



Annual Report

2023 - 2024



Eastern Shores
School Board

*Cultivating inclusive
learning communities from
shore to shore*



COMMISSION SCOLAIRE
Eastern Shores
SCHOOL BOARD

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

We are delighted to present the 2023-2024 Annual Report. This document highlights the school board's results that align with its mission, values, and objectives of its Commitment to Success Plan (PEVR) 2023-2027. It testifies to the efforts made to improve the success of all our young and adult students and presents the most significant issues for all areas of our vast territory over the past year.

We would like to highlight the highlights of the 2023-2024 school year of which we are particularly proud. First and foremost, it's important to highlight the organization's mutualization efforts. The ESSB, in collaboration with the Centre de Services scolaire Chic-Chocs (CSSCC) in Gaspé, submitted a mutualization request to obtain a permanent card to offer the Diploma of Vocational Studies (DVS) for the Construction Equipment Operation program in the region.

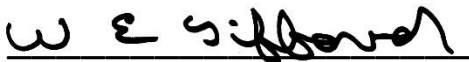
Investments to improve and maintain our buildings continued in 2023-2024. These include a project to build a new school in New Carlisle, as well as a new adult and vocational education center in the Gaspé area.

We would also like to pay tribute to the commitment and dedication of all the school board's staff. They are always concerned with the success of our students and attentive to their needs; they have succeeded in providing a quality educational environment, while ensuring their well-being and safety.

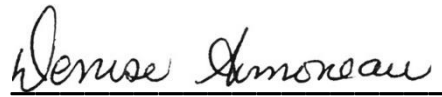
Aware of the many challenges ahead, the educational projects developed this year in all our schools will support the achievement of our PEVR objectives. The students have invested themselves with perseverance, and we thank their parents, faithful collaborators in their children's success.

Last but not least, we would like to underline the great dedication of the Council of Commissioners, who demonstrated rigour in handling the various dossiers throughout the year.

As you read through this report, you will see that concrete measures and actions are being deployed in all our schools, with the primary aim of ensuring the academic and educational success of all our students, young people and adults.



Wade Gifford
Chairman



Denise Simoneau
Director General

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1. INTRODUCING THE SCHOOL BOARD

1.1 The Eastern Shores 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
Region 1: Lower St. Lawrence	Métis Beach High School
Region 9: North Shore	Baie Comeau High School Riverview Elementary School Flemming Elementary School Queen Elizabeth High School Fermont Elementary School Northern Lights Adult and Vocational Education Center
Region 11: Gaspé-Magdalen Islands	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 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 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 km². 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 2023- 2024 school year was 182 enrolled students. Each center offered a variety of courses and programs:

SKILLS TRAINING CERTIFICATES 2023-2024	
4748	Support for Assistive Care in Long-Term Care Centres
4758	Barbering
4766	Carpentry
4767	Construction Equipment Operation
DIPLOMA OF VOCATIONAL STUDIES 2023-2024	
5257	Professional Fishing (Compétence à la carte)
5720	Construction Equipment Operation
5731	Accounting
5825	Health, Assistance and Nursing
5857	Secretarial Studies
5858	Institutional and Home Care Assistance

In addition, Service to Businesses provided 1402 hours of training to a total of 130 participants

1.2 Highlights

BAIE COMEAU HIGH SCHOOL

In 2023-2024, BCHS worked hard to establish and strengthen community ties. As a Community Learning Center (CLC) school, we rely on our partners and are proud when they rely on us to complete their missions as well. We began our year with a barbecue lunch led by our Home and School Association. Shortly after, a visit to Pessamit (QC) concluded with a gift of tobacco grown by a staff member. In November, Learn Québec led a Wellness Innovation Lab with our secondary students, who proposed projects that are currently underway. We ended the calendar year with an impromptu workshop on fire safety with the fire department after a Kindergarten student pulled an alarm out of curiosity. In April of 2024 the school community development agent (CDA) and I attended the provincial CLC conference, cementing our understanding of what a CLC can aspire to.

Tristan Ellis, Principal

BELLE ANSE SCHOOL

At Belle Anse School, we pride ourselves in providing students with rich and diverse learning opportunities, embedded in a deep sense of belonging to our school and community. In 2023-2024 we can highlight three projects that were made possible thanks to the collaboration of our Community Learning Center's (CLC) community development agent (CDA) submitting grants on our behalf. The annual *ArtInspire Grant* gave the students the chance to try salsa dancing. A screen-printing workshop was made possible for every student through *Courant Cultural Rocher Perce*, which was a unique and new artform experience. We also welcomed a musician using the Inspire ELAN/Learn grant where students learned about Celtic music, various instruments, including the Highland bagpipes. Our biggest highlight of the year was our Time Capsule Project in collaboration with the Barachois 350 Committee, a capsule that will be dug up in 25 years. This project brought engagement, energy and strengthened our sense of belonging and attachment to our community school.

Beryl Boyle, Principal

ESCUMINAC INTERMEDIATE SCHOOL

Escuminac School had students participate in a variety of well-being activities throughout the course of the school year. These activities ranged from physical activities like the Grand Defi Energy Cubes, visit from the Pierre Lavoie Vehicube Spatial activity bus, to six weeks of ski lessons for all students. Students also had presentations from partner services to support their social and emotional learning and even had the opportunity to witness plays to enrich their learning and development in this area.

