



# COMMITMENT-TO-SUCCESS PLAN

2018-2022

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## 1. OBJECTIVE OF THE COMMITMENT-TO-SUCCESS PLAN

The Commitment-to-Success Plan (the "Plan") provides all educational stakeholders, parents and the community with the possibility of sharing a common understanding of the findings and challenges with a view to creating mobilization efforts around student-centred orientations and objectives. The Plan also provides details of what the Commission scolaire du Littoral (the "School Board") intends to do to ensure the educational success of all its youth and adult sector students, and the efforts needed to achieve this.

## 2. LEGAL FRAMEWORKS

The Plan must comply with the legislative provisions of the *Education Act*.

*209.1 For the exercise of its functions and powers, every school board shall establish a commitment-to-success plan that is consistent with the strategic directions and objectives of the department's strategic plan. The commitment-to-success plan must also meet any expectations communicated under section 459.2. In addition, the period covered by the plan must be harmonized with the period covered by the department's strategic plan in accordance with any terms prescribed under the first paragraph of section 459.3.*

This plan, which the school board may update if necessary, must contain:

1. the context in which the school board acts, particularly the needs of its schools and centres, the main challenges it faces, and the characteristics and expectations of the community it serves;
2. the directions and objectives selected;
3. the targets for the period covered by the plan;
4. the indicators, particularly Québec-wide indicators, to be used to measure achievement of those objectives and targets;
5. a service statement setting out its objectives with regard to the level and quality of the services it provides; and
6. any other element determined by the Minister.

In preparing its Plan, the School Board will consult with the Parents' Committee, the Management Advisory Committee, governing boards, teachers and other staff members, and students. The Parents' Committee and the Management Advisory Committee may, among other things, make recommendations on what should be included in the School Board's Plan.

The School Board will send its Plan to the Minister and make it public on the expiry of 60 to 90 days after sending it, or of another period if the School Board and the Minister so agree. The Plan will take effect on the date of its publication.

*459.2 The Minister may determine, for all school boards or based on the situation of one or certain school boards, policy directions, objectives or targets they must take into account in preparing their commitment-to-success plans.*

*459.3 The Minister may, for any school board, prescribe terms governing the coordination of the entire strategic planning process between the educational institutions, the school board and the department.*

*The Minister may also, after receiving a school board's commitment-to-success plan, require the school board, within the period prescribed by section 209.1, to defer publication of the plan or to amend it to harmonize the period covered by the plan with that covered by the department's strategic plan in accordance with any terms prescribed under the first paragraph. The Minister may also impose such a requirement to ensure that the plan is consistent with strategic directions and objectives of the department's strategic plan or that it meets the expectations communicated under section 459.2.*

### 3. GROUPS THAT PARTICIPATED IN DEVELOPING THE PLAN

The following two groups participated in developing the School Board's Plan:

- A working committee made up of the Administrator, the Assistant Administrator, the Secretary General, and School and Centre Principals;
- The Management Advisory Committee, which includes all managers (services and institutions)

### 4. CONSULTATIONS ON THE DEVELOPMENT OF THE PLAN

As part of the situation analysis and preparation of its Plan, the School Board consulted with the following groups:

- The Parents' Committee;
- Governing boards;
- Staff;
- Students;
- The population, through a survey;
- The Lower North Shore Advisory Group with representatives of the MRC, unions and community groups.

## 5. CONTEXT IN WHICH THE SCHOOL BOARD ACTS

### Territory

The School Board is one of Québec's three school boards with a special status. Founded in April 1967, the School Board is administered by an administrator appointed by the Lieutenant Governor in Council, who replaces school commissioners and the Director General. The School Board serves the schools and centres situated 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 persons. This vast 460-kilometre stretch of territory is not served by a road network, except for the westernmost tip in Kegaska and the eastern portion where the 138 Road links Vieux-Fort, Rivière St-Paul, Lourdes-de-Blanc-Sablon and Blanc-Sablon villages to Labrador.



