



ANNUAL REPORT 2019-2020

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

Centre
de services scolaire
du Littoral

Québec 

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A WORD FROM THE ADMINISTRATOR

The 2019-2020 school year provided the Centre de services scolaire du Littoral (CSSL) learning community with some unprecedented challenges as we joined the world in the battle to stop the spread of the COVID-19 virus. Despite the fact that in a matter of a few days our identified priorities for the year, listed below, were turned upside down, we did manage to succeed in making progress with all six as the following pages will demonstrate.

- 👉 Providing increased learning opportunities for the adult population of the territory.
- 👉 Ensuring our student population is physically active for 60 minutes a day.
- 👉 Providing professional development to staff in Response to Intervention (RTI), Google Classroom and best practices.
- 👉 Ensuring support is given to special needs students
- 👉 Providing varied learning experiences to our students.
- 👉 Ensuring our physical spaces are well maintained and conducive to learning.

The arrival of the global pandemic on our doorstep required a large mobilization of staff at all levels to ensure that new safety procedures were put in place, staff trained, and equipment purchased. Our teams met the challenge at all levels despite the added difficulty presented by our organization's isolated location.

Moving forward our Centre de services scolaire du Littoral will be in a better place than ever to meet the changing needs of our clientele, youth and adult, given the progress that the pandemic has forced upon us in terms of technological advancement. Every student in our organization now has exclusive access to a tablet or laptop computer; high-speed internet has been introduced in every community; online meetings are bringing together our learning community more often and efficiently; and all staff have benefited from training in the use of one or more communication platforms.

Nowhere in the province of Quebec does the silver lining of the global pandemic shine brighter than on the Lower North Shore and Anticosti Island. Declining population on the territory served by the School Service Centre remains a challenge; however, given that technological advancements are arriving in an exponential fashion in the region there is reason to believe this trend will be reversed.

The Centre de services scolaire du Littoral is committed to taking full advantage of all tools at its disposal to provide the best education possible to young and old learners alike into the future.

Philip Joycey
Administrator



THE CENTRE DE SERVICES SCOLAIRE DU LITTORAL

Portrait

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

Located along the Lower North Shore of the Gulf of the Saint-Lawrence, its territory includes nine (9) English-speaking and four (4) French-speaking villages from Kegaska to Blanc-Sablon, including Port Menier (Anticosti Island) - a 460-kilometre long territory not connected to a road network with village populations ranging from 100 to 1,000 inhabitants.

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

Vision and values

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

Mission

The mission of the Centre de services 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.





OUR SCHOOLS



École St-Joseph

Principal: Ms. Karine Dubé
 Preschool – primary – secondary (French)
 Total number of students registered: 8
 Governing Board President: N/A



MEQ Orientation 1:
 Help to increase and maintain the literacy skills of the adult population in the School Service Centre’s territory.

MEQ Orientation 2:
 Provide 60 minutes of physical activity per day to primary students.

CSSL Orientation 1:
 Engage students by providing meaningful learning experiences by facilitating access to diverse learning situations.

CSSL 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 school teams in its application.

Below is a list of objectives and orientations established by our school community and based on MEQ and School Service Centre’s orientations:

<p>Objective 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.</p>	<p>Release teachers for two half-days per week from April to June during COVID-19. Fifty applications were modelled (see ICT notebook). The schedules of École St-Joseph and École Gabriel-Dionne have been aligned to allow exchanges.</p>
<p>Objective 2: Beginning in September 2019 and by June 2020, support and capitalize digital competency development by creating an environment that is conducive to the deployment of measures while optimizing their use by June 2021.</p>	<p>Implementation and continuation of an afternoon dedicated to robotics. Implementation of a digital portfolio. Its efficient use has led to excellent collaborations with parents and students, leaving evidence of what the students have learned. Participation in a Google Classroom training session by all parents and teachers (Récit ICT). Training of all teachers and parents in the use of SEESAW.</p>
<p>Objective 3: Beginning in September 2020, support the development of a new project in preschool, the outdoor classroom and existing projects that directly support the practice of outdoor activities in schools by advocating healthy lifestyle habits.</p>	<p>Implementation of an outdoor classroom starting in kindergarten. Improvement of the school playground to facilitate outdoor living. Teacher training for a better understanding of the philosophy behind the outdoor classroom. Purchase and repair of equipment for the practice of sports, physical and outdoor activities.</p>
<p>Objective 4: By January 2020, establish partnerships with internal and external organizations to carry out distance learning and keep students who wish to in their community in order to offer alternatives as well as different options for second-cycle secondary students.</p>	<p>Involvement of the guidance counsellor in monthly meetings for students with modified pathways. Implementation of integrative projects. Collaboration with the community to offer internship opportunities. Hiring of a teacher in pre-work training (FPT).</p>

Objective 5: By June 2020, establish a concerted action plan to align our actions in relation to the Response to Intervention (RTI) model.

