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2022-2023



# ANNUAL REPORT

Centre de services scolaire du Littoral



Centre  
de services scolaire  
du Littoral



## MESSAGE FROM GENERAL ADMINISTRATION of Centre de services scolaire du Littoral



Dear Readers,

It is with great pride and enthusiasm that we present the **Centre de services scolaire du Littoral 2022-2023 Annual Report**. In this report, you will find that the entire Littoral team has contributed to the success and well-being of students on the Lower North Shore and Anticosti Island.

An extensive consultation with the Littoral school community for the renewal of our *Commitment-to-Success Plan* marked the 2022-2023 school year. Based on the values of engagement, collaboration and innovation, this plan will define the orientations of the school service centre for the next four years.

Throughout this report, you will see that the information provided by each of our services reflects the values we have chosen. We can assure that our teams are highly dedicated and work diligently to ensure that all our students benefit from exceptional educational services.

In the fall of 2023, action plans and new educational projects will be developed by each service and each school. Our commitment to continuous improvement is an ongoing objective for the coming year. We are currently counting on the benevolence and the involvement of the population of the Lower North Shore and Anticosti Island to achieve success and well-being for all our students.

The labour shortage challenges facing Québec are also present at our school service centre. We are working relentlessly to pursue our primary mission which is to educate, socialize and qualify all our students.

Finally, we are confident that with the administrative thoroughness and dedication of our teams, we will succeed in fulfilling our mission through the application of effective practices based on research and data.

Enjoy our report!

Marc-André Masse  
Administrator

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# 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, with its special status, is unique in the province of Québec. Founded in April 1967, it is administered by an administrator, appointed by the Members of Cabinet, who replaces the Board of Directors and the Director General. The school service centre provides services to schools and adult education centres located on the easternmost tip of Québec, on the Lower North Shore and Anticosti Island. 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 to Labrador the villages of Vieux-Fort, Rivière St-Paul, Lourdes-de-Blanc-Sablon, and Blanc-Sablon. 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)	20
Kegaska	Kegaska	10
Harrington	Harrington Harbour	14
Netagamiou	Chevery	34
Gabriel-Dionne	Tête-à-la-Baleine	6
Mecatina	La Tabatière	24
St-Augustine	Rivière St-Augustin	41
Mountain Ridge	Vieux-Fort	46
St-Paul	Rivière St-Paul	47
Mgr-Scheffer	Lourdes-de-Blanc-Sablon	156
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 2022-2023 school year include, among others:

- Development of the *Commitment-to-Success Plan 2023-2027*;
- Progress in implementing integrated document management;
- Outstanding performance of our students at regional, provincial and national events;
- Start of the implementation of IP telephony by Teams;
- Replacement of servers;
- Development of the Educational Services action plan in line with the *Commitment-to-Success Plan 2023-2027*;
- Implementation of telemedicine services for our employees and their families.

## 1.3. Educational Services and Other Services

### Organization of Educational Services

In 2022-2023, Educational Services were led full-time by a director and a coordinator. The Educational Services team was composed of sixteen professionals, namely in 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.

### Student Population

As of September 30, 2022, we reported 398 students at our school service centre, a decrease of 33 students compared to 2021-2022. Of this number, 180 students were from the French sector and 218 students from the English sector. A total of 6 % of students were reported as living with a disability or handicap, while 32 % 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);
- Leading English Education and Resource Network (LEARN) (high school distance education courses);
- Leadership Committee for English Education in Québec (LCEEQ) (Math Institute);
- Coasters Association;
- Réussite - Accomplissement - Persévérance (RAP) Côte-Nord;
- eSTIME;
- École branchée;
- École en réseau;
- Directors of English Education Network (DEEN);
- RÉseau axé sur le développement des Compétences des élèves par l'Intégration des Technologies (RÉCIT);
- Administrator Complementary Educational Services (ACES);
- Directions des Services éducatifs (DSÉ) Côte-Nord.

