

# ANNUAL REPORT 2018-2019



*We extend the horizons of knowledge,  
against all winds and tides...*

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## *Word from the Administrator*

Dear Readers,

As can be seen in the pages of this year's annual report, the 2018-2019 school year proved to be a very successful one on many fronts for the Commission scolaire du Littoral.

Academically, the School Board finished third in the province for graduation rates; twelve (12) percentage points over the provincial average. In the area of technology, our students took their first steps with programming, through the robotic initiative, which saw all our schools equipped with robots and provided with workshops animated by experienced educators. The Board also looked towards the future through distance learning initiatives established between some of our own schools and those from other boards.

Our students once again showed their young entrepreneurial skills with two schools, Netagamiou and Gabriel-Dionne, winning prizes at regional entrepreneurship competitions. Our athletes, despite an especially long winter, managed to hold local competitions in cross-country running, volleyball and track and, in each case, qualified students to perform at either the regional or provincial level.

Our buildings in different villages underwent major renovations with our largest school, Mgr-Scheffer, receiving the first of a two-phase makeover.

In a year that saw many of our fellow school boards short staffed, the Commission scolaire du Littoral was able to find and retain quality personnel in all of its buildings, including our adult sector where French Second Language, First Aid and Fishing Master, Class 4 courses were all offered.

In an already busy school year, a select group of students were given a unique opportunity to peek into what could be their future, travelling by sea, air and land to visit post-secondary institutions and learn about possible options that exist beyond the four walls of their own school. Travel also enabled two of our island-based schools, with different languages of instruction, to participate in two full weeks of exchange as the Harrington Harbour School and École St-Joseph in Port Menier visited each other's community.

Finally, our schools and School Board teams, in association with parents, provided input for the completion of our Commitment-to-Success Plan, our road map in the youth and adult sectors for the coming four years; the fruits of which we will present beginning with our next annual report.

**Philip Joycey**  
Administrator

## Portrait

Founded in 1967, the Commission scolaire du Littoral holds a special status. It is characterized by the fact that it is not a linguistic School Board. It is administered by an Administrator, who is appointed by the Lieutenant Governor in Council and who replaces school commissioners and the Director General.

Located along the Lower North Shore of the Gulf of the Saint-Lawrence, its territory includes ten (10) English-speaking and four (4) French-speaking villages from Kegaska to Blanc-Sablon, including Port-Menier (Anticosti Island) - a 460-kilometre long territory not connected to a road network with village populations ranging from 100 to 1,000 inhabitants.

The Commission scolaire du Littoral offers general education services to preschool, primary and secondary youth, as well as literacy services, general education, and vocational training opportunities for adults.

## Vision and Values

By adhering to values of respect, equity and transparency, the Commission scolaire du Littoral aims at contributing to the development of competent, responsible and autonomous citizens who will, in turn, contribute to the development and sustainability of the communities of the Lower North Shore and Anticosti Island.

## Mission

The mission of the Commission scolaire du Littoral, based on the principle of equity, is to support its schools and centres in their efforts to enable students to reach their full potential.



### **1. School Success and School Perseverance**

- Mother-tongue, second language and numeracy development.
- Support and qualification of special needs students.
- Implementation of services to support and accompany the First Nations adult population.
- Follow-up on the implementation of new MEES programs.

### **2. Training Sessions for Employees**

- Continue to develop best practices regarding at-risk students.
- Updating practices, in general, through training and accompaniment of employees.
- Training sessions on new programs.
- Strategies and approaches for the pedagogical use of new technologies.

### **3. Partnerships and Home-School-Community Networking**

- Support our Community Learning Centers (CLCs) and ensure their sustainability.
- Implementation of services in La Romaine to support and accompany the First Nations adult population (Plan Nord Project).
- Increase parent participation in each school.

### **4. Sustainability and Adjustment of Services in Light of the Decrease in School Population**

- Continue monitoring and adjusting practices to meet the needs.

### **5. Revisit the 2012-2017 Strategic Plan and Initiate Work on the Commitment-to-Success Plan**

# Our Schools



## École St-Joseph

Principal: Ms. Karine Dubé

Preschool – elementary - secondary (French)

Total number of students registered: 9

Governing Board President: N/A

Goals	Objectives	Results
Improved numeracy and performance in mathematics	Ensure adequate support services for students with recognized needs	<b>Attained</b>
Improved mastery of English and French language skills	Increase the success rate for the Cycle III (grade 6) MEES compulsory exam in <i>Français langue d'enseignement</i>	<b>100 %</b> success rate
	Increase the success rate for the Cycle III (grade 6) MEES compulsory exam	<b>100 %</b> success rate
Improved levels of success for students with learning difficulties	Offer support programs targeting students at risk	<b>Attained</b>
	Number of initiatives that promote pride in and respect for our environment	7
Student perseverance and engagement	Number of programs and interventions that address violence prevention and conflict resolution	4
	Implementation of the <i>Healthy Schools Approach</i>	<b>Attained</b>