Crystal Aubie, Principal

EVERGREEN HIGH SCHOOL

In 2023-2024, Evergreen High School carried out several activities, both inside and outside of the classroom. We offered many extracurricular activities and had the privilege of sharing these activities with the students from the francophone Mgr. Sévigny School, with whom we share our school premises. This year, the *Pas d'allure running club* organized several outings, including 5 and 10 km races at the Lévis demi-marathon, participated in the Baie-des-Chaleurs marathon, and went hiking in the Parc de la Gaspésie. Our students loved these activities. At Evergreen High School, we work hard in the classroom, but also outside of school.

Nadine Savage, Principal

FERMONT SCHOOL

The Fermont 2023-2024 school year was filled with many active learning activities. Our staff values hands-on learning, and we dedicated more time to outdoor classrooms. We participated in numerous activities with the students from école primaire des Découvertes during the school year. Our students participated in physical education classes, the Taiga Carnival activities, and the Colour Run with their friends from the French school. There were no reported incidents of bullying or violence; our Anti-Bullying, Anti-Violence Action Plan is working well. Many activities were organized with the students from Preschool to Grade 6 to increase the sense of belonging in our school. The highlight at the end of the year was our Spring Concert which included our Preschool and Grade 6 graduations. All the families in our school and the guests enjoyed the festivities and shared a meal together.

Karen Kean, Principal

FLEMMING ELEMENTARY SCHOOL

In 2023-2024, Flemming Elementary saw the implementation of initiatives to maintain and increase our student population. Based in a predominantly French-speaking community, this can be challenging. Our school must continuously find new ways to appeal to parents who feel the growing importance for their children to be proficient in both English and French. Last year we increased our French classes (grades 4-6) to three hours of weekly instruction. By requesting a second French teacher, this became possible. We have also been very fortunate to have a French monitor in our classrooms for a second year as part of the Odyssey program. In March 2023, we launched our first annual "Semaine de la Francophonie" where French language and culture takes center stage at Flemming. Students (and staff) were encouraged to speak French in the hallways, outside and during lunch. We listened to French music during lunch, read French books in class and a French movie was shown in the gym. Last year, we had a traditional "cabane a sucre" to end the week. Parents loved the idea and, of course, the students as well. This initiative has become a central idea in our school's educational project.

Kathy Fequet, Principal

GASPÉ ELEMENTARY SCHOOL

The 2023-2024 marked a year of ambitious endeavours for the staff, students, parents and community partners at Gaspé Elementary School. A year of planning and collaboration between all groups, facilitated by our Community Learning Center (CLC), resulted in the creation and approval of a new and augmented French program in Cycle 1. This has had a direct impact on student success and school enrolment. We were also the recipients of a dynamic piece of technology called the LU interactive system that creates amazing learning, health and well-being possibilities. Nine students attended the ESSB chess tournament at Metis Beach School. To our surprise, four of our students qualified for the provincials in Montreal. Thanks to healthy school budgets and generous donations from local businesses and church committees these students had an amazing and unexpected learning experience. Finally, we were able to complete our exterior school mural project in partnership with two local artists. The mural is inspired by the natural beauty of the Gaspesie with Gaspé Elementary School at the center, bringing us all together as one beautiful and diverse community.

Beryl Boyle, Principal

GASPÉ POLYVALENT SCHOOL

The 2023-2024 school year was a busy one for Gaspé Polyvalent School (GPS). We continue to support our students in strengthening their French language skills. Both the Base and Enriched programs were offered in *Français Langue Seconde* to Secondary 2 & 3 students. Extracurricular and sports activities were open to all students at both GPS and CE Pouliot, encouraging a bilingual experience at school. We were also proud to offer Music class and club this year. Our students showed success with over 25% making the honor roll and all graduates moving on to post-graduate paths.

Shauna Simpson, Principal

GROSSE ILE HIGH SCHOOL

An important aspect to highlight for the 2023-2024 school year at Grosse Ile School is our success with partnerships. Our partners have been growing each year with the steady effort and work of staff and our community development agent (CDA). This year, we were particularly proud of our partnership with all the health organizations on the Islands to form a health table about our youth, and to work together for different services. We also acknowledge the immense support from the community partners (CAMI, East End Daycare, Grosse Ile Municipality, and CISSS des Iles) to develop our new educational project for 2023-2027. We worked together several times over the year to name challenges and set some objectives to work on together for the upcoming years. Their dedication to working with the school was much appreciated.

Donna Anderson, Principal

METIS BEACH SCHOOL

Throughout the 2023-2024 school year, several activities took place at Metis Beach. We kicked off the year with a corn roast, to which parents were invited for the occasion. During the annual Terry Fox Walk, students wore hoodies that were generously given by the Bell Foundation. The children put on a Christmas show showcasing their artistic talents before the holiday break. During the winter months, students enjoyed outdoor activities such as skating, cross-country skiing, and a trip to the ski center for a fun-filled day of downhill skiing. In the spring, we celebrated Earth Day with a major clean-up of the riverbanks. We ended the year with the unveiling of our new school logo, chosen from drawings of students who took part in the competition in Miss Fournier's art class.

Nathalie Couillard, Principal

NEW CARLISLE HIGH SCHOOL

The main highlight of the 2023-2024 school year was the student lounge project for our secondary students. After many years of pleading for a space to call their own, we were able to deliver. The student lounge offers a variety of activities including books, videogames, snack bar, lunch hour challenges and prizes, board game tournaments and many Dungeon & Dragon adventures. Our goal was to provide every student with an opportunity to find something they love and a safe space to do it in. We have also added what has been called the NAC (non-awkward cabinet) in which personal products are supplied, and students may take as needed. This has been a huge success. We are very proud of this space and most thankful to our recreational technician for taking the idea and turning it into reality.