Implementation of professional development plans. Weekly meetings and regular workshops to, amongst other things, develop a common language, learn the referential, and use the essential elements and appropriate effective practices.

Due to the COVID-19 pandemic, our school was closed between the dates of March 16, 2020, and May 8, 2020. This situation required the Ministry of Education to take actions regarding examinations and reporting that render us unable to formally report on our achievement of our objectives as well as the effectiveness of our strategies to achieve our objectives.

Reacting to the pandemic, our focus during the spring 2020, we provided support for our students and their families in the following ways:

- The school team kept a weekly contact with students and their families by providing academic material according to their level. This action was to ensure that families had material at their disposition to continue learning at home with their children.
- The school team kept a daily contact directly with students and their families to support the continuation of the academic development of our students while at home.
- Use of a digital portfolio and tools such as ZOOM, SEESAW and Google Classroom were favoured.
- Teachers offered support by telephone, virtual classrooms, virtual meets, and by providing enriching material to students and families.
- Special attention was paid to at-risk students.
- The school staff was encouraged to do and offered training opportunities to support in the delivery of education at a distance.

With the welcome of students for this 2020-2021 school year, we will continue to focus on the implementation of our Educational Project as a guide to monitor student success and ensure the continual improvement of the actions of our school.





Kegaska School

Principal: Ms. Rebecca Nadeau-Monger
 Preschool – primary – secondary (English)
 Total number of students registered: 10
 Governing Board President: Ms. April Kippen

MEQ Orientation 1:

Help to increase and maintain the literacy skills of the adult population in the School Service Centre's territory.

MEQ Orientation 2:

Provide 60 minutes of physical activity per day to primary students.

CSSL Orientation 1:

Engage students by providing meaningful learning experiences by facilitating access to diverse learning situations.

CSSL 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 school teams in its application.

Below is a list of objectives and orientations established by our school community and based on MEQ and School Service Centre's orientations:

Objective: Maintain and /or increase the current level of success amongst students.	Orientation 1: Obtain a higher level of literacy and numeracy
Objective: Maintain and /or increase the current level of success amongst students	Orientation 2: Obtain a higher level of French competency
Objective: Maintain and /or increase the current level of success amongst students	Orientation 3: Increase student perseverance & student engagement

Due to the COVID-19 pandemic, our school was closed between the dates of March 16, 2020, and May 8, 2020. This situation required the Ministry of Education to take actions regarding examinations and reporting that render us unable to formally report on our achievement of our objectives as well as the effectiveness of our strategies to achieve our objectives.

Reacting to the pandemic, our focus during the spring 2020, we provided support for our students and their families in the following ways:

- The school team kept a weekly contact with students and their families by providing academic material according to their level. This action was to ensure that families had material at their disposition to continue learning at home with their children.
- The school team kept a daily contact directly with students and their families to support the continuation of the academic development of our students while at home.
- Teachers offered support by telephone, virtual classrooms, virtual meets, and by providing enriching material to students and families.
- Individualized educational plans were reviewed to better support our at-risk students from a distance. Specialized help was provided by different specialists when needed to ensure students remained active academically during the closure period.
- The school administration made sure to keep good communication with school staff and families to ensure all parties worked together with a common goal; the well-being and success of our students, despite the particularity of having students away from the school building.
- The school staff was encouraged to do and offered training opportunities to support in the delivery of education at a distance.

With the welcome of students for this 2020-2021 school year, we will continue to focus on the implementation of our Educational Project as a guide to monitor student success and ensure the continual improvement of the actions of our school.



Netagamou School

Principal: Ms. Rebecca Nadeau-Monger
 Preschool – primary – secondary (English) / Primary (French)
 Total number of students registered: 48
 Governing Board President: Ms. Melody Strickland



MEQ Orientation 1:

Help to increase and maintain the literacy skills of the adult population in the School Service Centre's territory.

MEQ Orientation 2:

Provide 60 minutes of physical activity per day to primary students.

CSSL Orientation 1:

Engage students by providing meaningful learning experiences by facilitating access to diverse learning situations.

CSSL 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 school teams in its application.

Below is a list of objectives and orientations established by our school community and based on MEQ and School Service Centre's orientations:

Objective: Maintain and /or increase the current level of success amongst students.	Orientation 1: Obtain a higher level of literacy and numeracy
Objective: Maintain and /or increase the current level of success amongst students	Orientation 2: Obtain a higher level of French competency
Objective: Maintain and /or increase the current level of success amongst students	Orientation 3: Increase student perseverance & student engagement

Due to the COVID-19 pandemic, our school was closed between the dates of March 16, 2020, and May 8, 2020. This situation required the Ministry of Education to take actions regarding examinations and reporting that render us unable to formally report on our achievement of our objectives as well as the effectiveness of our strategies to achieve our objectives.