## Kegaska School

Principal: Ms. Rebecca Nadeau-Monger  
Preschool – elementary - secondary (English)

Total number of students registered: 13

Governing Board President: Ms. Lisa Arirouliga-Evvik

Goals	Objectives	Results
Improved mastery of English and French language skills	Increase the number of school activities which expose students to French	<b>Not Attained</b>
Improved levels of success for students with learning difficulties	Ensure adequate support services for students with recognized needs	<b>Attained</b>
	Offer support programs targeting students at risk	<b>Attained</b>
Student perseverance and engagement	Number of initiatives that promote pride in and respect for our environment	<b>0</b>
	Number of programs and interventions that address violence prevention and conflict resolution	<b>1</b>
	Implementation of the <i>Healthy Schools Approach</i>	<b>Attained</b>



## Netagamiou School

Principal: Ms. Rebecca Nadeau-Monger  
 Preschool – elementary - secondary (English) / Elementary (French)  
 Total number of students registered: 45  
 Governing Board President: Ms. Crystal Rowsell

Goals	Objectives	Results
Improved numeracy and performance in mathematics	Increase the success rate for the Cycle III (grade 6) MEES compulsory exam	<b>100 %</b> success rate
	Increase the success rate of the secondary 4 MEES uniform exam	<b>80 %</b> success rate
Improved mastery of English and French language skills	Increase the success rate for the Cycle III (grade 6) MEES compulsory exam in <i>Français langue d'enseignement</i>	<b>100 %</b> success rate
	Increase the success rate for Cycle III (grade 6) MEES compulsory exam in English Language Arts	<b>100 %</b> success rate
	Increase the number of school activities which expose students to French	<b>Attained</b>
	Increase the success rate of the secondary 5 MEES uniform exam in English Language Arts	<b>100 %</b> success rate
	Increase the success rate of the secondary 5 MEES uniform exam in French as a Second Language	<b>100 %</b> success rate
Improved levels of success for students with learning difficulties	Ensure adequate support services for students with recognized needs	<b>Attained</b>
	Offer support programs targeting students at risk	<b>Attained</b>
Student perseverance and engagement	Number of initiatives that promote pride in and respect for our environment	<b>2</b>
	Number of programs and interventions that address violence prevention and conflict resolution	<b>2</b>
	Implementation of the <i>Healthy Schools Approach</i>	<b>Attained</b>

## École Gabriel-Dionne

Principal: Ms. Céline Girard

Preschool – elementary - secondary (French)

Total number of students registered: 9

Governing Board President: Ms. Nathalie Poulin

Goals	Objectives	Results
Improved numeracy and performance in mathematics	Increase the success rate for the Cycle III (grade 6) MEES compulsory exam	N/A
	Increase the success rate of the secondary 4 MEES uniform exam	100% success rate
Improved mastery of English and French language skills	Increase the success rate for the Cycle III (grade 6) MEES compulsory exam in <i>Français langue d'enseignement</i>	N/A
Improved levels of success for students with learning difficulties	Ensure adequate support services for students with recognized needs	Attained
	Offer support programs targeting students at risk	Attained
Student perseverance and engagement	Number of initiatives that promote pride in and respect for our environment	3
	Number of programs and interventions that address violence prevention and conflict resolution	5
	Implementation of the <i>Healthy Schools Approach</i>	Not Attained

## Harrington School

Principal: Ms. Rebecca Nadeau-Monger  
 Preschool – elementary - secondary (English)  
 Total number of students registered: 21  
 Governing Board President: Ms. Marie-Lyne Monger

Goals	Objectives	Results
Improved numeracy and performance in mathematics	Increase the success rate for the Cycle III (grade 6) MEES compulsory exam	100 % success rate
Improved mastery of English and French language skills	Increase the success rate for Cycle III (grade 6) MEES compulsory exam in English Language Arts	100 % success rate
	Increase the number of school activities which expose students to French	Attained
Improved levels of success for students with learning difficulties	Ensure adequate support services for students with recognized needs	Attained
	Offer support programs targeting students at risk	Attained
Student perseverance and engagement	Number of initiatives that promote pride in and respect for our environment	2
	Number of programs and interventions that address violence prevention and conflict resolution	3
	Implementation of the <i>Healthy Schools Approach</i>	Attained

## Mecatina School

Principal: Mr. Vincent Joncas

Preschool – elementary - secondary (English)