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

<b>RELATIONSHIP WITH SCHOOLS – PRINCIPALS AND SCHOOL TEAMS</b>	
<b>Actions implemented</b>	<b>Priorities for 2023-2024</b>
Plan school visits for professionals based on principals' needs and professional observations.	Update of the checklist for school visits.
Meetings with school principals to share issues, challenges, standards, and regulations in education.	Creation of an Educational Services Table.
<p>Preparation and revision of framework documents from our school service centre.</p> <p>Guides:</p> <ul style="list-style-type: none"> <li>• Field trips;</li> <li>• Transition guide;</li> <li>• Use of best practices on schoolyards.</li> </ul> <p>Policies:</p> <ul style="list-style-type: none"> <li>• Evaluation of Learning and Promotion.</li> </ul> <p>Preparation of resource binders containing all important documents for the principals. The binders are given to each principal at the beginning of the year. There is one for the school and one for the principal.</p>	<p>Ensure that the resource binders are used and available to school teams.</p> <p>Ensure resource binders are updated.</p> <p>Ensure that the latest version of all documents is uploaded to the Educational Services SharePoint and made available to collaborators linked to the documentation.</p> <p>Accompany staff on the existence and use of documents.</p> <p>Create a checklist for certain documents, as needed.</p>
<b>ORGANIZATION OF COMPLEMENTARY SERVICES</b>	
<b>Actions implemented</b>	<b>Priorities for 2023-2024</b>
Multidisciplinary team meetings with principals every 6 weeks.	Continue the development of school teams in the management of daily life with students without the need to evaluate.
Focus on universal response measures.	<p>Develop the capacity of school teams to be proactive in managing an inclusive classroom portrait according to the needs of each child.</p> <p>Differentiated instruction to be implemented.</p>
<i>Instances Locales</i> , 3 meetings. A change has been made in the organization of meetings by focusing on themes according to the needs of the school teams.	Develop a good understanding of autism.
<p>Evaluations, consultations, follow-ups, support of external partners.</p> <p>Number of assessments/screenings as of April 20, 2022:</p> <ul style="list-style-type: none"> <li>• Neurology: 8 and some consultations;</li> <li>• Speech-Language Pathology: 12 and several consultation meetings made using a bank of hours;</li> <li>• Occupational Therapy: 48 screenings and assessments and meetings with school teams and parents. 13 general projects developed (fine motor skills in preschool, weighted blanket protocol, transition to preschool to come);</li> <li>• Remediation: 1.</li> </ul>	Develop knowledge related to the impacts of dyslexia and dysorthograpia on learning and information retention.
Psychosocial follow-ups by our services, as needed.	To be continued.

Support for the Second Step Program.	To be continued.
Special Needs Advisory Committee (SNAC): 3 meetings.	To be continued.
Accompaniment for special education technicians.	To be continued.
Visit of regional resources: <ul style="list-style-type: none"> <li>• Jannie Gauthier: 1 visit;</li> <li>• Sophie Caillerez: 1 visit;</li> <li>• Karine Michaud: 1 visit.</li> </ul>	For your information.
Remote support with <i>Agentes de service régional de soutien et d'expertise (ASRSE)</i> and Centres of Excellence.	To be continued.
Individualized Education Plan (IEP): Support of school teams.	Continue the accompaniment for IEPs. The needs are mainly found for the development of objectives, the differentiation of objectives/means, the process of production of the IEP. It is necessary to demystify the means adapted to the evaluation and use of technological tools.
Support to school teams for job-oriented training programs.	To be continued.
Youth Intervention Committee (CIJ): 1 informal meeting but several discussions as needed with health stakeholders.	To be continued.
Training program - specific trajectories: <ul style="list-style-type: none"> <li>• CASP: 3 (Mgr-Scheffer, St-Augustine, Harrington);</li> <li>• Challenge: 1 (St-Paul);</li> <li>• PII: 1 (Mgr-Scheffer);</li> <li>• Semiskilled Trades: 1;</li> <li>• Work-Oriented Training Path: 3 (St-Augustine, St-Paul, Port-Menier);</li> <li>• Modified program (one or more disciplines): 5 (Mgr-Scheffer, St-Augustine, St-Joseph, St-Paul).</li> </ul>	For your information.
Support for the development of school codes of conduct.	To be continued.
Support for anti-violence and bullying action plans in accordance with the new MEQ requirements.	Adjust the action plans according to the ministry's requirements.
Accompaniment for the OurSCHOOL surveys.	To be continued.
Sports and extracurricular activities (local and sometimes regional or provincial finals) cross-country, track and field, badminton, volleyball, E-Sports.	Have an annual plan with the number of students participating in sports and cultural activities requiring travel. Review the structure of the sports committee. Possibly have a sports committee with principals and a group of coaches. Think about the organization of sports clinics instead of tournaments to be able to recruit elite to be part of the Littoral teams and make contracts for these students.
Cultural, entrepreneurial, extracurricular activities and student retention activities such as Arts camp, City life, Francofolies, <i>Culture à l'école</i> , <i>Secondaire en spectacle</i> , <i>Parlement écolier</i> .	To be continued.