Reacting to the pandemic, our focus during the spring 2020, we provided support for our students and their families in the following ways:

- The school team kept a weekly contact with students and their families by providing academic material according to their level. This action was to ensure that families had material at their disposition to continue learning at home with their children.
- The school team kept a daily contact directly with students and their families to support the continuation of the academic development of our students while at home.
- Teachers offered support by telephone, virtual classrooms, virtual meets, and by providing enriching material to students and families.
- Individualized educational plans were reviewed to better support our at-risk students from a distance. Specialized help was provided by different specialists when needed to ensure students remained active academically during the closure period.
- The school administration made sure to keep good communication with school staff and families to ensure all parties worked together with a common goal; the well-being and success of our students, despite the particularity of having students away from the school building.
- The school staff was encouraged to do and offered training opportunities to support in the delivery of education at a distance.

With the welcome of students for this 2020-2021 school year, we will continue to focus on the implementation of our Educational Project as a guide to monitor student success and ensure the continual improvement of the actions of our school.

École Gabriel-Dionne

Principal: Ms. Karine Dubé
 Preschool – primary – secondary (French)
 Total number of students registered: 7
 Governing Board President: Ms. Nathalie Poulin



MEQ Orientation 1:

Help to increase and maintain the literacy skills of the adult population in the School Service Centre’s territory.

MEQ Orientation 2:

Provide 60 minutes of physical activity per day to primary students.

CSSL Orientation 1:

Engage students by providing meaningful learning experiences by facilitating access to diverse learning situations.

CSSL 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 school teams in its application.

Below is a list of objectives and orientations established by our school community and based on MEQ and School Service Centre’s orientations:

<p>Objective 1: By December 2020, all personnel will know the difference between differentiation, adaptation and modification as well as the spheres of intervention to emphasize on a continuum.</p>	<p>Development of a shared language centered on the Response to Intervention (RTI) model. Implementation of early and concerted interventions. Sharing of capsules on differentiation, adaptation and modification.</p>
<p>Objective 2: Beginning in September 2019 and by June 2020, support and capitalize digital competency development by creating an environment that is conducive to the deployment of measures while optimizing their use by June 2021.</p>	<p>Initiation of all students to the SEESAW digital and Google Classroom platforms. Scheduling of two half days of digital practices and one half-day of robotics per cycle for all students. Implementation of a digital portfolio as a communication tool. Alignment of subject grids to facilitate collaboration between schools.</p>
<p>Objective 3: Beginning September 2020, all students will be moving 60 minutes per day by implementing a schedule which includes active recreation, an additional physical education period for all students as well as three sports activities per week.</p>	<p>Implementation of an additional physical education period accessible, in various forms, outdoors. Addition of an afternoon recess. Access to three additional hours of after-school sports activities.</p>
<p>Objective 4: By 2021, all personnel will be aware of and rely on referentials to accompany students in their learning process.</p>	<p>Sharing of a common understanding of reading and writing referential. Supporting the development of collaborative practices. Sharing of expertise within the team.</p>

Due to the COVID-19 pandemic, our school was closed between the dates of March 16, 2020, and May 8, 2020. This situation required the Ministry of Education to take actions regarding examinations and reporting that render us unable to formally report on our achievement of our objectives as well as the effectiveness of our strategies to achieve our objectives.

Reacting to the pandemic, our focus during the spring 2020, we provided support for our students and their families in the following ways:

- The school team kept a weekly contact with students and their families by providing academic material according to their level. This action was to ensure that families had material at their disposition to continue learning at home with their children.
- The school team kept a daily contact directly with students and their families to support the continuation of the academic development of our students while at home.
- Use of a digital portfolio and tools such as ZOOM, SEESAW and Google Classroom were favoured.
- Teachers offered support by telephone, virtual classrooms, virtual meets, and by providing enriching material to students and families.
- Special attention was paid to at-risk students.
- The school staff was encouraged to do and offered training opportunities to support in the delivery of education at a distance.

With the welcome of students for this 2020-2021 school year, we will continue to focus on the implementation of our Educational Project as a guide to monitor student success and ensure the continual improvement of the actions of our school.





Harrington School

Principal: Ms. Rebecca Nadeau-Monger
 Preschool – primary – secondary (English)
 Total number of students registered: 18
 Governing Board President: Ms. Marie-Lyne Monger

MEQ Orientation 1:

Help to increase and maintain the literacy skills of the adult population in the School Service Centre's territory.

MEQ Orientation 2:

Provide 60 minutes of physical activity per day to primary students.

CSSL Orientation 1:

Engage students by providing meaningful learning experiences by facilitating access to diverse learning situations.

CSSL 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 school teams in its application.