Total number of students registered: 32

Governing Board President: Ms. Adeline Anderson

Goals	Objectives	Results
Improved numeracy and performance in mathematics	Increase the success rate for the Cycle III (grade 6) MEES compulsory exam	100 % success rate
	Increase the success rate of the secondary 4 MEES uniform exam	100 % success rate
Improved mastery of English and French language skills	Increase the success rate for Cycle III (grade 6) MEES compulsory exam in English Language Arts	100 % success rate
	Increase the number of school activities which expose students to French	Attained
	Increase the success rate of the secondary 5 MEES uniform exam in English Language Arts	N/A
	Increase the success rate of the secondary 5 MEES uniform exam in French as a Second Language	N/A
Improved levels of success for students with learning difficulties	Ensure adequate support services for students with recognized needs	Attained
	Offer support programs targeting students at risk	Attained
Student perseverance and engagement	Number of initiatives that promote pride in and respect for our environment	2
	Number of programs and interventions that address violence prevention and conflict resolution	3
	Implementation of the <i>Healthy Schools Approach</i>	Attained

## St. Augustine School

Principal: Ms. Céline Girard  
 Preschool – elementary - secondary (English)  
 Total number of students registered: 44  
 Governing Board President: Ms. Jacqueline Gallibois

Goals	Objectives	Results
Improved numeracy and performance in mathematics	Increase the success rate for the Cycle III (grade 6) MEES compulsory exam	<b>100%</b> success rate
	Increase the success rate of the secondary 4 MEES uniform exam	<b>100%</b> success rate
Improved mastery of English and French language skills	Increase the success rate for Cycle III (grade 6) MEES compulsory exam in English Language Arts	<b>100%</b> success rate
	Increase the number of school activities which expose students to French	<b>Attained</b>
	Increase the success rate of the secondary 5 MEES uniform exam in English Language Arts	<b>N/A</b>
	Increase the success rate of the secondary 5 MEES uniform exam in French as a Second Language	<b>N/A</b>
Improved levels of success for students with learning difficulties	Ensure adequate support services for students with recognized needs	<b>Attained</b>
	Offer support programs targeting students at risk	<b>Attained</b>
Student perseverance and engagement	Number of initiatives that promote pride in and respect for our environment	<b>3</b>
	Number of programs and interventions that address violence prevention and conflict resolution	<b>8</b>
	Implementation of the <i>Healthy Schools Approach</i>	<b>Not Attained</b>

## Mountain Ridge School

Principal: Mr. Travis Maurice  
 Preschool – elementary (English)  
 Total number of students registered: 48  
 Governing Board President: Mr. Dean McDonald

Goals	Objectives	Results
Improved numeracy and performance in mathematics	Increase the success rate for the Cycle III (grade 6) MEES compulsory exam	<b>100%</b> success rate
Improved mastery of English and French language skills	Increase the success rate for Cycle III (grade 6) MEES compulsory exam in English Language Arts	<b>100%</b> success rate
	Increase the number of school activities which expose students to French	<b>Attained</b>
Improved levels of success for students with learning difficulties	Ensure adequate support services for students with recognized needs	<b>Attained</b>
	Offer support programs targeting students at risk	<b>Attained</b>
Student perseverance and engagement	Number of initiatives that promote pride in and respect for our environment	<b>2</b>
	Number of programs and interventions that address violence prevention and conflict resolution	<b>10</b>
	Implementation of the <i>Healthy Schools Approach</i>	<b>Attained</b>

## St. Paul School

Principal: Mr. Travis Maurice  
Secondary (English)

Total number of students registered: 51

Governing Board President: Mr. Dean McDonald

Goals	Objectives	Results
Improved numeracy and performance in mathematics	Increase the success rate of the secondary 4 MEES uniform exam	<b>100%</b> success rate
Improved mastery of English and French language skills	Increase the success rate of the secondary 5 MEES uniform exam in English Language Arts	<b>100%</b> success rate
	Increase the success rate of the secondary 5 MEES uniform exam in French as a Second Language	<b>100%</b> success rate
	Increase the number of school activities which expose students to French	<b>Attained</b>
Improved levels of success for students with learning difficulties	Ensure adequate support services for students with recognized needs	<b>Attained</b>
	Offer support programs targeting students at risk	<b>Attained</b>
Student perseverance and engagement	Number of initiatives that promote pride in and respect for our environment	<b>3</b>
	Number of programs and interventions that address violence prevention and conflict resolution	<b>10</b>
	Implementation of the <i>Healthy Schools Approach</i>	<b>Attained</b>

## École Mgr-Scheffer

Principal: Ms. Martine Joncas

Preschool – elementary - secondary (French) / Elementary (English)