<p>Student participation in some of the activities:</p> <ul style="list-style-type: none"> <li>• Cross-country locals in Chevery: 47 athletes from 6 schools.</li> <li>• Cross-country regionals in Sept-Iles: 8 athletes.</li> <li>• Cross-country provincials in Baie-Comeau: 6 athletes.</li> <li>• Arts Camp in Chevery: 16 high school students from 6 schools.</li> <li>• Multi-sport tournament at École Mgr-Scheffer: 62 elementary students, and 102 secondary students.</li> <li>• <i>Secondaire en spectacle</i> regionals in Sept-Iles: 4 students of École Mgr-Scheffer.</li> <li>• Volleyball regionals in Sept-Iles: Girls' and Boys' Littoral teams.</li> <li>• Badminton regionals in Grande-Bergeronne: 19 athletes.</li> <li>• Volleyball provincials in Drummondville: Boys' Littoral team.</li> <li>• <i>Francofolies</i>: 52 students from Grade 5 (younger for Port-Menier and Gabriel-Dionne) to Secondary V.</li> <li>• Track and field locals at École Mgr-Scheffer: 147 athletes.</li> <li>• Track and field regionals in Baie-Comeau: 38 athletes.</li> <li>• Track and field provincials in Rivière-du-Loup: 18 athletes.</li> <li>• E-Sports: In the schools where an exhibition party was set up on February 16 between Mgr-Scheffer and St-Paul schools.</li> </ul>	<p>For your information.</p>
<p>Accompaniment for the LU individually.</p>	<p>To be continued.</p>
<p>Completion of cataloging for Mecatina school.</p>	<p>Cataloging in process for St-Augustine and Mountain Ridge schools.</p>
<p>Book selection for all libraries.</p>	<p>To be continued.</p>
<p>Ensuring book rotation with Réseau BIBLIO de la Côte-Nord (RBCN).</p>	<p>To be continued.</p>
<p>Organization of a virtual tour activity at the Côte-Nord Book Fair.</p>	<p>To be continued.</p>
<p>Participation in the Canadian Children's Book Centre (CCBC) <i>Un livre à moi</i> program giving access to a free book for all preschool and cycle 1 students.</p>	<p>To be continued.</p>
<p>Reading activities in the classroom and virtually.</p>	<p>To be continued.</p>
<p>Creation of digital library cards for Mecatina school.</p>	<p>Creation of digital library cards for St-Augustine and Mgr-Scheffer schools.</p>
<p>Facilitated workshops as part of the addiction's prevention program.</p>	<p>To be continued.</p>
<p>Creation of a benevolence action plan.</p>	<p>Collaboration with human resources for the action plan. Creation of CSSL wellness committee.</p>
<p>BMS (Behavioural Management Systems) training in the schools.</p>	<p>Training of BMS crisis management and prevention.</p>
<p>Annual surveys to determine students' guidance needs.</p>	<p>To be continued.</p>