Shea McGuinness, Principal

NEW RICHMOND HIGH SCHOOL

During the 2023-24 school year New Richmond High School focused on increasing student engagement and sense of belonging through sports and activities. We, as a team, decided that the best way to engage students and staff was by running after-school sports and clubs. Keeping in mind the various cultural backgrounds of our students, we offered a variety of opportunities for them to explore different activities. During the school year we were able to host a total of 60 activities and clubs. Of these activities, the majority were held outside of regular school hours. We felt that student engagement was important but should not take away valuable instructional time. NRHS has also been fortunate enough to start building a Resource Team to focus on students experiencing academic delays. A multidisciplinary team meets every week to discuss the needs of students with individualized plans in place and how to best target these needs.

Eugene Willett, Principal

QUEEN ELIZABETH HIGH SCHOOL

During the 2023-2024 school year, QEHS hosted its first *Wear It Purple* Day, an annual LGBTIQ+ awareness day, in collaboration with community partners. Given that 21% of QEHS students identify as a gender other than the one with which they were born, the event proved to be a huge success. At QEHS, we strive to keep students engaged and motivated to attend class daily. We offer several activities throughout the school year during lunch hour, recess, and after school hours. Activities include volleyball, basketball, art, cooking classes, and fitspirit.

Vicky Robertson, Principal

RIVERVIEW SCHOOL

During the 2023-2024 school year, Riverview staff put together our new Educational Project (2023-2027). I'm very confident that the three objectives that we chose as a team will enable students to obtain good results. Our first objective is to improve the literacy of our students and this year we are working very hard to ensure improvement in this area. We are also making sure to have happy students and happy staff at Riverview. We implemented healthy snacks and chose to work with a dental hygienist to encourage all our students to brush their teeth after lunch.

Eric Couture, Principal

ST. PATRICK'S ELEMENTARY SCHOOL

The year 2023-2024 was a very busy one at St. Pat's. In September, we received special guests from the *Défi Pierre Lavoie*, following our Energy Cubes competition win. We were, therefore, the school representing the Gaspé Peninsula. We had a lot of fun on this beautiful day; we danced, jumped, and moved a lot. Then, in the spring, we wowed many with our annual St. Patrick's show, where a variety of songs, dances and plays were presented to our families, friends and community. Finally, we ended the year on a high note with another great activity mixing our generations together to create a community garden. Our students were delighted to collaborate with the senior community. At St. Pat's we are as active inside our school as we are in our community.

Nadine Savage, Principal

SHIGAWAKE-PORT-DANIEL SCHOOL

As we closed out another school year at Shigawake Port-Daniel School, we are pleased to report that it has been a successful and enriching experience for both students and staff. The academic year was filled with many educational opportunities that contributed to the growth and development of our students. Our concentrated effort to improve second language skills at SPDS continued by exposing the students to additional opportunities to both hear and speak French. Physical Education and Art classes were instructed in French, and we attended community cultural events. With the help of our partners, we also expanded our extracurricular offerings, allowing students to engage in a variety of activities beyond the classroom. We believe these activities contributed to improved social skills, confidence, and leadership abilities. The Grades 5 and 6 year-end trip to Quebec City was a definite highlight of the year. This unforgettable experience allowed the students to explore the rich history, culture, and beauty of our capital city.

Lori-Ann Hayes, Principal

LISTUGUJ ADULT AND VOCATIONAL EDUCATION CENTER

In the 2023-2024 academic year, the center saw the completion of the 2-year DEP in Health, Assistance and Nursing and had graduates in the Institutional and Home Care Assistance DEP. We were also fortunate enough to receive the provincial offensive in Carpentry and were able to train a large cohort of students.

Crystal Aubie, Principal

NORTHERN LIGHTS ADULT AND VOCATIONAL EDUCATION CENTER

As part of their ongoing efforts to enhance the student experience at Northern Lights, the team designed a survey aimed at gathering valuable insights from students. The survey focused on understanding students' interests, career goals, and what additional elements they would like to see incorporated to improve their overall experience. The results of the survey were instrumental in shaping the planning process for yearly activities. By aligning the planned events and initiatives with students' interests and aspirations, the team developed a set of activities designed not only to encourage personal growth but also to provide support in achieving career goals. These initiatives created a more engaging and enriching environment for all students, offering them opportunities to develop skills and build connections to better prepare for their future careers.

Vicky Robertson, Principal

THE ANCHOR ADULT AND VOCATIONAL EDUCATION CENTER

We are pleased to report that over the 2023-2024 school year, The Anchor experienced a year of growth, innovation and increased opportunities for individuals seeking to enhance their skills and further their careers. Throughout the school year, we continued to offer academic upgrading, and it was great to welcome students back into the building. Social Integration, by far our most dynamic program, challenged students daily with rich learning opportunities. In vocational education, re-occurring programs included Construction Equipment Operator, Health Assistance & Nursing, Institutional & Home Care Assistance and Fishing Master Class 4. To meet a growing demand in our area, we successfully launched a new program: barbering. The renovation of the designated room at the center was successfully completed, as the space was transformed into a fully functioning barber shop. We are grateful to our students, staff and partners for their ongoing dedication and support. Together, we believe we made a lasting impact as we helped individuals gain the skills they needed to succeed and thrive in today's economy.

Lori-Ann Hayes, Principal

WAKEHAM ADULT AND VOCATIONAL EDUCATION CENTER

The Wakeham Adult and Vocational Education Center proudly offered Academic Upgrading, Institutional and Homecare Assistance, Accounting and Francisation to students. At our 2024 graduation ceremony we celebrated the achievements of twenty-one students. We collaborated with several external partners to not only provide training for our students but work placements following their skills attainment. The team is proud of all success this year.