Below is a list of objectives and orientations established by our school community and based on MEQ and School Service Centre's orientations:

Objective: Maintain and /or increase the current level of success amongst students.	Orientation 1: Obtain a higher level of literacy and numeracy
Objective: Maintain and /or increase the current level of success amongst students	Orientation 2: Obtain a higher level of French competency
Objective: Maintain and /or increase the current level of success amongst students	Orientation 3: Increase student perseverance & student engagement

Due to the COVID-19 pandemic, our school was closed between the dates of March 16, 2020, and May 8, 2020. This situation required the Ministry of Education to take actions regarding examinations and reporting that render us unable to formally report on our achievement of our objectives as well as the effectiveness of our strategies to achieve our objectives.

Reacting to the pandemic, our focus during the spring 2020, we provided support for our students and their families in the following ways:

- The school team kept a weekly contact with students and their families by providing academic material according to their level. This action was to ensure that families had material at their disposition to continue learning at home with their children.
- The school team kept a daily contact directly with students and their families to support the continuation of the academic development of our students while at home.
- Teachers offered support by telephone, virtual classrooms, virtual meets, and by providing enriching material to students and families.
- Individualized educational plans were reviewed to better support our at-risk students from a distance. Specialized help was provided by different specialists when needed to ensure students remained active academically during the closure period.
- The school administration made sure to keep good communication with school staff and families to ensure all parties worked together with a common goal; the well-being and success of our students, despite the particularity of having students away from the school building.
- The school staff was encouraged to do and offered training opportunities to support in the delivery of education at a distance.

With the welcome of students for this 2020-2021 school year, we will continue to focus on the implementation of our Educational Project as a guide to monitor student success and ensure the continual improvement of the actions of our school.

Mecatina School

Principal: Mr. Vincent Joncas
 Preschool – primary – secondary (English)
 Total number of students registered: 24
 Governing Board President: Ms. Adeline Anderson

MEQ Orientation 1:

Help to increase and maintain the literacy skills of the adult population in the School Service Centre's territory.

MEQ Orientation 2:

Provide 60 minutes of physical activity per day to primary students.

CSSL Orientation 1:

Engage students by providing meaningful learning experiences by facilitating access to diverse learning situations.

CSSL 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 school teams in its application.

Below is a list of objectives and orientations established by our school community and based on MEQ and School Service Centre's orientations:

Objective 1: Increase the number of daily minutes in physical activity for all students.

Objective 2: Work directly with each student to increase focus on tasks.

Objective 3: Fill in learning gaps so students can improve their overall final mark.

Due to the COVID-19 pandemic, our school was closed between the dates of March 16, 2020, and May 8, 2020. This situation required the Ministry of Education to take actions regarding examinations and reporting that render us unable to formally report on our achievement of our objectives as well as the effectiveness of our strategies to achieve our objectives.

Reacting to the pandemic, our focus during the spring 2020, we provided support for our students and their families in the following ways:

- Distance education;
- Communication by phone and email;
- Use of website and school Facebook pages;
- Use of Google Classrooms;
- Weekly conference call sessions;
- Learning packages prepared by the teachers and delivered to the school families;
- Weekly check-in by subject teachers.

With the welcome of students for this 2020-2021 school year, we will continue to focus on the implementation of our Educational Project as a guide to monitor student success and ensure the continual improvement of the actions of our school.





St-Augustine School

Principal: Ms. Céline Girard
 Preschool – primary – secondary (English)
 Total number of students registered: 48
 Governing Board President: Ms. Jacqueline Gallibois

MEQ Orientation 1:

Help to increase and maintain the literacy skills of the adult population in the School Service Centre’s territory.

MEQ Orientation 2:

Provide 60 minutes of physical activity per day to primary students.

CSSL Orientation 1:

Engage students by providing meaningful learning experiences by facilitating access to diverse learning situations.

CSSL 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 school teams in its application.

St-Augustine School 2020-2023 Educational Project

Orientation 1: Recognize and strengthen communication and literacy skills.

Orientation 2: Develop and enhance every day the ability to read and to express oneself in French as a second language in different contexts of life.

Orientation 3: Provide opportunities to use problem-solving strategies and analytic thinking of applying math, science and technology, as well as entrepreneurship skills.

Orientation 4: Improve critical thinking by becoming an engaged and active learner.

Orientation 5: A journey of self-discovery across the curriculum.

Due to the COVID-19 pandemic, our school was closed between the dates of March 16, 2020, and May 8, 2020. This situation required the Ministry of Education to take actions regarding examinations and reporting that render us unable to formally report on our achievement of our objectives as well as the effectiveness of our strategies to achieve our objectives.

Reacting to the pandemic, our focus during the spring 2020, we provided support for our students and their families in the following ways:

- Online-learning training for teachers;
- Training for teachers on Google Classroom and TEAMS platforms;
- Coaching for parents on online teaching;
- Teaching on essential knowledge in the classroom;
- Individual teaching on different targeted objectives;
- Integration of technologies with students;
- Accompaniment with the technicians on various objectives.