Individual meetings with all secondary III, IV, and V students.	To be continued.
Passing of psychometric tests to all Secondary III students and a few in Secondary IV and V who wanted to take it again.	To be continued.
Accompaniment of school teams for students with visual difficulties by designated persons for the visually impaired.	To be continued.
Support for classroom management.	To be continued.
Support for school teams in developing educational projects.	To be continued.
Support for CLC leaders.	To be continued.
<b>ORGANIZATION OF EDUCATIONAL SERVICES</b>	
<b>Actions implemented</b>	<b>Priorities for 2023-2024</b>
Mandatory training program: <ul style="list-style-type: none"> <li>• Academic and Career Guidance Content (ACGC) - Update of the school action plans;</li> <li>• Workshop modelling on ACGC;</li> <li>• Elaboration of a guide planning transitions and integrating the ACGC is being prepared;</li> <li>• Sexuality Education Program (accompaniment according to the needs of schools, update of the school action plans.</li> <li>• Workshop modelling on sexuality education;</li> <li>• Addiction prevention program;</li> <li>• Workshop modelling on addiction prevention.</li> </ul>	To be continued.
Accompaniment for Mozaïk-Portal - Principals, secretaries, teachers, parents.	To be continued.
School Transition: 1 meeting with the graduates of École Mgr-Scheffer (Transition to post-secondary).	To be continued with other schools.
Support for the certification of studies.	To be continued.
Preparation of profiles for high school students to offer adequate services.	To be continued.
Support for the implementation of inclusive pedagogy.	Need for training related to inclusive pedagogy.
Support for FLE competency scales.	To be continued.
Creation of competency scale for all FSL levels.	Completed.
Development of Learning and Evaluation Situation (LES) in FLE in Grade 6.	Completed.
Presentation of several applications to teachers such as Boukili, Idéllo, Flippity.	Completed.
Bilingualism.	Teachers will need support to understand the links to be made in French and English so that the learning of both languages is improved.  Set up a group of influential leaders to ensure fluency in both languages (French and English) on the Lower North Shore and Anticosti Island.
Accompaniment for the 10 mandatory meetings in preschool.	To be continued.
Accompaniment for differentiated evaluation.	To be continued.

Participation in a Community of Practice (CoP) with teachers in of French Language of Instruction.	Organize a meeting on CoPs at the beginning of the year so that all the teachers can have the information at the same time.
Development of a BIM test in FLE secondary IV.	Completed.
Training and information offered to teachers for the new CCQ program (Culture and Citizenship in Québec).	To be continued.
Inventory of albums available in schools related to the CCQ program.	To be continued.
Monthly English and French newsletters for teachers.	To be continued.
Development of Padlet to collect free resources for the Anglophone and Francophone sectors.	To be continued.
Training related to the Krispii, Eva and Mia platforms.	To be continued for the MIA Platform.
Creation of a Google Drive for teachers in the English-speaking sector with different information from the MEQ.	To be continued.
Creation of a folder in TEAMS to share information.	Gather all information in one place where information can be shared, and questions asked.
"Lunchtime session" to present various resources.	To be continued.
"Collaborative teacher groups" every 1-2 months to talk about programs and their needs (Pre-K-cycle 1, cycles 2-3, Secondary Social Science, Secondary ELA, and ESL) which currently gathers teachers from 5 schools.	To be continued.
Participation to finalize and launch the new local history program.	Completed.
<b>ORGANIZATION OF THE EDUCATIONAL SERVICES TEAM</b>	
<b>Actions implemented</b>	<b>Priorities for 2023-2024</b>
Review of professionals' tasks.	To be continued.
Organization of educational services and distribution of services according to school needs.	To be continued.
Training on the <i>l'Art de questionner</i> with the Université de Sherbrooke for professionals and school principals.	Completed.
<b>OUR CHALLENGE: TO BECOME EFFECTIVE COACHES!</b>	
<b>FOLLOW-UP FOR POST-SECONDARY STUDENTS, SECONDARY V</b>	<b>Priorities for 2023-2024</b>
<p>35 students graduating in secondary V at the CSSL. Of these, obtaining the Secondary School Diploma may be uncertain for 6 students. Summer courses (LEARN or ÉtudeSecours) and exam rewrites are organized locally.</p> <p><u>Student projects for 2023-2024:</u></p> <p>Trade school: 6  College (technical or general): 25  University outside of the province: 1  Canadian Armed Forces: 2  Adult for prerequisite out of province: 1</p>	Follow up with these students to ensure transition.