## Community

The School Board provides services in nine (9) English-speaking villages (Kegaska, Chevery, Harrington Harbour, La Tabatière, Mutton Bay, Rivière St-Augustin, Vieux-Fort, Rivière St-Paul and Blanc-Sablon) and four (4) French-speaking villages (La Romaine, Tête-à-la-Baleine, Port-Menier (Île-d'Anticosti) and Lourdes-de-Blanc-Sablon).

On the Lower North Shore, there are two Innu communities: Unamen-Shipu in La Romaine and Pakuashipi in Rivière St-Augustin. These communities have their own school and offer preschool, elementary and secondary services. The School Board provides adult education services in both communities, and its Marie-Sarah Centre is located in La Romaine. There are no private, college or university educational institutions on the Lower North Shore and Île-d'Anticosti.

While fishing continues to be the main industry on the territory, natural resource harvesting and processing (e.g. berries) has been growing for some years. The main jobs are found in the education, health and tourism sectors.

Traditionally, some adults leave the region each year to access seasonal jobs. The region's economic vitality appears to be at a standstill, as evidenced by the number of decayed municipalities, shrinking demographics, fairly low average incomes and a population with little formal education. However, concerted efforts to improve access to education at the local level, to jobs, to economic development and to innovation are having a positive impact on the vitality and growth of communities, in an attempt to address the challenges associated with the out-migration of young people and an ageing population. This is seen as a positive contribution to the dynamic occupation of the territory with a promising trend of young people and expatriate retirees returning to invest in the region.

## Student population as of September 30

The School Board's student population continues to diminish. In the past 10 years, student enrolment in the youth sector has declined by 227, or 34.08 %.

YEAR	TOTAL	PRE-SCHOOL	ELEMENTARY	SECONDARY
2018-2019	439	58	192	189
2017-2018	453	57	213	183
2016-2017	465	60	231	174
2015-2016	490	59	242	189
2014-2015	492	58	253	181
2013-2014	532	71	249	212
2012-2013	567	83	255	229
2011-2012	604	88	269	247
2010-2011	639	104	279	256
2009-2010	625	92	265	268
2008-2009	666	83	323	260

## Complementary and Educational Services

The Commission scolaire du Littoral has only one special education classroom that takes one-third or so of the 15 young students with special needs. Services in English and French at the elementary and secondary levels are offered. This classroom is located at École Mgr-Scheffer in Lourdes-de-Blanc-Sablon. Many at-risk students or students with learning difficulties are integrated into regular classes, but the small groups allow for services to be adapted to students' needs and individualized follow-up.

In addition to a few specific courses given on a variety of topics based on the needs of adults in various communities, adult education offers literacy and secondary school services across the territory. The organization is currently developing its service offer to better serve, among other things, the needs of the Aboriginal adult population where dropout rates are high.

The School Board is not authorized to provide vocational training. However, in accordance with the needs of the community, vocational training in both English and French is regularly offered across the territory, in collaboration with other school boards.

The majority of educational services professionals have a "school board" mandate given the small number of students in each school. This means they must all be bilingual and travel on a regular basis to ensure a territory-wide presence. Speech therapy, psychology and occupational therapy services are contracted out to external firms.

There are Community Learning Centres (CLCs) at four (4) of the School Board's schools (St-Paul, Mecatina, Harrington and Netagamou), which serve the entire territory. CLC employees organize a range of services and activities, often beyond the school day, to help meet the needs of students, their families and the broader community. They aim to support the holistic development of citizens and communities.

Lastly, the very small number of immigrant students do not justify the inclusion of a specific orientation in the School Board's Commitment-to-Success Plan. Complementary and educational services ensure that all young people's and learners' needs are met.

## Human Resources

In 2018-2019, the School Board had 169 permanent employees, including:

- 68 teachers;
- 15 professionals;
- 71 support employees;
- 15 managers.

As in all the province's school boards, staff recruitment and retention are major challenges. The isolation premiums and competitive benefits offered attract qualified candidates to remote regions. However, employees native to the region typically remain the longest in the School Board's employ.