Shauna Simpson, Principal

1.3 Educational and Other Services

Instructional services provided in 2023-2024 focused upon ongoing language development in both English (language of instruction) and French. In alignment with the Ministère de l'Éducation du Québec's (MEQ) *Strategic Plan 2023-2027*, and Eastern Shores School Board's own *Commitment to Success Plan*, our departmental goals largely encompassed building educator capacity within early literacy, as well as promoting and consolidating effective strategies in English Language Arts (ELA) and French, Second Language (FSL) from grades 1-11.

In particular, the continuation of our locally developed KaPPP program - Kinesthetic Approach to Phoneme Acquisition, Phonological Awareness, and Phonics - provided an evidence-based model for teachers to implement within primary level classrooms. This program was extended in 2023-2024 to include preschool, secondary and special needs educators. Complementing KaPPP were the *Interactive Read-Aloud* and *Powerful Writing* initiatives. A local project involving language teachers in English and French at the early primary level was piloted in one of our elementary schools, supported by both language consultants. The *Transfer Project* is expected to continue in 2024-2025. Further inter-language collaboration took place with respect to use of indicators and development tools; formative assessments implemented in targeted grades; and formal assessments such as marking centers for grades 6 and 11.

Additionally, collaborative initiatives designed to involve our French, Second Language teachers at all levels began with the *Institut d'été* held in August 2023 for new FSL educators. Focus upon best practices and use of quality resources dominated several FSL initiatives held throughout the year. Most are expected to continue in 2024-2025.

ESSB's involvement in provincial initiatives for English and French language programs included both consultant and teacher participation in activities such as MEQ exam validation, marking center preparations and implementation, and feedback on new program features proposed by the Ministry. Subsequently, all board-wide language initiatives were financed or subsidized by the Direction du soutien au réseau éducatif anglophone (DSREA) of the Ministère de l'Éducation du Québec (MEQ).

Priority was placed upon mandatory implementation of the following programs, with professional development opportunities, educator accompaniment and/or resources provided for:

- Preschool program implementation: consolidation of the program introduced in 2021
- Sexuality Education: universal implementation; continued consolidation by schools
- Culture & Citizenship of Quebec (CCQ): universal implementation of the new program
- Academic & Career Guidance Content (ACGC): continued consolidation by schools for grades 5 and up

Given that ESSB's clientele is characterized by a high proportion of students with diverse and special needs (up to 30% in some schools), greater effort was made towards concerted action among Educational Services members, school teams, other ESSB departments, and partners, in addressing students' growing complex needs. Complementary and Educational Services teamed up to meet a common goal to promote differentiation practices in all ESSB schools:

To empower educators to be able to implement differentiated practices to ensure responsive and effective learning takes place in all ESSB classrooms.

Collective efforts included actionable items set by our team that included training activities and support for principals, support staff, and school teams. This goal is expected to continue in 2024-2025.

Bi-monthly meetings were held with the Ministry to support two 'early intervention' projects. The *Kindergarten-5 Readiness Kit* allowed all preschool competencies to be analyzed twice annually by the Complementary Services team to help prepare educators with critical early interventions. Within our second project, the *Multi-Team*

Meeting, the Centres of Excellence played a pivotal role in supporting student case studies put forth by school teams. Both projects are expected to continue in 2024-2025.

In 2023-2024, emphasis on the following complementary services included, but were not limited to, the following:

- Guidance and career counseling:
 - support to all secondary students by two counselors (North Shore and Gaspé regions);
 - student academic profile development;
 - WOTP program promotion and improvements.
- Special needs services:
 - validation of student dossiers & clinical rounds;
 - multi-disciplinary team coordination and efforts;
 - direct services to students provided by professional staff (on-site and remote);
 - collaborative training, support and accompaniment of school educators and support staff.
- Library improvement and increased access to resources: emphasis placed upon digital resources.

In 2023-2024, ESSB continued to offer specialized services in two of our schools. The 'Pathways' program accommodated students with profound challenges, facilitated by strong investment in human, material and financial resources. Development of this program is ongoing.

In the absence of local, regional and provincial resources in English, we relied heavily upon partnerships within our school communities and from existing anglophone networks, including:

- Community Learning Centers (CLCs),
- the Advanced Learning in Differentiation & Inclusion (ALDI) group, and
- the seven (7) provincial Centers of Excellence, providing expertise in treating complex situations and cases.

Resource teachers and technicians were invited to ESSB network meetings held routinely throughout the year lead by Complementary Services, ending with an in-person gathering in May 2024 in Gaspé. Additionally, a 'Welcome' package was developed for educators new to the resource role.

In alignment with provincial and school board objectives, concentration upon improving school climate and supporting wellness of students was largely supported by ongoing implementation of *social and emotional learning* (SEL) programs: *Second Steps* and *Hors Pistes*. Integration of these programs within classroom learning activities remains a work in progress.

The mandatory *Our School* survey was implemented in all schools in order to obtain data and feedback on school climate. Community Development Agents (CDAs) were also mandated to support efforts in this area, with several schools embarking upon various initiatives such as the *Wellness Innovation Lab* in 2023-24.

As required, each school produced an updated version of their Anti-Bullying, Anti-Violence (ABAV) plans by mid-year. Information regarding reported incidents is available in section 3 of this report.

Mandatory training for all school personnel in Behaviour Management Systems (BMS) began with two new trainers added to the team. Local training in BMS is expected to conclude by the end of 2024.