## 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. **Half-time kindergarten for four-year-olds** was offered at Harrington, Mecatina, Kegaska, St-Augustine, St-Joseph, and Gabriel-Dionne schools. **Full-time kindergarten for five-year-olds** was offered at Harrington, Mecatina, Mountain Ridge, St-Augustine, Mgr-Scheffer, St-Joseph and Netagamiou schools.

## Special Features in 2022-2023

Last year of derogation from basic school regulation to teach essential skills. Return to the full curriculum in 2023-2024.

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



## 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. Kimberly Buffitt Ms. Gladys Driscoll Ms. Céline Girard Ms. Karine Lepage Ms. Susie Martin Mr. Marc-André Masse Ms. Valérie Roux Mr. Keith Rowsell
Management Advisory Committee (CCG)	Ms. Mona Bond Ms. Geneviève Boucher Mr. Paul Campanelli Mr. Stéphane Daoust Mr. Benoît Dubé Ms. Karine Dubé Ms. Karen Fequet Ms. Céline Girard Ms. Marie Hamel Ms. Martine Joncas Ms. Nadia Landry Mr. Marc-André Masse Mr. Sébastien Nantel Ms. Ana Osborne Ms. Marie-Pier Rioux Ms. Valérie Roux

Special Needs Advisory Committee (SNAC)	<p>Ms. Gabrielle Anderson  Mr. Dean Buckle  Ms. Kimberly Buffitt  Ms. Tiffanie Conway  Ms. Karine Dubé  Ms. Marie Hamel  Ms. Tara-Lee Lavallée  Mr. Marc-André Masse  Ms. Ashley Morency  Ms. Nancy Rémillard  Mr. Keith Rowsell  Ms. Stéphanie Rowsell  Ms. Lydia Shattler  Ms. Katia Tardif  Ms. Wendy Tremblay  Ms. Christa Walsh  Ms. Abbygail Wellman</p>
Parents' Committee (PC)	<p><i>Parents</i>  Ms. Brittany Anderson  Ms. Kimberly Buffitt  Mr. Shawn Buffitt  Ms. Geneva Jones  Ms. Charline Marcoux  Ms. Marie-Lyne Monger  Ms. Ashley Morency  Ms. Jessica Ransom  Ms. Riita Strickland  Ms. Nadia Wellman  <i>CSSL</i>  Ms. Mona Bond  Ms. Geneviève Boucher  Mr. Stéphane Daoust  Ms. Marie Hamel  Ms. Nadia Landry  Mr. Marc-André Masse  Ms. Ana Osborne  Ms. Marie-Pier Rioux  Ms. Valérie Roux</p>
Resources Allocation Committee (CRR)	<p>Ms. Mona Bond  Mr. Paul Campanelli  Mr. Benoît Dubé  Ms. Karine Dubé  Ms. Karen Fequet  Ms. Céline Girard  Ms. Marie Hamel  Ms. Martine Joncas  Ms. Nadia Landry  Mr. Marc-André Masse  Ms. Ana Osborne  Ms. Marie-Pier Rioux  Ms. Valérie Roux</p>