Total number of students registered: 167

Governing Board President: Ms. Nadia Wellman

Goals	Objectives	Results
Improved numeracy and performance in mathematics	Increase the success rate for the Cycle III (grade 6) MEES compulsory exam	<b>75%</b> success rate
	Increase the success rate of the secondary 4 MEES uniform exam	<b>77.8%</b> success rate
Improved mastery of English and French language skills	Increase the success rate for the Cycle III (grade 6) MEES compulsory exam in <i>Français langue d'enseignement</i>	<b>100%</b> success rate
	Increase the success rate for Cycle II (grade 4) MEES compulsory exam in <i>Français langue d'enseignement</i>	<b>71%</b> success rate
	Increase the success rate of the secondary 5 MEES uniform exam in <i>Français langue d'enseignement</i>	<b>100%</b> success rate
	Increase the success rate of the secondary 5 MEES uniform exam in English as a Second Language	<b>100%</b> success rate
Improved levels of success for students with learning difficulties	Ensure adequate support services for students with recognized needs	<b>In progress</b>
	Offer support programs targeting students at risk	<b>Not attained</b>
Student perseverance and engagement	Number of initiatives that promote pride in and respect for our environment	<b>5</b>
	Number of programs and interventions that address violence prevention and conflict resolution	<b>2</b>
	Implementation of the <i>Healthy Schools Approach</i>	<b>Attained</b>



# *Our Services*



## *Human Resources Service and General Secretariat*

The Commission scolaire du Littoral is the largest employer on the Lower North Shore with nearly 200 employees dedicated to student success. Over the years, it has developed an organizational model that fosters competence, collaboration and commitment.

In order to respond effectively to this orientation and pursue the objectives of the organization, the Human Resources Service has set up various training opportunities. It has organized training and participated in all development committees for each category of personnel.

The Human Resources Service has developed strategies to facilitate the integration of new employees, such as developing a welcoming policy, updating its welcoming booklet and increasing the rate of communications. It has also integrated mechanisms and procedures to facilitate communication, such as updating regularly its Facebook and LinkedIn pages.

Finally, the Human Resources Service has encouraged its employees to make greater use of technology by improving its on-line forms and creating e-mail addresses for all departments and employees.

The General Secretariat has created and revised policies concerning, among other things, employee recognition, information security, risk management in matters of corruption and collusion, judicial record verification, alienation of movable property as well as school transportation.

### **Act Respecting Workforce Management and Control**

In 2015-2016, the ministry mandated school boards to implement the Act Respecting Workforce Management and Control.

The Commission scolaire du Littoral has therefore taken the necessary steps to comply with the provisions of the Act, while ensuring that services are maintained for its population and that its contractual and legal obligations are respected. The objective was not to exceed the paid hours in 2014, i.e. 268 618 hours.

The following is a comparative table of the data sent to the MEES:

	JANUARY TO DECEMBER 2014			
	Hours Worked	Overtime Hours	Total Paid Hours	Number of Employees for the Period Covered
<b>1 Management staff</b>	<b>21 683.56</b>	<b>0.00</b>	<b>21 683.56</b>	<b>17</b>
<b>2 Professional staff</b>	<b>21 870.29</b>	<b>0.00</b>	<b>21 870.29</b>	<b>28</b>
<b>3 Teachers</b>	<b>122 035.08</b>	<b>398.01</b>	<b>122 433.09</b>	<b>173</b>
<b>4 Office, technical and related staff</b>	<b>63 703.73</b>	<b>0.00</b>	<b>63 703.73</b>	<b>118</b>
<b>5 Workers, maintenance and service personnel</b>	<b>38 927.33</b>	<b>0.00</b>	<b>38 927.33</b>	<b>53</b>
<b>Total</b>	<b>268 219.99</b>	<b>398.01</b>	<b>268 618.00</b>	<b>389</b>

	APRIL 2018 TO MARCH 2019			
	Hours Worked	Overtime Hours	Total Paid Hours	Number of Employees for the Period Covered
<b>1 Management staff</b>	<b>24 615.50</b>	<b>0.00</b>	<b>24 615.50</b>	<b>16</b>
<b>2 Professional staff</b>	<b>26 932.43</b>	<b>0.00</b>	<b>26 932.43</b>	<b>30</b>
<b>3 Teachers</b>	<b>110 759.86</b>	<b>437.74</b>	<b>111 197.60</b>	<b>154</b>
<b>4 Office, technical and related staff</b>	<b>63 392.63</b>	<b>0.00</b>	<b>63 392.63</b>	<b>109</b>
<b>5 Workers, maintenance and service personnel</b>	<b>31 577.24</b>	<b>0.00</b>	<b>31 577.24</b>	<b>48</b>
<b>Total</b>	<b>257 277.66</b>	<b>437.74</b>	<b>257 715.40</b>	<b>357</b>

### Student Ombudsman

Maître Donatien Grenier, Student Ombudsman, did not receive any complaints during the 2018-2019 school year. The procedure for examining complaints from students or their parents can be found on the Commission scolaire du Littoral's website at the following address: [www.csdulittoral.qc.ca](http://www.csdulittoral.qc.ca).