The presence of social workers, social service officers, and our re-adaptation officer within the majority of ESSB's school aided school teams in supporting the personal well-being and social-emotional development of students. Additionally, a session on 'critical incidents' was offered by the Crisis and Trauma Response Institute (CTRI) in June 2024 for all ABAV team members, the social services team, school principals, and BMS trainers. Assistance to educators with the use of preventative strategies and for crisis management is ongoing

2. GOVERNANCE OF THE SCHOOL BOARD

2.1 Council of Commissioners

Members of the Council of Commissioners

Position	Name
President	Wade Gifford
Ward 1	Mary Ellen Beaulieu
Ward 2	Mederic O'Brien
Ward 3	Julie McWhirter
Ward 4	Mitchell Syvret-Caplin to 13/02/2024 Sarah Thomas Jerome as of 26/03/2024
Ward 5	Kenneth Ward
Ward 6	George Hayes
Ward 7	Doug Hunt
Ward 8	Donald Bourgoin
Ward 9	Ronald Mundle
Ward 10	Kerry Dickson
Parent Commissioner, Elementary	Rhonda Stewart
Parent Commissioner, Secondary	Kathy Mackenzie
Parent Commissioner, Member at large	Jackie Bizeau
Special Needs Parent Commissioner	Rita Di Tanna

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

Calendar of Meetings

During the 2023-2024 school year, the Executive Committee met eight times, and the Council of Commissioners met seventeen times on the dates indicated below:

Date	Committee
July 11, 2023	Special Council of Commissioners
August 22, 2023	Council of Commissioners Executive Committee
September 1, 2023	Special Council of Commissioners
October 3, 2022	Council of Commissioners Executive Committee
October 16, 2023	Special Council of Commissioners
November 14, 2023	Council of Commissioners Executive Committee
November 28, 2023	Special Council of Commissioners
December 20, 2023	Special Council of Commissioners
January 8, 2024	Council of Commissioners Executive Committee
February 13, 2024	Council of Commissioners Executive Committee
February 27, 2024	Special Council of Commissioners
March 26, 2024	Council of Commissioners Executive Committee
May 1, 2024	Special Council of Commissioners
May 7, 2024	Council of Commissioners Executive Committee
June 18, 2024	Council of Commissioners Executive Committee
June 26, 2024	Reconvened Council of Commissioners Special Council of Commissioners

Board Decisions

- Electoral process began, by adopting the division of the School Board’s 10 wards.
- A new principal was named for New Carlisle High School.
- Several construction contracts were signed with the objective of improving the state of our schools: Grosse Ile High School, New Richmond High School, Baie-Comeau High School and Queen Elizabeth High School, among others.
- A new Director of Human Resources was named.
- Upon the resignation of the commissioner of Ward 4 his replacement was named in March 2024.

2.2 Other Governance Committees

■ List of the School Board Committees and Their Members

EXECUTIVE COMMITTEE		
COMMISSIONERS	Wade Gifford Mederic O’Brien Kenny Ward	Ronald Mundle Kerry Dickson Kathy Mackenzie
ADMINISTRATORS Director General Secretary General	Denise Simoneau, DG Denis Gauthier, SG	
GOVERNANCE AND ETHICS COMMITTEE		
COMMISSIONERS	Wade Gifford Julie McWhirter Mitchell C. Syvret /Sarah T. Jerome Rhonda Stewart	Mederic O’Brien Douglas Hunt
ADMINISTRATORS Director General Secretary General	Denise Simoneau Denis Gauthier	
AUDIT COMMITTEE		
COMMISSIONERS	Wade Gifford Julie McWhirter Mitchell C. Syvret / Sarah T. Jerome	Mederic O’Brien Kathy Mackenzie
ADMINISTRATORS Director General Director of Financial Services	Denise Simoneau Suzanne Ward	

HUMAN RESOURCES COMMITTEE		
COMMISSIONERS	Wade Gifford Kenny Ward Kerry Dickson	Mary Ellen Beaulieu Ronald Mundle Rita Di Tanna
ADMINISTRATORS Director General Director of Human Resources	Denise Simoneau Annie Dupuis	
BUILDINGS COMMITTEE		
COMMISSIONERS	Wade Gifford Douglas Hunt Kerry Dickson	Kenny Ward Don Bourgoquin Jackie Bizeau
ADMINISTRATORS Director General Director of Financial Services and Material Resources Superintendent of Services – Material Resources Administration Manager – Material Resources	Denise Simoneau, DG Suzanne Ward, DFS- MR Trevor Renouf, SMR Chantal Pitt, RGA-MR	
DIRECTOR GENERAL EVALUATION COMMITTEE		
COMMISSIONERS	Wade Gifford George Hayes Kathy Mackenzie	Mary Ellen Beaulieu Ronald Mundle
ADMINISTRATORS Secretary General	Denis Gauthier	

■ **List of Other School Board Committees and Their Members**

RESOURCE ALLOCATION COMMITTEE (RAC)	
BOARD ADMINISTRATORS Director General Coordinator of Complementary Services Director of Financial Services Director of Adult Education Services Director of Human Resources	Denise Simoneau Sandy Astles Suzanne Ward Jane Bradbury Annie Dupuis
SCHOOL PRINCIPALS Cycle 2 Elementary	Karen Kean Lori-Ann Hayes
Cycle 1 Secondary:	Kathy Fequet
Cycle 3 Elementary/ Secondary:	Tristan Ellis Crystal Aubie Nadine Savage

ADVISORY COMMITTEE ON SERVICES FOR HANDICAPPED STUDENTS AND STUDENTS WITH SOCIAL MALADJUSTMENTS OR LEARNING DISABILITIES (SNAC)

PARENTS	Ian Gilker Christine Foster Caroline Francoeur	Lewis Evans Rita Di Tanna Sébastien P. Daigle
BOARD STAFF	Suzanne Monderie Gabrielle Jean Nadine Savage	Geneviève Parker Sandy Astles Denise Simoneau

