



2021-2022

ANNUAL REPORT

Centre de services scolaire du Littoral



**Centre
de services scolaire
du Littoral**

Québec 

MESSAGE FROM GENERAL ADMINISTRATION of Centre de services scolaire du Littoral



Dear Readers,

It is with great pride and enthusiasm that I share with you the Centre de services scolaire du Littoral *2021-2022 Annual Report*. Although the school year was marked, once again, by the pandemic and its successive waves, I can report that our school and centre teams were able to meet the challenge with professionalism and a strong ability to adapt to the situation. As a result, our students were able to benefit from an exceptional quality of educational services.

This annual report highlights the amazing work of our staff as well as the positive and powerful impact it had on our students and school teams. Their hard work did not go unnoticed. Thanks to their commitment and dedication, we achieved a graduation and qualification rate that is among the best in the province; an impressive 91.4 %.

In the coming year, some of the challenges will be to find solutions to the shortage of staff in order to maintain quality services to which all our students are entitled. As the new administrator, I am confident that with the commitment and dedication of our teams, we will succeed in leading each of our students to pursue their learning and reach their full potential.

An ongoing objective for the next academic year is our commitment toward continuous improvement. As we prepare to renew our *Commitment-to-Success Plan*, which guides the school service centre orientations, consultations will be held with the entire school community in 2022-2023. We hope to achieve a level of participation worthy of the involvement of the people of the Lower North Shore and Anticosti Island.

In conclusion, we are committed on promoting kindness in our daily actions. You will find that this principle is reflected in each section of this annual report.

Enjoy our report!

A handwritten signature in blue ink, appearing to read 'Marc-André Masse'.

Marc-André Masse
Administrator

Table of Contents

- 1. Presentation of the Centre de services scolaire du Littoral 3**
 - 1.1. An Overview of the School Service Centre..... 3
 - 1.2. Highlights..... 3
 - 1.3. Educational Services and Other Services 4
- 2. Gouvernance of the Centre de services scolaire du Littoral..... 10**
 - 2.1. Board of Directors 10
 - 2.2. Other Governance Committees 10
 - 2.3. Code of Ethics and Professional Conduct..... 11
 - 2.4. Disclosure of Wrongdoings Against Public Organizations..... 12
- 3. Results..... 12**
 - 3.1. Commitment-to-Success Plan 12
 - 3.2. Fighting Bullying and Violence 15
 - 3.3. Complaint Procedure..... 16
- 4. Use of Resources..... 17**
 - 4.1. Allocation of the Centre de services scolaire du Littoral Revenues 17
 - 4.2. Financial Resources 18
 - 4.3. Workforce Management and Monitoring..... 20
 - 4.4. Service Contracts of \$ 25 000 or more..... 20
 - 4.5. Material and Information Technology Resources 21
- 5. Annexe to the Annual Report 22**
 - Student Ombudsman Report..... 22

1. Presentation of the Centre de services scolaire du Littoral

1.1. An Overview of the School Service Centre

The Centre de services scolaire du Littoral is unique in the province of Québec, as are the Cree and Kativik school boards, with a special status. Founded in April 1967, it is administered by an administrator, appointed by the Lieutenant Governor in Council, who replaces the Board of Directors and the Director General. The school service centre serves the schools and adult education centres located on the easternmost tip of Québec, in the Lower North Shore region, on the territory of the MRC du Golfe-du-Saint-Laurent and that of the MRC de la Minganie for Île-d'Anticosti. All the municipalities from Kegaska to Blanc-Sablon, including Port-Menier, have populations of 100 to 1,000 inhabitants. This vast 460-kilometre stretch of territory is not served by a road network; except for the western end in Kegaska and the eastern portion where the 138 Road connects the villages of Vieux-Fort, Rivière St-Paul, Lourdes-de-Blanc-Sablon and Blanc-Sablon to Labrador. More specifically, the Centre de services scolaire du Littoral provides services in nine English-speaking villages (Kegaska, Chevery, Harrington Harbour, La Tabatière, Mutton Bay, Rivière St-Augustin, Vieux-Fort, Rivière St-Paul and Blanc-Sablon) and four French-speaking villages (La Romaine, Tête-à-la-Baleine, Port-Menier (Île-d'Anticosti) and Lourdes-de-Blanc-Sablon).