Commitment-to-Student-Success Committee	M. Francis Abud Mme Ashley Babin-Duguay Mme Marsha Buckle Mme Lucia Cucchiara M. Alain Desrochers Mme Karine Dubé Mme Céline Girard Mme Marie Hamel Mme Nadia Landry M. Marc-André Masse Mme Ana Osborne Mme Julie Roy-Landry Mme Katia Tardif Mme Cynthia Thomas
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### 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 2021-2022	Results 2022-2023
<i>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.</i>	Inventory of laptops and use of platforms	All schools and centres	Attained	Attained
<i>1.2 By September 2021, offer two specific vocation programs to all students of the Centre de services scolaire du Littoral.</i>	Number of specific vocation programs offered	2 programs	Not attained	Partially attained
<i>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.</i>	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 2021-2022	Results 2022-2023
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	Mostly 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 was partially attained, in that we succeeded in offering one specific vocation program in one of our schools, École St-Joseph in Port-Menier. In addition, a number of initiatives were pursued, such as the implementation of distance learning projects between schools and centres. Finally, the CSSL facilitated, for its students and its learners, access to certain programs offered by other school service centres and school boards.

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 between most of our schools and centres. Some schools were highly creative in order to meet their students' needs.

Objective 2.1 was mostly attained, as the school service centre prioritized specific school teams for RTI training and coaching. In French-speaking schools, secondary school teachers were also part of the process, along with preschool and elementary school teachers. The intention to implement the project in English-speaking schools remains, and the approach was modified. Among other things, we focused on universal response measures and differentiated instruction.



### 3.1.2. Objectives determined by the Minister of Education

OBJECTIVE	INDICATOR	TARGET 2023	RESULTS 2018 -2019	RESULTS 2019 -2020	RESULTS 2020 -2021	RESULTS 2021 -2022	RESULTS 2022-2023 <sup>1</sup>
<b>1.2.1 Increase student success</b>	Percentage of students obtaining a first secondary school diploma or a qualification after 7 years	<b>84.5%</b>	<b>80%</b>	<b>85.7%</b>	<b>82.8%</b>	<b>87.9%</b>	<b>n.a.</b>
	Success gap between boys and girls	<b>5.6%</b>	<b>21.3%</b>	<b>6.5%</b>	<b>5.7%</b>	<b>5.4%</b>	<b>n.a.</b>
	Success gap between special needs and regular students	<b>24.1%</b>	<b>13%</b>	<b>35.8%</b>	<b>33.8%</b>	<b>36.4%</b>	<b>n.a.</b>
	Success gap between students from disadvantaged and advantaged schools	<b>6.2%</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>n.a.</b>
	In the public system, percentage of students who are aged 13 or over when they start secondary school	<b>11.1%</b>	<b>11.6%</b>	<b>9.7%</b>	<b>16.3%</b>	<b>20.7%</b>	<b>n.a.</b>
	In the public system, success rate in the language of instruction compulsory writing exam in Grade 4	<b>87.4%</b>	<b>66.7%</b>	<b>N/A</b>	<b>N/A</b>	<b>88.2%</b>	<b>72.7%</b>
	In the public system, success rate in the English Language Arts compulsory writing exam in Grade 6	<b>90%</b>	<b>94.4%</b>	<b>N/A</b>	<b>N/A</b>	<b>88.9%</b>	<b>100%</b>
<b>2.1 Increase the amount of time devoted to physical and extracurricular activities for all students, youth and adults</b>	Percentage of public schools participating in the <i>At school, we move!</i> measure or attaining the objective of 60 minutes of physical activity per day for all elementary school students.	<b>65%</b>	<b>30%</b>	<b>67%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>2.3 Accelerate infrastructure renovation, construction and upgrading</b>	Percentage of buildings in good condition in the school network	<b>50%</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

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.

Given that we established a target for the compulsory writing exam in English Language Arts, Grade 6 for our English-speaking schools, we added this success rate.

As for the condition of the Centre de services scolaire du Littoral's buildings, the data is incomplete. However, numerous projects are carried annually, and considerable funding is invested throughout the territory (see section 4.5.1).

<sup>1</sup> Given that the 2023 edition of the Ministry of Education's graduation and qualification rates is not available, we are unable to provide results for 2022-2023.