TRANSPORTATION ADVISORY COMMITTEE

COMMISSIONERS	Wade Gifford George Hayes Don Bourgouin Rita Di Tanna
BOARD ADMINISTRATORS Director General Director of Financial Services Director of Transportation Principal Administration Manager- Financial Services	Denise Simoneau Suzanne Ward Melanie Hayes Nadine Savage Chantal Pitt

CENTRAL PARENTS' COMMITTEE (CPC)

SCHOOLS	PARENT REPRESENTATIVES
Baie Comeau High School:	Karine Nadeau
Belle Anse Elementary School:	Vacant
Escuminac Intermediate School:	Vacant
Evergreen High School:	Vacant
Fermont Elementary School:	Richard Guillemette
Flemming Elementary School:	Katherine Girardin
Gaspé Elementary School:	Rhonda Stewart
Gaspé Polyvalent School:	Kristen McCallum
Grosse Ile High School:	Jessica Quintin
Metis Beach School:	Vanessa April-Ross
New Carlisle High School:	Kathy Mackenzie
New Richmond High School:	Vacant
Queen Elizabeth High School:	Jackie Bizeau
Riverview Elementary School:	Geneviève Gravel
St. Patrick's Elementary School:	Vacant
Shigawake-Port-Daniel Elementary School	Annick Langlois

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

2.3 Code of Ethics and Professional Conduct

The objective of the *Code of Ethics and Professional Conduct for Commissioners* is to ensure the integrity, objectivity and impartiality of the Council of Commissioners of Eastern Shores School Board by establishing standards of professional conduct for its commissioners. [By-Law 9- Code of Ethics and Professional Conduct for Commissioners](#) was adopted in 2021 and the document may be found on our website.

During the 2023-2024 school year, no breaches of ethical or professional conduct were reported.

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.

<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 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 Plan

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 2023-2024	Results 2024-2025	Results 2025-2026	Results 2026-2027
1.1	Increase the rate of first grad within 7-year cohort	83.7%	86.7%			
1.2	Increase grad rate of boys	79.0%	81.3 %			
1.3	Increase grad rate of at-risk students	70.2%	N/A			
1.4	Increase the success rate of students obtaining a DEP after 3 years	80.0%	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 exceeded its target of 83.7% by 3% in 2023-2024.
- Objective 1.2: Eastern Shores exceeded its target of 79% by 2.3% in 2023-2024.
- 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.

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

Objective	Indicator	Target	Results 2023-2024	Results ¹ 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%			
2.2	Increase proportion of students to 70%+ in Grade 6 FSL final exam results	80.0%	70%			
2.3	MEQ Math Exam (Competency 2)	60.0%	67%			

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 73% of our students were successful, only 38% reached the target exam mark of 70% or more as prescribed by the MEQ.
- Objective 2.2: Although 78% of our students were successful, only 70% reached the target exam mark of 70% or more as prescribed by the MEQ. These results do not include the enriched French program, for which we obtained 100% achievement of the objective of 70% or more.
- Objective 2.3: Eastern Shores School Board exceeded its objective by 7%.

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			
3.2	Increase proportion of schools using well-being framework	100%	N/A			

Explanation of Results

- Objective 3.1: At time of the redaction of this report, the results for objective 3.1 were not available.
- Objective 3.2: At time of the redaction of this report, the results for objective 3.2 were not available.

■ **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%			
4.2	Increase staff retention rate	92%	95%			

Explanation of Results

Indicator 4.1: The introduction of government programs to qualify non-legally qualified teachers has greatly helped us achieve our objective. However, the absence of the possibility of qualifying in the English language brings an additional difficulty to this effect. We are awaiting confirmation from Concordia University as to whether non-legally qualified teachers will be able to qualify in English. To achieve our objectives, we have been promoting professional development activities for teaching staff, and we have noted greater participation in these activities. The hiring in 2023 of a superintendent in the Human Resources department has enabled us to raise the profile of our school board by taking part in more job fairs, thereby increasing our visibility in a major way. Our job offers are published more widely, notably on certain professional websites when the job title allows us to do so. Our presence is also more significant on social media such as LinkedIn, Instagram and Facebook. These platforms give our organization greater visibility.

Indicator 4.2: To achieve this indicator, we used a budgetary measure that enabled us to recognize our staff and increase their sense of belonging. Recognition activities were held in all Eastern Shores School Board schools. We also made use of a budgetary measure enabling us to retain interns who have completed their placement until the end of the school year. This is a great support for the school teams and enables the interns to develop links with our organization with a view to their retention with us.

Our targets for the 2023-2024 school year have been met in terms of these objectives.

■ **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			

3.2 Fighting Bullying and Violence

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

■ **Bullying or violence frequency scale:**

Scale			
No event			
Less than 10 events reported			
From 10 to 19 events reported			
From 20 to 39 events reported			
40 or more events reported			
Schools	INTIMIDATION (frequency of events)	VIOLENCE (frequency of events)	Proportion of interventions that were the subject of a complaint to the student ombudsman
Baie-Comeau High School	Less than 10 events	Less than 10 events	0
Belle Anse Elementary School	Less than 10 events	Less than 10 events	0
Escuminac Intermediate School	Less than 10 events	Less than 10 events	0
Evergreen High School	Less than 10 events	Less than 10 events	0
Fermont Elementary School	Less than 10 events	Less than 10 events	0
Flemming Elementary School (122)	Less than 10 events	Less than 10 events	0
Gaspe Elementary School (120)	Less than 10 events	Less than 10 events	0
Gaspe Polyvalent School (101)	Less than 10 events	Less than 10 events	0
Grosse-Ile High School	Less than 10 events	Less than 10 events	0
Métis Beach High School	Less than 10 events	Less than 10 events	0
New Carlisle High School (136)	Less than 10 events	Less than 10 events	0
New Richmond High School	Less than 10 events	Less than 10 events	0
Queen Elizabeth High School	Less than 10 events	Less than 10 events	0
Riverview Elementary School	Less than 10 events	Less than 10 events	0
Shigawake Port Daniel Elementary School	Less than 10 events	Less than 10 events	0
St-Patrick's Elementary School	Less than 10 events	Less than 10 events	0