School	Village	School Population
St-Joseph	Port-Menier (Île-d'Anticosti)	17
Kegaska	Kegaska	8
Harrington	Harrington Harbour	15
Netagamiou	Chevery	39
Gabriel-Dionne	Tête-à-la-Baleine	3
Mecatina	La Tabatière	29
St-Augustine	Rivière St-Augustin	44
Mountain Ridge	Vieux-Fort	53
St-Paul	Rivière St-Paul	52
Mgr-Scheffer	Lourdes-de-Blanc-Sablon	172
Centre	Village	
Marie-Sarah	La Romaine	
St-Bernard	Lourdes-de-Blanc-Sablon	
St-Lawrence	Mutton Bay	

1.2. Highlights

The Centre de services scolaire du Littoral highlights for the 2021-2022 school year include, among others:

- Reopening of the St-Bernard Adult Education Centre;
- Accompaniment and training of special education technicians;
- Training on digital pedagogy tools, including workshops on programming;
- Nomination of a new administrator;
- Outstanding performance of our students at regional, provincial and national events;
- Completion of the Construction Equipment Operation program;
- Training for all schools with École branchée;
- Consultation on the importance of the French language for the staff, parents and community members of the municipality of Blanc-Sablon.

1.3. Educational Services and Other Services

Organization of Educational Services

In 2021-2022, Educational Services were led full-time by a director and a coordinator. The Educational Services team was composed of twelve professionals, namely in Psychoeducation, Reeducation, Social Work, School Counseling, Pedagogy, Digital Pedagogy, School Adaptation, Library Science, Community Development, Student Life, and three support staff for School Organization, Secretarial Management and Recreational Activities.

Technological tools such as TEAMS have greatly contributed to facilitate meetings between professionals and school teams.

The orientations of the Educational Services team were based on the three broad areas of intervention of the MEQ's *Policy on Educational Success*:

Axis 1:	Everyone achieving their full potential.
Axis 2:	An inclusive environment for development, learning and success.
Axis 3:	Mobilization of partners and stakeholders in support of educational success.

Student Population

As of September 30, 2021, we reported 431 students at our school service centre, a decrease of 15 students compared to 2020-2021. Of this number, 201 students were from the French sector and 230 students from the English sector. A total of 4 % of students were reported as living with a disability or handicap, while 29 % of students were monitored more closely as they represented a risk of behavioural or learning difficulties.

Partners and Collaborators

- Local, regional and provincial health and social services agencies;
- Community Learning Centres (CLCs);
- Regional resources (French sector);
- Centres of Excellence (English sector);
- Eastern Shores School Board and North Shore school services centres (youth sector);
- LEARN (high school distance education courses);
- LCEEQ (Math Institute);
- Coasters Association;
- RAP Côte-Nord.

Services to Students and Schools in Relation to the Priorities of the Centre de services scolaire du Littoral

RELATIONSHIP WITH SCHOOLS – PRINCIPALS AND SCHOOL TEAMS	
Prevention	Solutions - Priorities for 2022-2023
Plan school visits for professionals based on principal needs and professional observations.	Review documents.

<p>Prepare and review our school service centre framework documents.</p> <p>Guides:</p> <ul style="list-style-type: none"> • Anti-Bullying and Anti-Violence Action Plan; • Youth Protection; • Intervention Techniques; • Interventions and Suicide Prevention; • Autism Spectrum Disorder (ASD); • Radicalization. <p>Protocols:</p> <ul style="list-style-type: none"> • Suicide Postvention; • Courses of action for suspected or disclosed abuse or maltreatment. <p>Policies:</p> <ul style="list-style-type: none"> • Special Education; • Substance Use and Problematic Internet Use Prevention; • Admission and Enrollment. <p>Regulations:</p> <ul style="list-style-type: none"> • Concerning Suspension and Expulsion cases. 	<p>Ensure that the documents are easily accessible in a location that is user-friendly for principals and school teams (school reference binders).</p> <p>Support staff on the existence and use of the documents.</p> <p>Create “checklists,” as needed, for some documents.</p> <p>Pathway for the implementation of IEPs.</p>
<p>Support to principals in the organization of their school, mainly carried out by Marie Hamel.</p>	