## 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 AND 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: 1.8%
St-Joseph (20)	Less than 10 events reported	0%
Kegaska (10)	No events	-
Harrington (14)	No events	-
Netagamiou (34)	No events	-
Gabriel-Dionne (6)	Less than 10 events reported	0%
Mecatina (24)	No events	-
St-Augustine (41)	10 to 19 events reported	0%
Mountain Ridge (46)	Less than 10 events reported	0%
St-Paul (47)	10 to 19 events reported	0%
Mgr-Scheffer (156)	20 to 39 events reported	-

### 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 act against violence and bullying. They were accompanied in their efforts to improve the *Anti-Bullying and Violence Plan* 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 *moozoom* and *Second Step*, were also present in the schools to give students the tools they needed to solve problems 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, 2023

	<b>2023</b>	<b>2022</b>
<b>FINANCIAL ASSETS</b>		
Cash balance (bank overdraft)	8 521 575.44	9 649 943.01
Receivable operation grant	3 324 834.55	3 465 540.65
Receivable investment grant	33 342 334.96	28 546 930.08
Debtors	664 077.56	764 025.58
	<hr/>	<hr/>
<b>TOTAL FINANCIAL ASSETS</b>	<b>45 852 822.51</b>	<b>42 426 439.32</b>
	<hr/> <hr/>	<hr/> <hr/>
<b>LIABILITIES</b>		
Temporary loan	8 706 588.00	6 370 361.44
Account payables and outstanding payments	1 694 257.01	2 169 659.75
Deferred investment grant	30 473 392.34	26 527 419.87
Deferred income	112 878.66	153 422.74
Estimated fringe benefits	1 167 478.19	1 043 337.74
Long-term liability to receive a promise grant	23 633 499.19	21 491 613.77
Other liabilities	966 472.02	1 240 866.43
	<hr/>	<hr/>
<b>TOTAL LIABILITIES</b>	<b>66 754 565.41</b>	<b>58 996 681.74</b>
	<hr/> <hr/>	<hr/> <hr/>
<b>NET FINANCIAL ASSETS (NET DEBT)</b>	<b>-20 901 742.90</b>	<b>-16 570 242.42</b>
	<hr/> <hr/>	<hr/> <hr/>
<b>NON-FINANCIAL ASSETS</b>		
Fixed assets	32 090 003.50	28 414 889.62
Prepaid expenses	162 894.15	139 336.68
	<hr/>	<hr/>
<b>TOTAL NON-FINANCIAL ASSETS</b>	<b>32 252 897.65</b>	<b>28 554 226.30</b>
	<hr/> <hr/>	<hr/> <hr/>
<b>ACCUMULATED SURPLUS</b>	<b>11 351 154.75</b>	<b>11 983 983.88</b>
	<hr/> <hr/>	<hr/> <hr/>

**Statement of Income and Deficit**  
Period ending on June 30, 2023

	2023	2022
<b>REVENUES</b>		
Operating grant from MEQ	23 694 124.70	23 456 614.85
Deferred investment grant	692 448.42	0.00
Other grants and contributions	252 902.26	697 190.20
Rights and fees to scolarity	39 057.19	16 943.00
Sales of goods and services	311 605.45	531 045.62
Other revenues	349 590.13	276 665.10
Amortization of deferred investment grant	1 789 445.11	1 486 266.47
	<b>27 129 173.26</b>	<b>26 464 725.24</b>
<b>TOTAL REVENUES</b>	<b>27 129 173.26</b>	<b>26 464 725.24</b>
<b>EXPENSES</b>		
Education and training activities	9 178 698.22	9 332 960.08
Education and training support activities	7 169 733.85	6 309 739.04
Subsidiary services	1 149 042.95	1 032 235.70
Administrative activities	3 301 920.18	2 894 376.39
Activities related to property	4 365 484.76	4 127 581.83
Related activities	2 472 981.98	1 889 141.87
Expenses related to the change in the provision for social benefits	124 140.45	-56 427.00
Loss (gain) on disposal of fixed assets	0.00	0.00
	<b>27 762 002.39</b>	<b>25 529 607.91</b>
<b>TOTAL EXPENSES</b>	<b>27 762 002.39</b>	<b>25 529 607.91</b>
<b>SURPLUS (DEFICIT)</b>	<b>-632 829.13</b>	<b>935 117.33</b>