The School Board addressed two complaints from parents during the year. Each of these complaints has been resolved.

### Act to Prevent and Stop Bullying and Violence in Schools (Bill 56)

During the 2018-2019 school year, the Commission scolaire du Littoral did not receive any reports of intimidation and violence in its schools and centres.

### Access to Information

The School Board received and processed 27 access to information requests.

### Financial Statement

on June 30, 2019

#### FINANCIAL ASSETS

Cash balance (bank overdraft)  
Receivable operation grant  
Receivable subsidy - funding  
Debtors  
Inventories for resale

#### TOTAL FINANCIAL ASSETS

#### LIABILITIES

Temporary loan  
Account payables & outstanding payments  
Deferred investment grant  
Deferred contributions allocated to the acquisition of fixed assets  
Deferred income  
Estimated fringe benefits  
Long-term liability to receive a promise grant  
Liabilities for contaminated sites  
Other liabilities

#### TOTAL LIABILITIES

#### NET FINANCIAL ASSETS (NET DEBT)

#### NON-FINANCIAL ASSETS

Fixed assets  
Prepaid expenses

#### TOTAL NON-FINANCIAL ASSETS

#### ACCUMULATED SURPLUS

	<b>2019</b>	<b>2018</b>
	4 914 351,90	4 579 355,36
	3 087 633,88	3 758 518,71
	4 380 176,46	4 739 618,24
	477 716,63	432 581,31
	4 526,98	4 271,00
<b>TOTAL FINANCIAL ASSETS</b>	<b>12 864 405,85</b>	<b>13 514 344,62</b>
	0,00	0,00
	1 558 574,02	1 575 021,67
	1 919 525,05	2 157 459,04
	209 548,02	141 201,48
	11 867,77	4 000,00
	1 325 838,36	999 738,64
	20 987 150,10	22 110 891,90
	0,00	106 773,00
	355 771,05	321 917,74
<b>TOTAL LIABILITIES</b>	<b>26 368 274,37</b>	<b>27 417 003,47</b>
<b>NET FINANCIAL ASSETS (NET DEBT)</b>	<b>-13 503 868,52</b>	<b>-13 902 658,85</b>
	23 248 034,73	23 350 341,94
	99 528,65	118 021,45
<b>TOTAL NON-FINANCIAL ASSETS</b>	<b>23 347 563,38</b>	<b>23 468 363,39</b>
<b>ACCUMULATED SURPLUS</b>	<b>9 843 694,86</b>	<b>9 565 704,54</b>

## Statement of Income and Deficit

Period ending on June 30, 2019

	<b>2019</b>	<b>2018</b>
<b>REVENUES</b>		
Operating grant from MEES	21 801 365,63	19 681 854,88
Amortization of deferred capital grants	237 933,99	389 432,16
Other grants and contributions	332 694,83	261 672,88
Rights and fees to scolarity	316,50	90,00
Sales of goods and services	207 192,49	180 433,39
Other revenues	-23 976,28	10 413,94
Amortization of deferred contributions allocated to the acquisition of fixed assets	12 924,81	6 712,88
<b>TOTAL REVENUES</b>	<b>22 568 451,97</b>	<b>20 530 610,13</b>
<b>EXPENSES</b>		
Education and training activities	7 806 398,16	7 285 301,09
Education and training support activities	5 048 918,44	4 581 795,69
Subsidiary services	979 428,56	911 882,37
Administrative activities	2 295 021,25	2 003 323,24
Activities related to property	4 187 990,80	3 719 557,47
Related activities	1 591 301,95	1 536 120,92
Expenses related to the change in the provision for social benefits	326 099,72	-129 278,93
Loss (gain) on disposal of fixed assets	55 302,77	0,00
<b>TOTAL EXPENSES</b>	<b>22 290 461,65</b>	<b>19 908 701,85</b>
<b>SURPLUS</b>	<b>277 990,32</b>	<b>621 908,28</b>

The main function of the Material Resources Service is to ensure the proper operation of equipment and maintenance of the School Board's buildings.

For the 2018-2019 school year, we had approximately \$2.4 million available for equipment operation and infrastructure upgrades.