ORGANIZATION OF COMPLEMENTARY SERVICES FOR AT-RISK STUDENTS AND STUDENTS WITH HSMLD

Prevention	Solutions - Priorities for 2022-2023
<p>Multidisciplinary team meetings with principal, every 6 weeks.</p>	<p>School teams need to be developed in the day-to-day management of students without the need for assessment.</p>
<p>Organization of services related to RTI (Response to Intervention) for Gabriel-Dionne, St-Joseph, Mgr-Scheffer and St-Augustine schools.</p>	<p>Develop the capacity of school teams to be proactive in managing an inclusive classroom according to the needs of each child.</p>
<p>Emphasis on universal response measures.</p>	<p>Review the organization of professional services to achieve a more consultative approach than an evaluative one.</p>
<p><i>Instances Locales</i>: 2 meetings. Last meeting in May cancelled due to lack of participants.</p>	<p>Training of stakeholders on crisis management and prevention.</p>
<p>Clinical Committee: 10 meetings, as of May 27, 2022.</p>	<p>Review the organization of professional services to achieve a more consultative approach than an evaluative one.</p>
<p>Clinical Committee Assessments: 33 requests received.</p> <p>Number of assessments/screenings as of May 20, 2022:</p> <ul style="list-style-type: none"> • Neurology: 14; • Speech-Language Pathology: 23; • Occupational Therapy: 39 screenings and 15 assessments; • Remediation: 1 follow-up; • Psychoeducation: 7; • Social Work: 0. 	<p>Review the organization of professional services to achieve a more consultative approach than an evaluative one.</p> <p>Training of stakeholders on crisis management and prevention.</p>
<p>As needed, psychosocial follow-ups by our services with Marie-Philippe Asselin, Kelly Fequet, Tara-Lee Lavallée, Jean-François Rodrigue and Joannie Tardif.</p>	<p>Training of stakeholders on crisis management and prevention.</p>
<p>Special Needs Advisory Committee (SNAC): 3 meetings.</p>	<p>Training of stakeholders on crisis management and prevention.</p>

Support for the special education technicians by Marie-Philippe Asselin and Bruno Courville, 3 meetings + support: <ul style="list-style-type: none"> • Role of the educator in the classroom; • Grey areas of intervention; • Observation techniques (part 1). 	
Visit of regional resources: <ul style="list-style-type: none"> • Jannie Gauthier: 2 visits; • Sophie Caillerez: 1 visit. 	
Remote support with <i>Agentes de service régional de soutien et d'expertise (ASRSE)</i> and Centres of Excellence.	
Intervention Plan: Accompaniment of school teams by Bruno Courville, Marie-Philippe Asselin and Tara-Lee Lavallée, among others.	
Support to school teams for job-oriented training programs by Jean-François Rodrigue and Joannie Tardif.	
Youth Intervention Committee (CIJ): 2 meetings.	
Training program, specific trajectories: <ul style="list-style-type: none"> • CASP: 3; • Challenge: 1; • PII: 1; • Semiskilled Trades: 1; • Work-Oriented Training Path: 3; • Modified program (one or more disciplines): 3. 	
ORGANIZATION OF EDUCATIONAL SERVICES FOR ALL STUDENTS	
Prevention	Solutions - Priorities for 2022-2023
Mandatory training program: <ul style="list-style-type: none"> • Academic and Career Guidance Content (ACGC), update of the school action plans with Jean-François Rodrigue and Joannie Tardif. Accompaniment according to the needs of the schools; • Modelling of workshops by Joannie Tardif and Jean-François Rodrigue; • Sexuality Education Program, update of the school action plan with Kelly Fequet and Tara-Lee Lavallée. Accompaniment according to the needs of the schools; • Modelling of workshops by Kelly Fequet and Tara-Lee Lavallée; • Addiction Prevention Program with Kelly Fequet, Joannie Tardif, Marie-Philippe Asselin and Tara-Lee Lavallée; • Modelling of workshops by Joannie Tardif, Marie-Philippe Asselin and Kelly Fequet. 	Develop the capacity of school teams to proactively manage their learning plans for the students with an eye toward legal documents.
Implementation of Mozaïk-Portal with principals, secretaries, teachers and parents with the help of Éric Caron.	
School Transition: 1 meeting with the graduates of École Mgr-Scheffer (Transition to post-secondary).	
Training on techno-pedagogies offered by Éric Caron.	

Mental health first aid training in English and French by an external resource.	
Support for the Sanction of studies by Jean-François Rodrigue and Nadia Beaudoin.	
Preparation of high school student profiles in order to offer adequate services with Jean-François Rodrigue and Joannie Tardif.	
Deployment of services for school libraries with the support of Joël-Vincent Cyr: <ul style="list-style-type: none"> • Computerization of libraries and enhancement of physical facilities; • Continuation of work toward a common location for digital library resources, promoting and supporting the use of digital book platforms; • Development of book collections; • Hiring of a documentation technician. 	
Accompaniment for the development of school codes of conduct with Kelly Fequet.	
Accompaniment for the anti-violence and anti-bullying guides with Kelly Fequet.	
Accompaniment for the OurSCHOOL surveys with Kelly Fequet.	
Sports and extracurricular activities (local and sometimes regional or provincial finals) cross-country, track and field, badminton, volleyball, E-Sports, LU, etc. organized with the help of Jesse Metcalf.	
Cultural, entrepreneurial, extracurricular and student retention activities such as cooking and outdoor camps, <i>Culture à l'école</i> , <i>Secondaire en spectacle</i> , the travelling museum, the grade 6 minicamp, babysitting course, OSEntreprendre Challenge, etc. with the help of Sarah Iris Foster.	
Student participation in some of the activities: <ul style="list-style-type: none"> • Cross-Country Locals in Chevery and St-Paul: approximately 107 athletes from 6 schools between grade 4 and secondary 5; • Cooking Camp at École Mgr-Scheffer: 16 participants from 7 schools between secondary 1 and 4; • Multisport Tournament at École Mgr-Scheffer: 103 athletes from 7 schools between secondary 1 and 5; • <i>Secondaire en spectacle</i> Regionals in Sept-Îles: 3 artists and 1 organizer from École Mgr-Scheffer, Secondary 3 and 4; • Volleyball Regionals in Baie-Comeau: École Mgr-Scheffer girls A team and boys team; • Badminton Regionals in Sept-Îles: 17 athletes from 3 schools between Secondary 1 and 4; • Badminton Provincials in Montréal: 2 athletes from Netagamiou and Mgr-Scheffer schools, secondary 2; • Volleyball Provincials in Sept-Îles: Boys team from École Mgr-Scheffer; 	