### 4.3. Workforce Management and Monitoring

- Breakdown of the workforce in paid hours for the period of April 1, 2022 to March 31, 2023

Classes of Employment	Hours Worked (1)	Overtime (2)	Total Paid Hours (3) = (1) + (2)	Number of Employees for the Reporting Period
1. Management Staff	31 326.17	0.00	31 326.17	23
2. Professional Staff	28 663.32	0.00	28 663.32	29
3. Teaching Staff	113 537.79	549.31	114 087.10	188
4. Clerical, Technical and Related Staff	83 362.84	25.00	83 387.84	134
5. Workers, Maintenance and Service Staff	37 382.87	0.00	37 382.87	45
<b>Total in Hours</b>	<b>294 272.98</b>	<b>574.31</b>	<b>294 847.30</b>	<b>419</b>

- Summary of staffing levels from April 1, 2022 to March 31, 2023

<b>Target set by the Minister of Education (A)</b>	280 907.42
<i>Source: Information provided by the Ministry of Education of Québec (MEQ)</i>	
<b>Total paid hours worked (B)</b>	294 847.30
<i>Source: Information provided by the MEQ</i>	
<b>Extent of overage, if any</b>	13 939.88
<b>Calculation:</b> (C) = (B) – (A)	
<b>Compliance with staffing levels</b>	No. A request to adjust targets was made.
<b>Answer key:</b> 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, 2022 and March 31, 2023.

	Number of contracts	Contract amount (before taxes)
Service contracts with a physical person	1	\$53 750
Service contract with a contractor other than a physical person	14	\$595 876
<b>Total</b>	<b>15</b>	<b>\$649 626</b>

## 4.5. Material and Information Technology Resources

### 4.5.1. Material Resources

- Maintaining real estate assets from July 1, 2022 to June 30, 2023

2021-2022 (Previous Year)		2022-2023 (Reporting Year)	
Balance of remaining allocations as of June 30, 2022	Allocation for 2022-2023	Expenses incurred for 2022-2023	Balance of remaining allocations as of June 30, 2023
\$5 130 706	\$2 932 000	\$4 812 050	\$3 250 656

Projects carried out in 2022-2023:

- Repair of siding of École Mgr-Scheffer;
- Partial repair of the roof of Kegaska School;
- Purchase and installation of a generator at Netagamiou School;
- Purchase and installation of a generator at St-Augustine School;
- Repair of the roof of École Gabriel-Dionne (disaster);
- Repair of the roof of a residence in Harrington Harbour(disaster);
- Installation of a climbing wall at St-Augustine School;
- Installation of a concreted slab in the basement of a residence in Lourdes-de-Blanc-Sablon;
- Replacement of emergency drainage pipes at two residences in Lourdes-de-Blanc-Sablon.

### 4.5.2. Information Technology Resources

Maintaining information assets for 2022-2023

2022-2023 (Reporting Year)	
Allocation for 2022-2023	Investments incurred for 2022-2023
\$1 033 256	\$1 077 802

In 2022-2023, 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 four people: a computer technician, a senior computer technician, a computer operator and a coordinator.

The team provided pedagogical and administrative support to the entire organization. Over 3000 requests for assistance from schools, adult education centres and administrative offices were answered.

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);
- 20 videoconference systems;
- 14 physical servers that support 50+ virtual servers.



In addition, here are the IT team's projects:

- Renewal of staff laptops;
- Renewal of interactive digital boards;
- Teams telephony;
- Jamf iPad management platform;
- Implementation of an intranet using the SharePoint platform as a document management tool;
- Modernization and renewal of network infrastructure equipment;
- Modernization and renewal of schools' intercom and bell systems.

## 5. Annexe to the Annual Report

### Student Ombudsman Report

Me Donatien Grenier, Student Ombudsman, did not receive any complaints during the 2022-2023 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 2022-2023**

Plainte(s) reçue(s) : aucune

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

Signé à New Carlisle, ce 17 août 2023



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**DONATIEN GRENIER**  
**Protecteur de l'élève**