With the welcome of students for this 2020-2021 school year, we will continue to focus on the implementation of our Educational Project as a guide to monitor student success and ensure the continual improvement of the actions of our school.



Mountain Ridge School

Principal: Mr. Travis Maurice
 Preschool – primary (English)
 Total number of students registered: 53
 Governing Board President: Mr. Dean McDonald

MEQ Orientation 1:

Help to increase and maintain the literacy skills of the adult population in the School Service Centre’s territory.

MEQ Orientation 2:

Provide 60 minutes of physical activity per day to primary students.

CSSL Orientation 1:

Engage students by providing meaningful learning experiences by facilitating access to diverse learning situations.

CSSL 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 school teams in its application.

Below is a list of objectives and orientations established by our school community and based on MEQ and School Service Centre’s orientations:

Objective 1: Improve student academic achievement.	Promote a higher level of literacy, numeracy and French language.
Objective 2: Encourage student perseverance and engagement.	Promote student engagement in activities and events. Promote academic achievement and perseverance. Encourage family and community engagement.
Objective 3: Ensure school well-being and encourage a healthy and physically active lifestyle.	Encourage wellness and respect for others. Encourage a healthy and physically active lifestyle

Due to the COVID-19 pandemic, our school was closed between the dates of March 16, 2020, and May 8, 2020. This situation required the Ministry of Education to take actions regarding examinations and reporting that render us unable to formally report on our achievement of our objectives as well as the effectiveness of our strategies to achieve our objectives.

Reacting to the pandemic, our focus during the spring 2020, we provided support for our students and their families in the following ways:

- Individual contact was made to every student by teachers as mandated early into the pandemic;
- MEQ educational package distribution to students and weekly contact by teachers;
- Creation of a school website to inform parents and upload educational activities;
- At the primary level, over half of the school population returned when school reopened;
- Hybrid of in class/online instruction was given to primary students in the last few weeks of the school year.

With the welcome of students for this 2020-2021 school year, we will continue to focus on the implementation of our Educational Project as a guide to monitor student success and ensure the continual improvement of the actions of our school.





St-Paul School

Principal: Mr. Travis Maurice
 Secondary (English)
 Total number of students registered: 52
 Governing Board President: Mr. Dean McDonald

MEQ Orientation 1:

Help to increase and maintain the literacy skills of the adult population in the School Service Centre’s territory.

MEQ Orientation 2:

Provide 60 minutes of physical activity per day to primary students.

CSSL Orientation 1:

Engage students by providing meaningful learning experiences by facilitating access to diverse learning situations.

CSSL 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 school teams in its application.

Below is a list of objectives and orientations established by our school community and based on MEQ and School Service Centre’s orientations:

Objective 1: Improve student academic achievement.	Promote a higher level of literacy, numeracy and French language.
Objective 2: Encourage student perseverance and engagement.	Promote student engagement in activities and events. Support students to successfully complete high school. Encourage family and community engagement
Objective 3: Ensure school well-being and encourage a healthy and physically active lifestyle.	Encourage wellness and respect for others. Encourage a healthy and physically active lifestyle.

Due to the COVID-19 pandemic, our school was closed between the dates of March 16, 2020, and May 8, 2020. This situation required the Ministry of Education to take actions regarding examinations and reporting that render us unable to formally report on our achievement of our objectives as well as the effectiveness of our strategies to achieve our objectives.

Reacting to the pandemic, our focus during the spring 2020, we provided support for our students and their families in the following ways:

- Individual contact was made by teachers to every student as mandated early into the pandemic;
- MEQ educational package distribution to students and weekly contact by teachers;
- Creation of a school website to inform parents and upload educational activities;
- At the secondary level, implementation of weekly schedules of online instruction for priority subjects;
- At-risk students returned to school for two weeks in June for in-person instruction.

With the welcome of students for this 2020-2021 school year, we will continue to focus on the implementation of our Educational Project as a guide to monitor student success and ensure the continual improvement of the actions of our school.



École Mgr-Scheffer

Principal: Ms. Martine Joncas
 Preschool – primary – secondary (French) / Primary (English)
 Total number of students registered: 168
 Governing Board President: Ms. Nadia Wellman

MEQ Orientation 1:

Help to increase and maintain the literacy skills of the adult population in the School Service Centre’s territory.

MEQ Orientation 2:

Provide 60 minutes of physical activity per day to primary students.

CSSL Orientation 1:

Engage students by providing meaningful learning experiences by facilitating access to diverse learning situations.

CSSL 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 school teams in its application.

Below is a list of objectives and orientations established by our school community and based on MEQ and School Service Centre’s orientations:

Objective 1: Ensure access to educational resources and new technologies.
Objective 2: Offer two specialized programs.
Objective 3: Offer flexible learning environments and training paths.