- Outdoor Camp at École St-Joseph: 20 participants from 7 schools between secondary 1 and 4 including the 6 students from Anticosti;
- Track and Field Locals at École Mgr-Scheffer: 140 athletes from 7 schools between grade 3 and secondary 5;
- Track and Field Regionals in Sept-Îles: 33 athletes from 6 schools between grade 6 and secondary 5;
- Track and Field Provincials in Rivière-du-Loup: 13 athletes from Mgr-Scheffer, St-Paul and St-Augustine schools;
- Minicamp at École Mgr-Scheffer: Approximately 23 grade 6 students from 5 schools.

ORGANIZATION OF THE EDUCATIONAL SERVICES TEAM

Prevention

Review of professionals' tasks.

Organization of educational services and distribution of services according to school needs.

Solutions - Priorities for 2022-2023

Development for professionals on accompaniment to equip school teams and not give ready-made answers.

OUR CHALLENGE: TO BECOME EFFECTIVE COACHES!

FOLLOW-UP FOR POST-SECONDARY STUDENTS, SEC 5

39 students graduating in secondary 5 at the CSSL. Among these, the obtention of a Secondary School Diploma is uncertain for 5 students.

Summer classes (LEARN or ÉtudeSecours) and exam rewrites are organized locally.

Student projects for 2022-2023:

Trade school: 13

College (technical or general): 17

University outside of the province: 1

Sabbatical: 3

In the decision-making process: 4

Other Student Services

School transportation services were available for students from Port-Menier, Mutton Bay, La Tabatière, Vieux-Fort, Rivière St-Paul, Brador, Blanc-Sablon and Lourdes-de-Blanc-Sablon.

Daycare services were in place at Mgr-Scheffer, St-Augustine and Netagamiou schools.

Lunchtime supervision was offered at Mecatina, Mountain Ridge, St-Paul and Mgr-Scheffer schools.

Full-time kindergarten for four-year-olds was offered at Mgr-Scheffer and Mountain Ridge schools, based on the MEQ measure. **Half-time kindergarten for four-year-olds** was offered at Harrington, St-Augustine, St-Joseph and Netagamiou schools. **Full-time kindergarten for five-year-olds** was offered at Kegaska, Mecatina, Mountain Ridge, St-Augustine, Mgr-Scheffer, St-Joseph and Netagamiou schools.

Special Features in 2021-2022

With the pandemic behind us, all schools offered full-time, attendance-based education for all students.

The employment-based training pathway was offered to four students at Mgr-Scheffer, St-Joseph and St-Augustine schools: one student was qualified in Semi-Skilled Training (SST), and three in Work-Oriented Training Path (WOTP). These programs qualified two students: one student in SST, and one student in WOTP.

The Mozaik platform has been implemented for all schools. The collection of student absences and the collaboration with parents on the Parent Portal were the objectives for the year.



2. Gouvernance of the Centre de services scolaire du Littoral

2.1. Board of Directors

Not applicable to the Centre de services scolaire du Littoral.

Calendar of Meetings Held

Not applicable to the Centre de services scolaire du Littoral.

Board of Directors Decisions

Not applicable to the Centre de services scolaire du Littoral.

2.2. Other Governance Committees

- List of Board of Directors Committees and their Members

Not applicable to the Centre de services scolaire du Littoral.