### **ALLOCATIONS**

Basic allocation for investments: \$151 612

Other allocations:

- Measure 30800 - Real Estate Assets Maintenance Projects: \$2 000 000
- Measure 50530 – School Playground Improvements: \$25 000

### **Infrastructure projects completed in the summer of 2019:**

- Replacement of window frames and edges of residences 02M1, 02M2, 02M3 and 02M4 in La Romaine;
- Replacement of a part of the chimney shell and the shingles of the veranda of residence 03M2 in Chevery;
- Replacement of the roofing of the entrances at Netagamiou School;
- Replacement of flooring on the first floor and stairs as well as enhancement of the vanity on the second floor of residence 04M2 in Harrington Harbour;
- Reorganization of room 304 at Mecatina School;
- Sound insulation of duplexes 09A3, 09B3, 09A4 and 09B4, as well as removal of water heating at residences 09A3 and 09B3 in Rivière St-Augustin;
- Correction of water infiltration at residence 09M3 in Rivière St-Augustin;
- Replacement of flooring and the addition of ventilation and water distributors at École Mgr-Scheffer.

## Information Technology Services

The IT Services' mission is to facilitate access to and the use of technology necessary for teaching, learning, and administrative support.

With the arrival of many tools in our schools, thanks to the Digital Action Plan, here were our investments for the 2018-2019 school year:

Coaching, pedagogical support and purchases in robotics and programming	\$235 000
Purchase of laptops and iPads for teachers, students and Adult Education services	\$200 000
Purchase of various tools such as HUE Pro cameras, Exam Reader pens, Cpen and various licenses/software	\$48 000
Replacement of interactive boards with touch-screen smart TVs	\$15 000
Replacement of Wi-Fi access point terminals (70)	\$25 000

To date, several initiatives have been undertaken. However, we must continue to:

- ✓ Integrate technology into teaching;
- ✓ Invest in infrastructure and equipment;
- ✓ Prioritize the user;
- ✓ Support and raise teachers' awareness of the benefits of digital tools in the classroom.

IT Services must continue to adapt in order to meet the needs of the Commission scolaire du Littoral's users. It must also work in collaboration with principals, teachers, parents and other stakeholders **to improve and promote student success.**



### SCHOOL POPULATION

On September 30, 2018, we declared 439 students for our board: 182 in the Francophone sector and 257 in the Anglophone sector. Three percent (3%) of students were declared as living with handicaps or incapacities, while twenty percent (20%) of students were declared at-risk.

### SERVICES TO STUDENTS AND SCHOOLS

The orientations of the Educational Services team for this school year were presented in the fall of 2018 with input of all members within the following services, and in consideration of the **MEES Policy on Educational Success**:

- Instructional (pedagogical) Services;
- Complementary Services;
- Student Services;
- Community Learning Center (CLC) services.

The integration of services was supported by the addition of new Educational Services members, and, through member collaboration on various tables, projects and initiatives. New members included:

- **Pedagogical consultant** for French language development, project development, etc.;
- **Readaptation officers** (two assigned to specific schools);
- **Nutritionist** (regional mandate);
- **Transition officer** (regional mandate).

### General goals of Educational Services:

- Maintain presence of Educational Services professionals in schools and centres;
- Build capacity among teachers and support staff;
- Develop and adapt effective strategies for teaching, learning and supporting students;
- Accompany personnel and students with specific, individual needs;
- Use technology for the purposes of communications, training and accompaniment.

### Partnerships with local, regional and provincial organizations:

- ESSB and CSMCN (youth sector);
- LEARN (distance courses, secondary);
- LCEEQ (Math Institute);
- Regional resource persons (French sector);
- Centres of Excellence (English sector);
- Coasters' Association...



## *Instructional and Complementary Services*

Priority has been given to the accompaniment of new teachers and the preparation of pedagogues for new program implementation: History (secondary 3, 4), Sexuality Education and Entrepreneurship (local program).

Our priorities remain:

- Healthy lifestyle;
- French language development;
- Numeracy and math skills development;
- Academic Career Guidance Content (ACGC) implementation;
- Suicide Prevention and Intervention Protocol;
- Mental health and wellness;
- Anxiety and stress disorders.

### **SPECIAL NEEDS AND DIFFERENTIATION**

Support and promotion of various teaching and learning strategies to meet the needs of all learners:

- Events (workshops, webinars, etc.) offered by regional and provincial resource teams and SE professionals;
- Support to educators in guiding student use of assistive devices and software;
- Guidance with Individual Education Plan (IEP) development and individualized paths for learners with recognized needs;
- Participation in the Response to Intervention (RTI) provincial initiative;
- Promotion of recommended resources and tools;
- Improvement of the referral system for students experiencing learning difficulties and/or difficulties in the social, emotional and affective domains;
- Support to school teams regarding adaptations and modifications for students;
- Revision to the processes involving the Clinical Committee.

## **LITERACY AND NUMERACY**

Development in the areas of literacy and numeracy:

- Promotion of interactive and on-line tools for math and science teachers, including the Explore Learning programs;
- Participation in the provincial Math Institute, Anglophone sector;
- Development of a uniform evaluation tool for Grade 6, French as a Second Language, and Secondary 2, Mathematics;
- Collaboration for the correction of MEES and School Board exams for languages and Mathematics;
- Support for local literacy programs (0-4 years and up) in collaboration with partners;
- Ensuring accessibility to library resources (on-site and on-line).