Due to the COVID-19 pandemic, the 2019-2020 school year will, of course, have left its mark on the imagination. Many adjustments had to be made, including the closure of schools for several weeks. The school team was able to demonstrate, in such a context, an extraordinary adaptation: both during the closure period and the preparation for the reopening, as well as during the weeks when the students were back in class.

Each family had access to digital devices. The opportunity to reach students at home using digital technology came naturally. Through contact with the students at home, teachers were able to ensure academic continuity, interact with students in virtual and/or group mode, and promote the use of ministry kits from pre-kindergarten to Secondary 5.

Educational camps were offered to secondary students, either in person or online, with the objective of enabling them to continue their learning and overcome their difficulties in order to avoid failure and to start the next school year.

We have made every effort to ensure that students, regardless of their situation in this very special context, had everything they needed to complete their school year in the best possible way.



OUR SERVICES



HUMAN RESOURCES SERVICE & GENERAL SECRETARIAT

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

In order to respond effectively to this orientation and pursue the objectives of the Commitment to Success-Plan, the Human Resources Service has set up various training opportunities. Amongst other things, it has organized several training sessions aimed at increasing the technological skills of its employees: Outlook, SharePoint, Microsoft TEAMS and Google Classroom. It also participated in all development committees for each category of personnel.

In 2019-2020, the Human Resources Service continued its efforts to facilitate the integration of new employees. It also introduced mechanisms and procedures to improve communication between schools and human resources staff, such as the addition of a hiring form.

Finally, the General Secretariat team has continued to develop and revise policies concerning, amongst other things, employee recognition, professional improvement, annual outings, document management and school transportation.

Act Respecting Workforce Management and Control

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

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



The following is a comparative table of the data sent to the MEQ.

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

	APRIL 2019 TO MARCH 2020			
	Hours Worked	Overtime Hours	Total Paid Hours	Number of Employees for the Period Covered
1 Management staff	28 644.00	0.00	28 644.00	19
2 Professional staff	24 829.80	0.00	24 829.80	31
3 Teachers	113 017.78	353.07	113 370.85	155
4 Office, technical and related staff	68 191.55	0.00	68 191.55	126
5 Workers, maintenance and service personnel	30 945.14	0.00	30 945.14	45
Total	265 628.27	353.07	265 981.34	376

Student Ombudsman

Maître Donatien Grenier, Student Ombudsman, did not receive any complaints during the 2019-2020 school year. The *Establishing Procedure Examination of Complaints from Students and Parents* can be found on the Centre de services scolaire du Littoral's website at the following address: www.csdulittoral.qc.ca.

The School Service Centre addressed three complaints from parents during the year. Each of these complaints has been resolved.

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

During the 2019-2020 school year, the Centre de services scolaire du Littoral did not receive any reports of intimidation and violence.

Access to Information

The School Service Centre received 32 access to information requests.



FINANCIAL RESOURCES SERVICE

Financial Statement
on June 30, 2020

	2020	2019
FINANCIAL ASSETS		
Cash balance (bank overdraft)	3 899 836,45	4 914 351,90
Receivable operation grant	3 556 591,18	3 087 633,88
Receivable subsidy - funding	4 066 490,36	4 380 176,46
Debtors	477 433,49	477 716,63
Inventories for resale	0,00	4 526,98
TOTAL FINANCIAL ASSETS	12 000 351,48	12 864 405,85
LIABILITIES		
Temporary loan	0,00	0,00
Account payables & outstanding payments	1 485 471,07	1 558 574,02
Deferred investment grant	1 697 349,25	1 919 525,05
Deferred contributions allocated to the acquisition of fixed assets	225 269,10	209 548,02
Deferred income	1 687,49	11 867,77
Estimated fringe benefits	1 161 424,49	1 325 838,36
Long-term liability to receive a promise grant	20 244 006,90	20 987 150,10
Liabilities for contaminated sites	0,00	0,00
Other liabilities	416 717,14	355 771,05
TOTAL LIABILITIES	25 231 925,44	26 368 274,37
NET FINANCIAL ASSETS (NET DEBT)	-13 231 573,96	-13 503 868,52
NON-FINANCIAL ASSETS		
Fixed assets	23 788 364,96	23 248 034,73
Prepaid expenses	126 326,71	99 528,65
TOTAL NON-FINANCIAL ASSETS	23 914 691,67	23 347 563,38
ACCUMULATED SURPLUS	10 683 117,71	9 843 694,86