- List of Centre de services scolaire du Littoral Committees and their Members

Committee	List of Members
Lower North Shore Advisory Group	Ms. Lucia Cucchiara Ms. Jacqueline Gallibois Ms. Céline Girard Mr. Randy Jones Mr. Philip Joycey Ms. Gabrielle Landry Mr. Marc-André Masse Ms. Ghislaine Nadeau-Monger Mr. Keith Rowsell
Management Advisory Committee (CCG)	Ms. Kelly Anderson Ms. Geneviève Boucher Mr. Pierre Boudreau Mr. Stéphane Daoust Ms. Karine Dubé Ms. Karen Fequet Ms. Céline Girard Ms. Marie Hamel Ms. Martine Joncas Mr. Philip Joycey Ms. Nadia Landry Mr. Marc-André Masse Ms. Rebecca Nadeau-Monger Ms. Ana Osborne Ms. Marie-Pier Rioux Ms. Katia Tardif

Special Needs Advisory Committee (SNAC)	Ms. Erika Anderson Ms. Gabrielle Anderson Ms. Stacey Anderson Ms. Marie-Philippe Asselin Ms. Tara Bobbitt Mr. Dean Buckle Ms. Kimberly Buffitt Ms. Karine Dubé Ms. Éoui Gagnon-Grenier Ms. Marie Hamel Mr. Philip Joycey Ms. April Kippen Ms. Nancy Rémillard Mr. Keith Rowsell Ms. Katia Tardif Ms. Wendy Tremblay Ms. Christa Walsh
Parents' Committee (PC)	<i>Parents</i> Ms. Brittany Anderson Ms. Tara Bobbitt Ms. Kimberly Buffitt Ms. Jacqueline Gallibois Ms. April Kippen Ms. Charline Marcoux Ms. Marie-Lyne Monger Ms. Melody Strickland Ms. Nadia Wellman <i>CSSL</i> Ms. Geneviève Boucher Mr. Pierre Boudreau Mr. Stéphane Daoust Ms. Marie Hamel Mr. Philip Joycey Ms. Nadia Landry Mr. Marc-André Masse Ms. Ana Osborne Ms. Marie-Pier Rioux
Resources Allocation Committee (CRR)	Ms. Kelly Anderson Ms. Céline Girard Ms. Karine Dubé Ms. Karen Fequet Ms. Marie Hamel Ms. Martine Joncas Mr. Philip Joycey Ms. Nadia Landry Mr. Marc-André Masse Ms. Rebecca Nadeau-Monger Ms. Marie-Pier Rioux Ms. Ana Osborne

2.3. Code of Ethics and Professional Conduct

Not applicable to the Centre de services scolaire du Littoral.

2.4. Disclosure of Wrongdoings Against Public Organizations

The Centre de services scolaire du Littoral did not receive any disclosure of wrongdoings.

3. Results

3.1. Commitment-to-Success Plan

3.1.1. Results from the Commitment-to-Success Plan (PEVR)

- **Orientation 1:** Engage students and learners by implementing significant learning experiences and facilitating accessibility to diversity.

Objective	Indicator	Target	Results 2020-2021	Results 2021-2022
1.1 By 2021, ensure access to educational resources and pedagogical support for staff, students and learners to facilitate the integration of new information and communications technologies in the classroom.	Inventory of laptops and use of platforms	All schools and centres	Attained	Attained
1.2 By September 2021, offer two specific vocation programs to all students of the Centre de services scolaire du Littoral.	Number of specific vocation programs offered	2 programs	Not attained	Not attained
1.3 Offer flexible learning environments and training programs conducive to the development of all students and learners by implementing a coordination system that promotes better transitions.	Coordination system in place	N/A	N/A	N/A

- **Orientation 2:** Promote the coherence of interventions between the different services offered to students by developing collaborative teams to implement the *Response to Intervention* (RTI) model and to better support the school teams in its application.

Objective	Indicator	Target	Results 2020-2021	Results 2021-2022
2.1 By September 2020, ensure that all preschool and elementary school teachers have received training on the RTI model by experts in the field.	Number of teachers trained	All preschool and elementary school teachers	Partially Attained	Partially attained
2.2 By September 2021, develop a common language in identifying effective, evidence-based practices through the research conducted by different stakeholders/services across three schools.	Development of tools for each level of intervention	3 schools	Attained	Attained
2.3 By September 2022, ensure the implementation of RTI model principles by the three targeted school teams, with the support of a collaborative team.	Development and use of tools	3 schools	Attained	Attained

Clarification of Results

Objective 1.2, which was very ambitious for the size of the Centre de services scolaire du Littoral, was not attained, in part because of changes in the organization's priorities. However, several initiatives were pursued, such as the implementation of distance learning projects between schools and centres. Finally, the CSSL facilitated access by our students and learners to certain programs offered by other school service centres.

As for objective 1.3, since we did not set a target at the beginning, it is difficult, if not impossible, to evaluate its achievement. However, several measures were put in place. The team of professionals was enhanced, distance learning courses in general adult education and vocational training were offered, and mentoring/pairing was implemented in most of our schools and centres.