## Organizational Climate

The work climate in different pedagogical and administrative institutions is positive. Staff members have a strong sense of belonging to their school and local community. Opportunities to meet and chat with peers are valuable yet extremely difficult and limited because of the logistical challenges and costs of isolation between institutions and communities. Efforts to bring staff together for professional development, networking and teamwork activities have helped generate a sense of belonging to the School Board as an organization. Similarly, the announcement of the relocation of the head office to the Lower North Shore territory, made by the government in May 2018, was well received by the public but created some turmoil among employees at risk of losing their jobs.

## Financial Resources

The School Board's special status gives access to a funding method that differs, in part, from other school boards. This unique status also means that the School Board does not collect school property taxes on the Lower North Shore or in Port-Menier (Île-d'Anticosti). The School Board has a budget of approximately \$21 million for the 2018-2019 school year.

## IT Resources

All the School Board's schools are well equipped with such technologies as interactive whiteboards, laptops for every student and teacher, tablets, access to a Double Robotic robot, multiple platforms as well as videoconferencing systems. In addition, multiple digital initiatives have been carried out in the School Board's schools. Distance education services are also offered to elementary and secondary students as well as adult sector students. However, bandwidth is still too low and there is no cellular network within the School Board's territory, thus complicating communications and recruitment.

## Material Resources

The Material Resources Service ensures the proper operation of equipment and maintenance of the School Board's buildings. The majority of buildings are made up of employee residences. However, there are also a head office in Blanc-Sablon, two administrative offices in Chevery and Sept-Îles, adult education centres integrated into 11 elementary and secondary schools, and storage buildings. Each year, several capital projects are deployed across the territory, despite the considerable cost of construction and building repairs, mostly due to high transportation costs. The School Board's building inventory is in excellent condition. It should be noted that with the declining student population, most schools are not at full capacity. Moreover, the School Board is struggling to provide residences to new employees due to a shortage of accommodation in certain sectors.

## Local Management

The School Board's small size allows for local management. All management and managers sit on the Management Advisory Committee and the majority of them participate in the Resource Allocation Committee. School principals and service managers therefore have the opportunity to communicate with their peers, share opinions on the challenges they face, participate in the decision-making process, and highlight the needs of their community and services.



## Partners

Having a special status means that there are no elected school officials and full authorities are given to the Administrator. In the absence of a council of commissioners and to foster greater participation from the Lower North Shore population in the School Board's decision-making process, an advisory group was created in winter 2018. This body brings services closer to the people, as it is comprised, among others, of representatives of the MRC du Golfe-du-Saint-Laurent, parents, Lower North Shore community groups, teachers and the institutions' management.

The School Board's main partners include the CISSS de la Côte-Nord, the Coasters Association, municipalities, band councils, the MRC de la Minganie and MRC du Golfe-du-Saint-Laurent, Services Québec and various community organizations. Agreements for the complementarity of services, for the sharing of resources and for premises as well as collaborations in various projects and initiatives have been in existence for many years. In the context of a decreasing population and a shrinking labour force, these partners play a key role in the services offered to the Lower North Shore and Île-d'Anticosti residents.

## 6. POLICY ORIENTATIONS, OBJECTIVES OR TARGETS DETERMINED BY THE MINISTER

Pursuant to section 459.2 of the *Education Act*, the Minister may determine, for all school boards or based on the situation of one or certain school boards, policy directions, objectives or targets they must take into account in preparing their commitment-to-success plans. For the period covered by the MEES strategic plan (i.e. from April 1, 2017 to March 31, 2022), the Minister has determined the following two policy orientations that school boards must take into account in their commitment-to-success plans:

- Help to increase and maintain the literacy skills of the adult population in the School Board's territory.<sup>1</sup>
- Provide 60 minutes of physical activity per day for elementary school students.<sup>2</sup>

School boards must also incorporate the following five objectives into their commitment-to-success plans.

<sup>1</sup> In line with Objective 5 of the Policy on Educational Success.