Statement of Income and Deficit
Period ending on June 30, 2020

	2020	2019
REVENUES		
Operating grant from the MEQ	21 499 425,48	21 801 365,63
Amortization of deferred capital grants	222 175,80	237 933,99
Other grants and contributions	294 069,73	332 694,83
Rights and fees to scolarity	457,00	316,50
Sales of goods and services	192 271,28	207 192,49
Other revenues	129 182,06	-23 976,28
Amortization of deferred contributions allocated to the acquisition of fixed assets	16 290,61	12 924,81
Total Revenues	22 353 871,96	22 568 451,97
EXPENSES		
Educational and training activities	7 811 786,17	7 806 398,16
Educational and training support activities	5 201 780,17	5 048 918,44
Subsidiary services	949 347,73	979 428,56
Administrative activities	2 486 674,42	2 295 021,25
Activities related to property	3 558 460,55	4 187 990,80
Related activities	1 667 625,60	1 591 301,95
Expenses related to the change in the provision for social benefits	-164 413,87	326 099,72
Loss (gain) on disposal of fixed assets	3 188,34	55 302,77
Total Expenses	21 514 449,11	22 290 461,65
SURPLUS	839 422,85	277 990,32



MATERIAL RESOURCES SERVICE

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

For the 2019-2020 school year, we had approximately \$2.4 million available for equipment operation and infrastructure upgrades.

ALLOCATIONS

Base allocation for investments: \$154 646

Other allocations:

- Measure 30800- Real Estate Assets Maintenance Projects: \$3 000 000
- Measure 50530- School Playground Improvements: \$17 891

Capital projects completed in 2020:

- Demolition of the bio-disk at École Mgr-Scheffer;
- Replacement of water entry at St-Paul School;
- School playground improvement at Netagamiou School;
- Replacement of the septic system of residence 03M2 in Chevery;
- School playground improvement at Mecatina School;
- Reorganization of the office on the first floor at École Mgr-Scheffer;
- Repair the roof of residence 09M4 in Rivière St-Augustin.



INFORMATION TECHNOLOGY SERVICES

Learning in the digital era

The Centre de services scolaire du Littoral is always on the lookout for the latest trends in education that can improve the performance of its students and enable them to develop global skills that will guarantee success in the workplace in the digital age, namely:

- 🖥 Collaboration;
- 🖥 Communication;
- 🖥 Critical thinking and problem solving;
- 🖥 Creativity, innovation and entrepreneurship.

Students are encouraged to work in teams and participate to collective projects in the classroom and online.



Our investments

Increase of the internet backbone from 90 Mbps to 300 Mbps	\$ 20 000
Purchase of computers and iPads for teachers, students and adult learners	\$ 140 000
Purchase of interactive Smart TVs	\$ 170 000
Website redesign	\$ 20 000
Work in document management (integrated document management)	\$ 76 000

Information Technology Services must continue to adapt in order to meet the needs of the Centre de services scolaire du Littoral users. It must also work in collaboration with principals, teachers, parents and other stakeholders to improve and support student success.



EDUCATIONAL SERVICES – YOUTH SECTOR

ORGANIZATION OF EDUCATIONAL SERVICES

The integration of services has been facilitated by appointing two part-time coordinators who shared different files. Several professionals and staff supported students and school teams at different levels according to their respective mandates.

Technologies such as ZOOM and TEAMS encouraged more frequent meetings between professionals and school teams.

The orientations of the Educational Services team are founded on the three broad areas of intervention from the *Policy on Educational Success* of the MEQ:

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

SCHOOL POPULATION

On September 30, 2019, 436 students were declared to our School Service Centre: 186 in the Francophone sector and 250 in the Anglophone sector. In total, 3% of our students were declared as living with a disability or handicap, while 31% were declared as being at risk.

PARTNERS AND COLLABORATORS

- Local, regional and provincial organizations from health and social services
- Community learning centres
- Regional resources (Francophone sector)
- Centres of excellence (Anglophone sector)
- Eastern Shores School Board and school service centres of the North Shore (youth sector)
- LEARN (distance learning for secondary students)
- LCEEQ (Math Institute)
- Coasters' Association



SERVICES FOR STUDENTS AND SCHOOLS IN RELATION WITH THE PRIORITIES OF THE CENTRE DE SERVICES SCOLAIRE DU LITTORAL

Priorities	Services to students and schools
Ensure our student population is physically active for 60 minutes a day.	Hire a leisure technician. Increase recess to two 20-minute periods per day. Promote local, regional and provincial sports competitions.
Provide professional development to staff in RTI, Google Classroom and best practices.	Participation of representatives from 4 schools in a provincial RTI training session. Participation of teachers from 3 schools in learning communities and practices related with Response to Intervention (RTI). Support for the establishment of certain structures to promote the implementation of RTI in some schools. Google Classroom and TEAMS training for all. Training on language learning. Various training sessions and accompaniments for school teams according to the needs of the milieu.
Ensure support is given to special needs students.	Training on PSII and modification for principals. Accompaniment for intervention plans. Internal and external professional assessments. Organization of speech-language evaluations through telework. Create links between the CSSL, the CISSS and the DPJ for students with external stakeholders. Support teachers with different programs. Use of healthy lifestyle prevention and promotion programs. Support from CSSL professionals, regional resources and centres of excellence. Support for specialized educators, as needed. Support for the development of teaching strategies adapted to the particular needs of students. Development of various documents to support school teams (ASD guide, suicide postvention protocol, anti-bullying action plan, intervention guide, etc.). Support for codes of conduct.
Provide varied learning experiences to our students.	Promotion of Academic and Career Guidance Content (ACGC). Support for the Sexuality Education Program. Support for distance learning using digital technologies. Support for the development of effective teaching practices. Promotion of various interactive tools.