Objective 2.1 was partially attained, as the school service centre prioritized specific school teams for training and coaching related to RTI. In these schools, secondary school teachers were also part of the process along with preschool and elementary school teachers. The intention is to gradually implement the project in other CSSL schools in the coming years.



3.1.2. Objectives determined by the Minister of Education

Objective	Indicator	Target	Results 2018-2019	Results 2019-2020	Results 2020-2021	Results 2021-2022
<i>Reduce by 50 % the gap in success rates between various groups of students.</i>	Graduation and qualification rate after 7 years	Gap of 15 percentage points between boys and girls	21.3 points	6.5 points	5,7 points	N/A
		Gap below 10 percentage points between special needs and regular students	13 points	35 points	N/A	N/A
<i>Reduce to 10 % the percentage of students starting public secondary school at age 13 or over.</i>	Percentage of students who are aged 13 or over when they start public secondary school	11 %	17.8 %	8.6 %	13.8 %	N/A
<i>Increase to 90 % the percentage of students under 20 years of age who obtain a first diploma or first qualification and increase to 85 % the percentage of these students who obtain a first diploma (SSD and DVS).</i>	Graduation and qualification rate after 7 years	84 %	80 %	85.7 %	82.8 %	N/A
<i>In the public system, increase to 90 % the success rate for the ministerial evaluation that assesses writing ability in the language of instruction (FLE) in Elementary Grade 4 (ELA writing exam in Grade 6 for the Anglophone sector).</i>	Success rate for the ministerial evaluation situation that assesses writing ability in the language of instruction – FLE in Elementary Grade 4 and ELA in Elementary Grade 6	90 %	FLE: 66.7 % ELA: 94.4 %	N/A	N/A	FLE: 88.2 % ELA: 88.9 %
<i>Ensure that all school buildings are in good condition.</i>	Condition of buildings	85 % of all school buildings are in good condition	N/A	N/A	N/A	N/A
<i>Help to increase and maintain the literacy skills of the adult population in the School Service Centre's territory.</i>	Percentage of adults having achieved a level 3-4-5 in literacy under the Programme for the International Assessment of Adult Competencies (PIAAC)	N/A	N/A	N/A	N/A	N/A
<i>By 2022, increase to 100 % the percentage of elementary schools that provide 60 minutes of physical activity per day for students.</i>	Percentage of elementary schools that meet the 60 minutes per day target	100 %	30 %	67 %	100 %	100 %

Success rate gaps between different groups of students vary considerably from year to year due, in part, to the very small size of the CSSL cohorts. The same is true for most of our organization's results. To counteract this effect, we used the average of the last five years of data in our discussions and intervened directly based on the needs of each student in our small school communities.

The incomplete results for 2019-2020 and 2020-2021 are a consequence of the pandemic and the MEQ's decision not to provide ministerial evaluations for elementary and secondary students in June 2020 and June 2021.

As for the condition of the Centre de services scolaire du Littoral's buildings, the data is incomplete. However, there is a lot of work done annually and money invested throughout the territory (see section 4.5.1).

In terms of improving the literacy skills of the adult population, the data available for the Lower North Shore is combined with that of the Minganie. It is therefore difficult to obtain precise data pertaining only to adults on the CSSL territory. Steps have been taken to obtain our own data.

3.2. Fighting Bullying and Violence

3.2.1. Summary of Bullying and Violence Events Reported to the Centre de services scolaire du Littoral

- Scale of Frequency of Bullying and Violence Event

Scale
No events
Less than 10 events reported
10 to 19 events reported
20 to 39 events reported
40 and more events reported

Schools	BULLYING (event frequency)	VIOLENCE (event frequency)	Proportion of interventions that were the subject of a complaint to the student ombudsman
Name of the school (number of students in the school)	Example: Less than 10 events reported	Example: 10 to 19 events reported	Example: 1.8 %
St-Joseph (17)	No events	Less than 10 events reported	0 %
Kegaska (8)	No events	No events	-
Harrington (15)	No events	No events	-
Netagamiou (39)	Less than 10 events reported	No events	0 %
Gabriel-Dionne (3)	Less than 10 events reported	No events	0 %
Mecatina (29)	No events	Less than 10 events reported	0 %
St-Augustine (44)	No events	Less than 10 events reported	0 %
Mountain Ridge (53)	No events	Less than 10 events reported	0 %
St-Paul (52)	Less than 10 events reported	Less than 10 events reported	0 %
Mgr-Scheffer (172)	No events	No events	-

3.2.2. Interventions in the Centre de services scolaire du Littoral schools

All schools have adopted an anti-bullying and anti-violence plan to prevent and reduce all forms of bullying and violence. This plan aims to provide healthy and safe environments for students.