3.2.2 Interventions in School Board Facilities

During the 2023-2024 school year, the Director General of Eastern Shores School Board was kept informed of all disclosures and interventions. One file was 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 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, 2024	
REVENUES	
MEQ operating grant	41 111 525 \$
Investment grant	(316 914) \$
Other grants and contributions	415 084 \$
School taxes	703 255 \$
Tuition and course-related fees	230 155 \$
Sales of goods and services	170 194 \$
Miscellaneous income	392 514 \$
Amortization of deferred investment grant	(1 557 835) \$
Total revenues	41 147 979 \$
EXPENSES	
Education and training activities	16 776 604 \$
Support activities for teaching and training	9 470 405 \$
Support services	3 442 338 \$
Administrative activities	3 945 582 \$
Activities relating to movable and immovable property	4 813 787 \$
Related activities	3 269 038 \$
Expenses related to changes in the provision for employee benefits	273 551 \$
Gain on disposal of capital assets	(52 500) \$
Total Expenses	41 938 805 \$
Deficit of the year	(790 827) \$

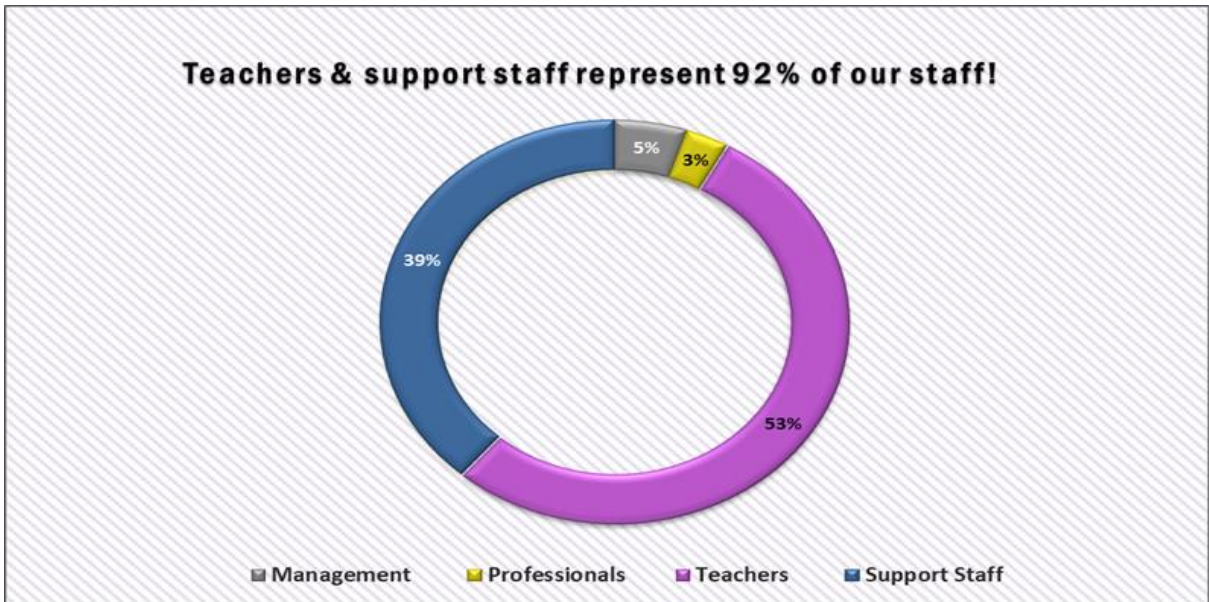
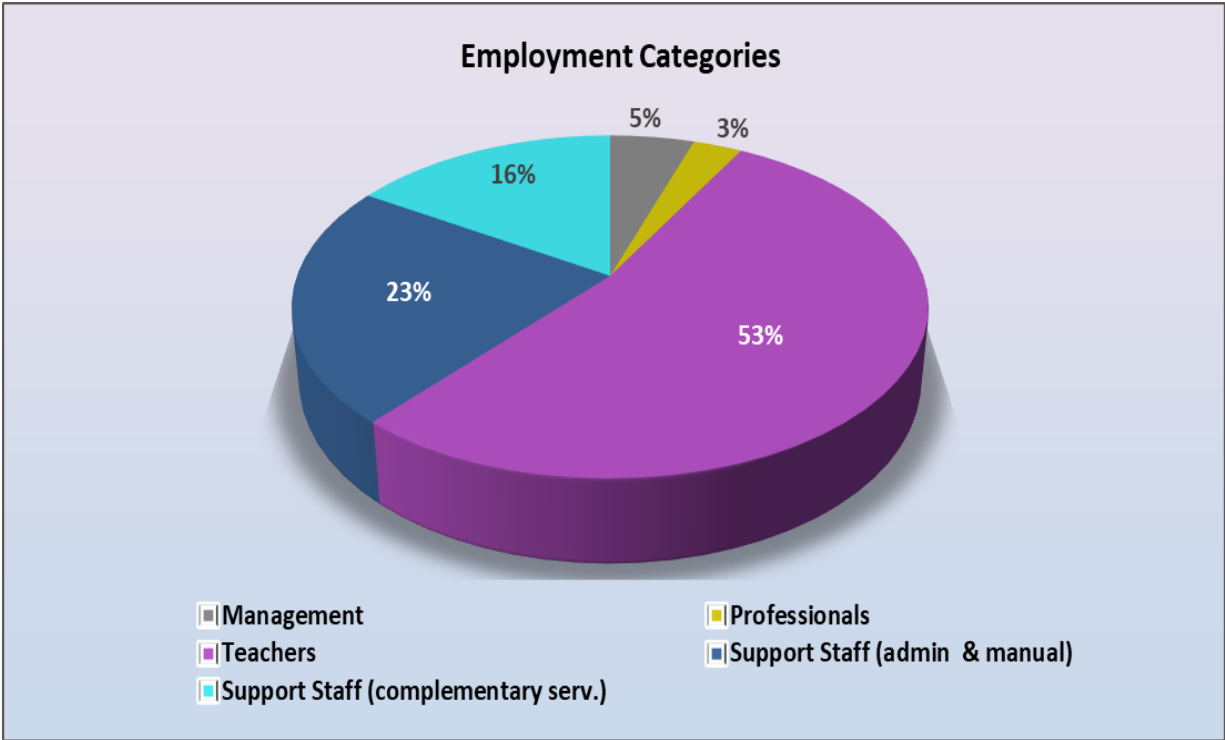
4.3 Workforce Management and Control