## **NEW APPROACHES, NEW SOLUTIONS (NANS)**

Support for local school success plan development and implementation:

- Accompany personnel and promote strategies for diverse learners;
- Promote practices such as differentiation and Response to Intervention (RTI);
- Accompany support personnel (attendants, special education technicians);
- Support local projects, initiatives and training opportunities linked to the main school success targets:
  - Literacy and language development,
  - Numeracy (Mathematics),
  - Student perseverance and wellness.

## **SAFE AND CARING SCHOOLS**

Promote the physical, social and emotional well-being of students:

- Revision to the School Board nutrition policy and support the development of local policies;
- Development of a board-wide protocol for suicide prevention, intervention and post-intervention;
- Support for local anti-violence measures, including codes of conduct;
- Information sessions and workshops on stress, anxiety disorders, ADHD, etc. for teachers and parents;
- Support to school teams for at-risk students;
- Support for projects and initiatives which encourage healthy lifestyle among students.

Collaboration with local, regional and provincial health and social service agencies and our Community Learning Centres (CLCs) is critical for advancement in this area.

## **STUDENT SERVICES**

School transportation services were organized for students in Port-Menier, Mutton Bay, La Tabatière, Old Fort, St. Paul's River and Lourdes-de-Blanc-Sablon.

Daycare services were in place at École Mgr-Scheffer, Netagamiou and St. Augustine schools. Full-time 4-year-old preschool was offered at École Mgr-Scheffer and Mountain Ridge School based on the MEES measure.

There were no children homeschooled in 2018-2019

### GENERAL ADULT EDUCATION SERVICES

General Adult Education Services are provided to adults aged 16 and older across the CSL territory from Anticosti to Blanc-Sablon, including those of Unamen Shipu and Pakuashipi. As with the youth sector, services and instruction are provided in both the English and the French language. Services and courses are delivered in person, when possible, and at a distance through our network of adult education centres. Regular enrolment periods are offered in order to facilitate planning; however, periodic registration and exit throughout the year are possible.

Our team helps adults choose and implement a learning plan in line with their personal and career goals, offering reception, referral, counselling and support services, referred to as SARCA services (*Services d'accueil, de référence, de conseil et d'accompagnement*), from the first moment of contact through to the completion of their individual plan.

### CERTIFICATIONS

Issuance of certificates to adults who have completed a program of study, received services or participated in events organized by Adult Education Services during the school year.

### RECOGNITION OF ACQUIRED COMPETENCIES (RAC)

Recognition of acquired competencies (RAC) services provided include Secondary School Equivalency Tests (SSET), General Development Test (GDT) and awarding of equivalencies for out-of-province studies.

### RESTRUCTURING OF SERVICES

A review and restructuring of General Adult Education Services were initiated to create dynamic and innovative adult learning hubs in every community, permitting a response to the continuum of lifelong learning needs and interests of individuals and organizations, as well as the overall development of the region. Among other initiatives there were:

- Revision of Adult Education Services policies and procedures;
- A SARCA action plan was created and training was provided to staff;
- An Adult Education Services school calendar was established;
- Exploration of the socio-vocational integration program to offer learners the opportunity to follow training oriented to integration into the job market and to acquire a Training Certificate in a Semi-Skilled Trade;



- Procedures to support the transition from the youth to the adult sector;
- Development of communication and services promotion plan, including a Facebook page as a social media platform;
- Review of Complementary Services and services for adults with special needs to improve support, counselling and prevention services in order to promote learner retention and academic success with assistance measures and an individualized approach to meeting each person's needs considering the abilities of adults.

### **SCHOOL PERSEVERANCE PROMOTION COMMITTEE**

A committee made up of staff from the youth and adult sectors continues to promote and support learners' perseverance. Some examples include:

- Promoting school perseverance in schools, centres and the community;
- Support for work-study-family balance;
- Better coordination and collaboration between the School Board, the community and various employers through the creation of a discussion table around education issues and the implementation of resources;
- Registration process focused on self-awareness and realistic academic goals;
- A personal project established with and by the learners with short and easily achievable objectives in order to support the experience of successes;
- Timelines and personalized follow-up with learners;
- Establishment of a tool to track learner progression;
- Presentation of a certificate of recognition from AQCS (*Association québécoise des cadres scolaires*) to a learner who has demonstrated perseverance in their studies.

