown of Workforce in Hours

Job Category	Hours worked (1)	Overtime (2)	Total paid hours (3) = (1) + (2)	Number of employees for reporting period
1. Management staff	59,912.25	00 :00	59,912.25	31
2. Professional staff	39,193.50	00 :00	39,193.50	18
3. Teaching staff	266,206.89	604.23	266,811.12	283
4. Clerical, technical and related staff	150,154.13	00 :00	150 154,13	161
5. Workers, maintenance and service personnel	17,450.79	02.00	17,452.79	19
<b>Total hours</b>	532,917.56	606.23	533,523.79	512

#### ■ 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 CollecteInfo	529,306.35
<b>Total paid hours worked (B)</b> Source: Information provided by MEQ via CollecteInfo	533,523.79
<b>Extent of overrun, if any</b> Calculation: (C) = (B) - (A)	4,217.44
Respecting headcount levels Choice of answers: Yes/No <i>(If the answer is "No", the Eastern Shores School Board must inform the steps taken to rectify the situation)</i>	No. A bi-monthly review is conducted to identify jobs for which overtime has been worked. This review is carried out by the human resources department in collaboration with the finance department. Direct intervention with managers is also carried out following the review to avoid additional costs.



One of the characteristics of our organization is its vast territory, which spans several regions of Quebec. Each year, we hire up to 515 employees to meet the needs of the organization with the goal of supporting students and their educational success. Developing human resources across such a large territory means deploying resources as widely as possible throughout the territory.

In the human resources department, we ensure that the candidates selected are the best suited to provide the best possible services to students. Evaluation and monitoring measures are put in place to support immediate supervisors in their assessment of staff, which must take place throughout their employment with our organization. Staff supervision does not end at the end of the probationary period. We develop tools that enable us to supervise our employees throughout their careers in our schools and service points.

We are always working to ensure that our staff are qualified in accordance with collective agreements and classification plans. To this end, we promote college and university pathways

that lead to graduation. Several of our employees have qualified over the past year, which gives us confidence in the existing processes that support their development. We are always looking for ways to promote the qualification of as many of our employees as possible.

We also support the professional development of our staff, including management personnel. During the period covered by this report, training was provided to school principals and department heads to enable them to take a structured approach to working with their team members. The goal of this training is to enable our managers to implement all possible measures to achieve the organization's objectives.

When it comes to payroll services, we are constantly evolving in order to efficiently meet the needs and demands of our employees and partners. To do so, we are continuously developing new, efficient, and effective tools that are shared with school administrators and other immediate supervisors. They receive internal training on the tools developed, the objectives pursued, and how their adherence to the new processes can make a difference.

Recruiting staff for our schools continues to be a major challenge. We can count on dedicated staff to promote the benefits of our organization. Quality of life and work-life balance are among the elements highlighted in our recruitment campaigns. Teaching in environments that combine nature and well-being are also among the elements highlighted during meetings with candidates.

Staff retention is also a major challenge given our remote location and distance from major urban centers. In the human resources department, we focus on providing individualized support to help new employees feel welcome and supported as they integrate into our organization. To achieve our goals, we attend several job fairs to promote our organization. These opportunities pay off, as interesting candidates join us after initial contacts made during these career days.

#### 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 individuals	1	\$ 42 940.00
Service contracts with a contractor other than a natural person	8	\$ 741 050.00
<b>Total</b>	9	\$ 783 990.00

## 4.5 Material and Information Resources

### 4.5.1 Material Resources

#### ■ Maintaining Real Estate Assets

2023-2024 (Previous year)	2024-2025 (Reporting year)		
Balance not invested, or committed	Investments made	Amounts committed	Amounts not invested or committed
\$ 9 167 683.10	\$ 133 940.72	\$0.00	\$ 14 503 900.58

### 4.5.2 Information Resources

The Informational Technologies Department’s mission is to support our schools, adult education centers and professional development centers with the technology they need to complete their administrative and educational tasks.

In 2024-2025, the schools and centers were provided with upgrades for the following devices:

- Replacement Smart TVs;
- Replacement tactile Chromebooks;
- Replacement teacher/staff laptops;
- Replacement and new Charging carts and cabinets;
- Robotics for schools.

Staff were provided trainings in cybersecurity to ensure the safety of our networks. Teachers and Principals were provided trainings in using Mozaik portal.

The IT department also managed:

- Network infrastructure;
- Software updates and support for all departments using GRICS applications;
- Arrival and departure of staff;
  - Setting up new devices and account accesses;
  - Training for staff.
- Migration of our infrastructure to the Cloud project - ongoing;
- Microsoft Entente money purchases for schools;
- New Teams Phone systems – ongoing.
- New bell and intercom systems for schools.