<sup>2</sup> In line with Orientation 4 of the Policy on Physical Activity, Sport and Recreation.

Ministère de l'Éducation et de l'Enseignement supérieur		Commission scolaire du Littoral	
Provincial objective by 2030	Medium-term target by 2022 (MEES Strategic Plan)	Commitment-to-Success Plan 2018-2022 CS du Littoral (objective and current situation)	Indicator
Reduce by 50% the gap in success rates between various groups of students	Boys and girls: Difference of 6.1 percentage points for the entire school system	Reduce to 15 percentage points the gap in success rates between boys and girls by 2022  <i>Note: The target is annualized up to 2030</i>  Current situation: Difference of 22.2 percentage points (2010-2011 cohort)	Graduation and qualification rate after 7 years
	Special needs and regular: Difference of 25.3 percentage points for the public system only	Maintain below 10 percentage points the gap in success rates between special needs and regular students by 2022  <i>Note: The target is annualized up to 2030</i>  Current situation: Difference of 3.6 percentage points (2010-2011 cohort)	
	Disadvantaged schools: Difference of 6.5 percentage points for the public system only	The School Board holds a special status	
	1st generation immigrant students: Difference of 3 percentage points	N/A to the School Board	

Ministère de l'Éducation et de l'Enseignement supérieur		Commission scolaire du Littoral	
Provincial objective by 2030	Medium-term target by 2022 (MEES Strategic Plan)	Commitment-to-Success Plan 2018-2022 CS du Littoral (objective and current situation)	Indicator
Reduce to 10% the percentage of students starting public secondary school at age 13 or over	Reduce to 11.4% the percentage of students starting public secondary school at age 13 or over	By 2022, reduce to 11% the percentage of students starting public secondary school  Current situation: 12.1% (2015-2016 cohort)	Percentage of students who are aged 13 or over when they start public secondary school
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)	Increase to 84% the percentage of students under 20 years of age who obtain a first diploma or first qualification	By 2022, increase to 84% the graduation and qualification rate before the age of 20  Current situation: 79.6% (2008-2009 cohort)  and to 81% the percentage of these students who obtain a first diploma  Current situation: 77.8% (2008-2009 cohort)	Graduation and qualification rate after 7 years
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)	School boards must establish a target for 2022 after analyzing the data from the June 2017 evaluation situation	By 2022, maintain the success rate at a minimum of 90% for the ministerial evaluation situation that assesses writing in the language of instruction (FLE) in Elementary Grade 4 and ELA in Elementary Grade 6  Current situation: Success rate: FLE 100% and ELA 100% (June 2018)	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
Ensure that all school buildings are in good condition	Ensure that 85% of all school buildings are in good condition	By 2022, ensure that 85% of all school buildings are in good condition  Current situation: Incomplete data	Condition of buildings

Ministère de l'Éducation et de l'Enseignement supérieur		Commission scolaire du Littoral	
Provincial objective by 2030	Medium-term target by 2022 (MEES Strategic Plan)	Commitment-to-Success Plan 2018-2022 CS du Littoral (objective and current situation)	Indicator
Help to increase and maintain the literacy skills of the adult population in the School Board's territory	Objective 2.2.1 2017-2022 MEES Strategic Plan  Note: The MEES literacy strategy is expected to be published along with its targets in fall 2019	Ensure optimum development in basic reading, writing and numeracy skills, and in digital literacy skills, in both languages  Current situation: Data to come	Percentage of adults having achieved a level 3-4-5 in literacy under the Programme for the International Assessment of Adult Competencies (PIAAC)
By 2022, increase to 100% the percentage of elementary schools that provide 60 minutes of physical activity per day for students	23.8% of schools meet the 60 minutes per day target	By 2022, ensure that 100% of elementary schools provide 60 minutes of physical activity per day for students  Current situation: 30% (2018-2019)	Percentage of elementary schools that meet the 60 minutes per day target

## 7. ORIENTATIONS AND OBJECTIVES SPECIFIC TO THE COMMISSION SCOLAIRE DU LITTORAL

### Orientation 1

Engage students and learners by implementing significant learning experiences and facilitating accessibility and diversity.