The above-mentioned events have been followed up by the professionals and the school administration, thus facilitating the implementation of interventions according to the nature and seriousness of the events. These interventions included communications and meetings with students and parents, remedial actions, individual interventions, sanctions according to the school's code of conduct, support plans, and referrals to professionals or partners. None of the interventions related to bullying and violence were the subject of a complaint to the student ombudsman.

3.3. Complaint Procedure

In accordance with the Centre de services scolaire du Littoral's *Procedure for the Examination of Complaints from Students or their Parents*, there are four (4) main steps in the complaint process:

1. **Speak directly to the person involved in the situation.** Many situations are easily resolved by speaking directly to the person involved. Sometimes, it is simply a matter of communicating with the staff member implicated in the situation.
2. **Contact the immediate superior of the person involved.** If the complainant is not satisfied with the results of the first step, he or she is invited to contact the immediate superior of the staff member involved in the situation. The latter shall review the complaint and attempt, if possible, to resolve the situation.
3. **Contact the person responsible for complaints.** If the previous steps still do not resolve the situation to the complainant's satisfaction, the immediate supervisor will refer the complainant to the person responsible for complaints who will attempt to find a solution.
4. **Contact the student ombudsman.** A complainant who is not satisfied with the way his or her complaint has been handled by the school service centre may request the intervention of the student ombudsman for examination.

The schools of the Centre de services scolaire du Littoral have organized numerous activities to take action against violence and bullying. They were accompanied in their efforts to improve the *Anti-Bullying and Violence Plan* in order to adopt best practices. The *OurSchool* survey was used in schools. This survey gave a voice to students and served as a guide for action. Social-emotional development programs, such as *Vers le Pacifique* and *Second Step*, were also used in the schools to give students the tools to problem solving and develop social skills.

4. Use of Resources

4.1. Allocation of the Centre de services scolaire du Littoral Revenues

The Objectives of the Annual Revenue Allocation

The annual allocation of revenues allows the school service centre to optimize the use of its financial resources to offer quality services aimed at promoting student success. The allocation of resources is linked to the achievement of its objectives set in accordance with its *Commitment-to-Success Plan* and its schools' educational projects.

The Principles of Annual Revenue Allocation

Equity, transparency, compliance with legal frameworks and maintaining a balanced budget are the main principles guiding the annual allocation of revenues.

Criteria Used to Determine the Amounts Allocated

The amounts are allocated based on the clientele, the needs expressed by the schools and centres as well as the funds received by the Ministry.



4.2. Financial Resources

Financial Statement on June 30, 2022

	2022	2021
FINANCIAL ASSETS		
Cash balance (bank overdraft)	9 649 943.01	4 481 215.03
Receivable operation grant	3 465 540.65	3 983 234.58
Receivable investment grant	28 546 930.08	26 165 514.85
Debtors	764 025.58	783 365.12
TOTAL FINANCIAL ASSETS	42 426 439.32	35 413 329.58
LIABILITIES		
Temporary loan	0.00	0.00
Account payables and outstanding payments	2 169 659.75	2 986 831.85
Deferred investment grant	26 527 419.87	24 175 162.97
Deferred income	153 422.74	46 149.22
Estimated fringe benefits	1 043 337.74	1 099 764.74
Long-term liability to receive a promise grant	21 491 613.77	20 452 981.90
Other liabilities	595 446.65	1 283 053.69
TOTAL LIABILITIES	58 351 261.96	50 043 944.37
NET FINANCIAL ASSETS (NET DEBT)	-15 924 822.64	-14 630 614.79
NON-FINANCIAL ASSETS		
Fixed assets	28 429 438.55	26 012 916.88
Prepaid expenses	139 336.68	152 523.95
TOTAL NON-FINANCIAL ASSETS	28 429 438.55	26 165 440.83
ACCUMULATED SURPLUS	12 504 615.91	11 534 826.04

Statement of Income and Deficit
Period ending on June 30, 2022

	2022	2021
REVENUES		
Operating grant from MEQ	23 456 614.85	22 604 309.58
Deferred investment grant	0.00	0.00
Other grants and contributions	697 190.20	588 225.49
Rights and fees to scolarity	16 943.00	82 591.78
Sales of goods and services	531 045.62	349 335.06
Other revenues	276 665.10	97 985.47
Amortization of deferred investment grant	1 486 266.47	1 276 776.73
TOTAL REVENUES	26 464 725.24	24 999 224.11
EXPENSES		
Education and training activities	9 332 960.08	8 742 687.54
Education and training support activities	6 309 739.04	5 345 575.84
Subsidiary services	1 032 235.70	1 056 075.01
Administrative activities	2 894 376.39	2 577 517.38
Activities related to property	4 092 909.29	3 789 652.63
Related activities	1 889 141.87	2 677 145.24
Expenses related to the change in the provision for social benefits	-56 427.00	-61 659.75
Loss (gain) on disposal of fixed assets	0.00	302.89
TOTAL EXPENSES	25 494 935.37	24 127 296.78
SURPLUS	969 789.87	871 927.33