■ 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	78,815.64	00 :00	78,815.64	36
2. Professional staff	42,257.09	00 :00	42,257.09	21
3. Teaching staff	248,864.59	422 :88	249,277.47	377
4. Clerical, technical and related staff	131,947.76	06 :50	131,954.26	253
5. Workers, maintenance and service personnel	20,660.85	210:50	20,871.35	21
Total hours	522 545.93	639:88	523 185.81	708

■ Summary of workforce level

Target set by the Minister of Education (A) Source: Information provided by the Ministère de l'Éducation du Québec (MEQ) via CollecteInfo	529 306.35
Total paid hours worked (B) Source: Information provided by MEQ via CollecteInfo	523 185.81
Extent of overrun, if any Calculation: (C) = (B) - (A)	(6120.54)
Respecting headcount levels Choice of answers: Yes/No <i>(If the answer is "No", the school service center must inform the steps taken to rectify the situation)</i>	yes



Our organization covers a very large part of Quebec, from Fermont to the Madeline Islands, via the North Shore and the Gaspé Peninsula. Nearly 800 people work full- and part-time for ESSB. The Human Resources department is a pivotal part of any organization, overseeing the hiring of staff to meet the needs of students and providing important support for existing services within ESSB. Communication, expertise and resource development are key values of this department.

One of the values of this department is to support the growth of our organization. In 2023-2024, procedures were put in place to facilitate several aspects of human resources management. Whether to facilitate substitution, leave, or absences without pay, all have been set up interactively and intuitively to facilitate completion and transmission.

We continue to develop expertise within our department to support our staff. For example, for each category of staff (tutoring, teaching and vocational), human resources department employees specifically manage each of these job classifications. This enables the development of expertise essential to the smooth running of the department and the needs of our staff. Training for office staff, such as school secretaries, continues and is given to new members of school teams. The process of restructuring the department has continued to make it as efficient and effective as possible.

We continue to promote qualifications to support our ESSB employees. For example, in the case of school support staff working directly with students, we are continuing our offensive to encourage them to pursue their studies to acquire the Attestation of Collegial Studies (AEC) to become a legally qualified special education technician. The same applies, for example, to technical support staff, who are directed to educational establishments offering the RAC (recognition of prior learning) route. As for teachers, they may now benefit from the various gateways put in place by the government. During the 2023-2024 school year, we also offered management training to school principals and managers. The aim of this training was to develop a preventive and empowering approach to managing inappropriate behavior. All participants appreciated the training, and follow-up is planned with them.

As far as staffing plans are concerned, we maximized the use of the budgetary measures available to us in order to increase the number of positions offered, both in teaching and in all services that have a direct impact on student success. Our aim is to ensure that existing staff are motivated and invested in achieving the goal of student success.

The presence of the Director of Human Resources means that our school board is beginning to be recognized, and this makes it easier to recruit and retain employees. Although recruitment and retention remain major challenges, our visibility has increased since we are present at several job fairs. We also continue to make every effort to offer the most attractive positions possible to our candidates, notably by promoting the quality of life in our regions.

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	1	42 940
Service contracts with a contractor other than a natural person	12	1,436 063
Total	13	1 479 003

4.5 Material and Information Resources

4.5.1 Material Resources

■ Maintaining real estate assets

2022-2023 (Previous year)	2023-2024 (Reporting year)		
Balance not invested, or committed	Investments made	Amounts committed	Amounts not invested or committed
\$ 9 453 731.02	\$761 096.82	\$ 30 304.14	\$9 167 683.10

4.5.2 Information Resources

The Informational Technologies (IT) 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 2023-2024, the schools and centers were provided with upgrades for the following devices:

1. Replacement Smart TVs;
2. Replacement tactile Chromebooks;
3. Replacement teacher/staff laptops;
4. Replacement and new Charging carts and cabinets;
5. Robotics for schools.

New investments were made for three schools to receive a LU interactive physical education system, and, for us to reach our objective of a one-to-one ratio for secondary student laptops.

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:

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

In total, approximately 1,531,200\$ was spent to ensure our staff and students have the digital tools they need to learn and work.