#### Objectives

- 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.
- 1.2 By September 2021, offer two specific vocation programs to all students belonging to the School Board.
- 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.

### 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.

#### Objectives

- 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.
- 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.
- 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.

## 8. STATEMENT SETTING OUT THE SCHOOL BOARD'S OBJECTIVES WITH REGARD TO THE LEVEL OF QUALITY OF THE SERVICES OFFERED

The School Board will ensure that any person within its jurisdiction receives quality education across its territory. It will provide institutions with a set of educational and administrative resources. It will also support the diversity of services offered in terms of educational, human, financial and material resources.

### 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.

### Vision and values

In keeping with the principles of respect, equity, responsibility, transparency and perseverance, the Commission scolaire du Littoral aims at contributing to the development of qualified and autonomous citizens who are ready to be integrated into society and who will contribute to the development and sustainability of the communities of the Lower North Shore and Île-d'Anticosti.

### Services offered

The School Board offers across its territory services provided for under the *Education Act*. The services provided are:

- Preschool education (ages 4 and 5);
- Elementary and Secondary education;
- Adult education;
- Vocational training (often through agreements with other school boards).

### Engagement

The Commission scolaire du Littoral wants to fulfill its mission while adhering to its values, and is committed to:

- Make services available by ensuring that all students, youth and adults benefit from an offer that is diverse, fair and adapted to their needs and abilities, within the context of a declining population, the specific characteristics of the territory and available resources;
- Provide support to the institutions' staff by favouring the completion of education projects;
- Manage resources in a fair, caring, effective and transparent manner;
- Promote healthy lifestyles among students and staff;
- Implement communication methods that provide easy transmission of information;
- Contribute to the social, cultural and economic development of the community by being an active, indispensable education partner, and by forging partnerships based on trust.

## Complaint process

There is a complaint process available on the School Board's website at [www.csdulittoral.qc.ca/](http://www.csdulittoral.qc.ca/).

For any dissatisfaction or complaint, please contact Mr. Marc-André Masse, Secretary General, who is responsible for the School Board's complaints process:

- Telephone: 418 962-5558, extension 5521
- Email: [rh@csdulittoral.qc.ca](mailto:rh@csdulittoral.qc.ca)

## Contact us

- Mail:  
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1581 Docteur-Camille-Marcoux Boulevard  
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[www.csdulittoral.qc.ca](http://www.csdulittoral.qc.ca)
- Facebook page:  
[www.facebook.com/commissionscolairedulittoral](http://www.facebook.com/commissionscolairedulittoral)

## Business hours

Monday to Thursday: 8:00 a.m. to noon, and 1:00 p.m. to 4:30 p.m.

Friday: 8:00 a.m. to noon

A different schedule is usually in place during the summer months.



## 9. SIGNATORIES OF THE COMMITMENT-TO-SUCCESS PLAN

Signed on \_\_\_\_\_ at \_\_\_\_\_

\_\_\_\_\_  
Philip Joycey  
Administrator  
Commission scolaire du Littoral

Signed on \_\_\_\_\_ at \_\_\_\_\_

\_\_\_\_\_  
Nadia Landry  
Assistant Administrator  
Commission scolaire du Littoral

Signed on \_\_\_\_\_ at \_\_\_\_\_

\_\_\_\_\_  
Marc-André Masse  
Director of Human Resources and Secretary General  
Commission scolaire du Littoral

Signed on \_\_\_\_\_ at \_\_\_\_\_

\_\_\_\_\_  
Vincent Joncas  
Director of Mecatina and St-Lawrence schools  
Director of Centres  
Commission scolaire du Littoral

Signed on \_\_\_\_\_ at \_\_\_\_\_

\_\_\_\_\_  
Ana Osborne  
Coordinator of Adult and Vocational Education Services  
Commission scolaire du Littoral