4.3. Workforce Management and Monitoring

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

Classes of Employment	Hours Worked (1)	Overtime (2)	Total Paid Hours (3) = (1) + (2)	Number of Employees for the Reporting Period
1. Management Staff	32 481.05	0.00	32 481.05	20
2. Professional Staff	24 073.50	0.00	24 073.50	30
3. Teaching Staff	117 401.83	219.63	117 621.45	174
4. Clerical, Technical and Related Staff	77 013.43	15.00	77 028.43	124
5. Workers, Maintenance and Service Staff	35 146.81	6.30	35 153.11	49
Total in Hours	286 116.61	240.93	286 357.54	397

- Summary of staffing levels from April 1, 2021 to March 31, 2022

Target set by the Minister of Education (A)	280 907.42
<i>Source: Information provided by the Ministère de l'Éducation du Québec (MEQ) via CollecteInfo</i>	
Total paid hours worked (B)	286 357.54
<i>Source: Information provided by the MEQ via CollecteInfo</i>	
Extent of overage, if any	5 450.12
Calculation: (C) = (B) – (A)	
Compliance with staffing levels	No. A request to adjust targets was made.
Answer key: Yes/No <i>(If the answer is "No," the school service centre must inform of the steps taken to rectify the situation)</i>	

4.4. Service Contracts of \$ 25 000 or more

- Service contracts of \$ 25 000 or more, entered between April 1, 2021 and March 31, 2022.

	Number of contracts	Contract amount (before taxes)
Service contracts with a physical person	-	-
Service contract with a contractor other than a physical person	8	\$ 1 316 495
Total	8	\$ 1 316 495

4.5. Material and Information Technology Resources

4.5.1. Material Resources

- Maintenance of real estate assets from July 1, 2021 to June 30, 2022

2020-2021 (Previous Year)	2021-2022 (Reporting Year)		
Balance of remaining allocations as of June 30, 2021	Allocation for 2021-2022	Expenses incurred for 2021-2022	Balance of remaining allocations as of June 30, 2022
\$ 4 959 718	\$ 2 000 000	\$ 1 829 012	\$ 5 130 706

Projects completed in 2021-2021:

- Repair of siding of École Mgr-Scheffer;
- Mold decontamination - Renovation of the sanitary blocks at Mountain Ridge School;
- Purchase and installation of a generator at Netagamiou School;
- Purchase and installation of a generator at St-Augustine School;
- Plumbing work in the four (4) unit residence in Chevery;
- Repair of the roof of École Gabriel-Dionne (disaster);
- Painting the interior of École St-Joseph;
- Renovation inside of St-Bernard Centre;
- Demolition of exterior brick walls of École Mgr-Scheffer (disaster);
- Repair of the sewers at residence 14A12 and 14A13.

4.5.2. Information Technology Resources

In 2021-2022, the Information Technology Service has experienced a lot of change throughout the year. The labour shortage did not allow for a full team. In fact, the team was composed of three people: a computer technician, a senior computer technician, and a computer operator. It should be mentioned that our director retired, and we were unable to fill his position.

The team members, with the help of external consultants, provided pedagogical and administrative support to the entire organization. The team answered over 3000 requests for assistance from schools, adult education centres and administrative offices.

The team also maintained the computer fleet consisting of approximately:

- 650 workstations;
- 500 digital tablets of the iPad type;
- 46 network printers;
- 85 interactive boards or smart TVs (Smartboard);
- 10 videoconference systems;
- 10 robots for distance learning (Double Robotics);
- 14 physical servers that support 50+ virtual servers.

In addition, the IT resources team took care of:

- Office 365 and Google cloud platforms;
- GRICS management software packages;
- Network infrastructure, wired and wireless;
- IT security;
- Telephony and unified communications;
- Server rooms: servers, storage, redundancy and power.

We hope to be able to fill our positions for the upcoming school year to continue the ongoing operations of maintaining and improving the computer fleet.

5. Annexe to the Annual Report

Student Ombudsman Report

Me Donatien Grenier, Student Ombudsman, did not receive any complaints during the 2021-2022 school year. A copy of Me Grenier's report is available on the following page (in French only).



RAPPORT ANNUEL DU PROTECTEUR DE L'ÉLÈVE
DU CENTRE des services scolaires du Littoral
ANNÉE SCOLAIRE 2021-2022

Plainte(s) reçue(s) : aucune

Plainte(s) concernant des actes d'intimidation ou de violence : aucune

Signé à New Carlisle, ce 15 août 2022



DONATIEN GRENIER
Protecteur de l'élève