### **VOCATIONAL TRAINING (on the territory)**

In urban school boards, adults find a diverse choice of educational paths accessible in their own milieu, adapted to the labour market and the particular needs of their region. Adults on the Littoral territory also seek accessibility to training opportunities in their own region to achieve their learning goals and to improve their employability while experiencing the best possible conciliation between family, work, study and community life. Vocational training is offered regularly on the territory, in English and in French, in collaboration with other school boards.

This accessibility means maintaining or exploring the implementation of additional educational services equivalent to what we find in other regions, since quality educational services have a structuring effect on remote communities, particularly for vocational training.

Regionally, there is an increasing demand for access to vocational training and continuing education to be delivered on the territory. The adaptability of our training offer and improved equity in terms of choice and proximity to training must be addressed in order to respond to the increasing desire for improved proximity to educational opportunities and the regional labour market needs, while considering the particularities of the isolated northern territory.

The implication of the Commission scolaire du Littoral in the dynamic development of citizens and the territory served continues to be essential. The development and diversification of the economy and the employability in our region, in keeping with the labour market trends and perspectives for the next ten years, predict that the majority of the employment will be concentrated in vocational training, followed by secondary school diploma and subsequent continuing education in the workplace. To that end, Adult Education Services has initiated an important consultation and analysis process to assess and address evolving educational needs given this unique territory. Several training was implemented or are in the planning stages:

- A fourth cohort of Fishing Master, Class 4 completed their program of study in the eastern sector. Registrations for a fifth cohort were received from the western sector. A request was submitted to the ÉPAQ (*École des pêches et de l'aquaculture du Québec*) for analysis of the demand for this and other training;
- A request was made to the ÉPAQ for collaboration in acquiring equipment for installation on the territory in order to improve accessibility for the delivery of training;
- A request was made to the MEES for the professional training Heavy Equipment Operator by agreement with the Centre national de conduite d'engins de chantier of the Commission scolaire des Navigateurs.

## **MADE TO MEASURE TRAINING**

Meetings were held with Services Québec and other partners in response to the need for the development of training plans across the various sectors, including basic training, on-the-job training, etc. Some examples include:

- First Aid in the Workplace;
- Marine Basic First Aid;
- Restricted Operator Certificate - Commercial Marine (ROC-MC);
- Canoeing;
- Business Start-Up;
- Electronic Logbook;
- *Français au bureau*;
- Training for Firefighters via École nationale des pompiers du Québec.

## **POINT OF SERVICE**

The Adult Education Centre serves as a point of service to oversee the supervision of certification exams and their retakes for organizations including the Association québécoise des transports (i.e. traffic control person) and the Commission de la construction du Québec (i.e. Journeyman Carpenter Exam).

## **ENTREPRENEURIAT**

- Promotion of the Défi OSEntreprendre;
- Activities to raise awareness among learners about career opportunities and educational pathways to entrepreneurship.

## **COURSES AND PROJECTS – RESEARCH AND DEVELOPMENT**

- Elaboration of training for the Cosmetic Manufacturing Training Plan in collaboration with the Coasters Association and other partners.
- Discussions held between the ÉPAQ and the Commission scolaire du Littoral to explore the installation of a point the service on the territory to facilitate proximity and improve access to fishing and maritime based training for clientele on the School Board territory.
- In keeping with the Commitment-to-Success Plan, Adult Education Services aims to ensure access to the educational resources and pedagogical accompaniment required to facilitate the integration of new information and communication technologies in the classroom. Distance based and blended education delivery innovations have been identified and adopted to improve accessibility and flexibility of learning opportunities for the clientele (individual and group). The various on-line classroom platforms chosen provide an innovative and interactive pedagogical platform for the adult learners' engagement with the content, the teacher and other learners. This type of delivery (including in classrooms synchronous, and self-paced asynchronous based learning) provides an adapted learning offer that helps to mitigate frequently cited work-family-study conciliation-related challenges that impact adult learner recruitment and retention. These platforms integrate the Ministry of Education and Higher Education Plan d'action numérique principes and reinforce the digital literacy competencies essential to 21<sup>st</sup>-century learning and employability.
- A review of the 2016 report completed for the Commission scolaire du Littoral by UQAR "*Implantation d'ateliers de formation multifonctionnels en Basse-Côte-Nord*" was conducted to initiate a discussion of an implementation action plan.
- A General Adult Education French Action Plan was initiated with Educational Services to support the French language acquisition and improvement among adults on the territory.

- Preliminary research was conducted for an Adult Literacy Plan to assure the development of basic competencies in reading, writing, numeracy and digital literacy in both languages.
- Collaboration with John Abbott College and regional partners for the distance-based delivery of an AEC level Biopharmaceutical Production Technology program.
- Research documents were drafted to support the development of a local history program at both the youth and adult sectors for the Commission scolaire du Littoral territory, in alignment with the requirements of the MEES history educational program.