OTHER SERVICES FOR STUDENTS

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

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

Full-day kindergarten for 4-year-olds was offered at Mgr-Scheffer and Mountain Ridge schools, according to MEQ guidelines.



PARTICULARITIES OF 2019-2020

Classes were suspended from March 16 to May 8, 2020, for all students due to the COVID-19 pandemic. On May 11, 2020, in-school classes resumed for preschool and primary students, while secondary students continued their distance-learning courses. From June 8 to 19, 2020, in-person by invitation pedagogical camps were held in schools for selected secondary students.

A process of reflection had to be initiated on the prioritization of essential knowledge that students must acquire by the end of the school year as well as on the use of technological tools, which included the organization of their loans.



ADULT EDUCATION SERVICES

GENERAL ADULT EDUCATION SERVICES

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

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

SECONDARY SCHOOL DIPLOMA COURSES

Adult learners seeking their secondary school diploma registered for a variety of general adult education courses such as mathematics, sciences and English. The addition of a General Adult Education teacher in the eastern sector had a very positive impact on the visibility of and proximity to services for adults seeking adult education courses in the English language of instruction.

RECOGNITION OF ACQUIRED COMPETENCIES (RAC)

Recognition of acquired competencies (RAC) services provided include Secondary School Equivalency Tests (SSET), General Development Test (GDT) and awarding of equivalencies for out-of-province studies. There was a particular increase in the number of registrations for the General Development Test amongst adults seeking admission to a Vocational Training program.

SARCA (RECEPTION, REFERRAL, CAREER COUNSELLING, AND SUPPORT SERVICES)

Local SARCA resource persons were initiated in the adult education centres across the territory; as a local point of contact for adult learners, to assure proximity to and to actively promote awareness of adult education services. Over the 2019-2020 academic year, more than 200 SARCA-related requests were received from adults.

SCHOOL PERSEVERANCE PROMOTION COMMITTEE

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

- Promoting school perseverance in schools, centres and communities;
- Support for work-study-family balance;

- Particular effort was put towards working with community partners to establish a joint initiative aimed at encouraging youth engagement and perseverance. A joint Youth Forum was postponed due to COVID-19 and the formula to reach youth was redesigned;
- Better coordination and collaboration between the School Service Centre, the community and various employers through the creation of a discussion table around education issues and the implementation of resources;
- Registration process focused on self-awareness and realistic academic goals;
- A personal project established with and by the learners with short and easily achievable objectives in order to support the experience of successes;
- Timelines and personalized follow-up with learners;
- Establishment of a tool to track learner progression;
- Presentation of a certificate of recognition from AQCS (Association québécoise des cadres scolaires) to a learner who has demonstrated perseverance in their studies.

VOCATIONAL TRAINING (ON THE TERRITORY)

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

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

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



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

- A fifth cohort of Fishing Master, Class 4 was started at the Harrington Adult Education Centre in collaboration with EPAQ (École des pêches et de l'aquaculture du Québec).
- The request to the MEQ for the Heavy Equipment Operator Vocational training in collaboration with the Centre national de conduite d'engins de chantier of the Centre de services scolaire des Navigateurs was accepted. Planning for and delivery was delayed because of COVID-19.

MADE-TO-MEASURE TRAINING

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

- First Aid in the Workplace;
- Restricted Operator Certificate - Commercial Marine (ROC-MC);
- Electronic Logbook;
- *Français au bureau*;
- *Santé et sécurité en abattage manuel*;
- Health and Safety on Construction Sites (ASP Construction);
- Survival in Wilderness Training;
- Global Positioning System Training.



POINT OF SERVICES

The St-Theresa Adult Education Centre served as a point of service to oversee the supervision of certification exams and their retakes for 8 adults in collaboration with the Association québécoise des transports (i.e. traffic control person) and the Commission de la construction du Québec (i.e. Journeyman Carpenter Exam).

COURSE AND PROJECTS – RESEARCH AND DEVELOPMENT

- Elaboration of training programs for the benefit of adults in our territory in partnership with organizations such as the Coasters Association, the Lower North Shore BioProduct Solidarity Coop, John Abbott College, AGRO, EPAQ, to name a few.
- Continued discussions held between the EPAQ and the Centre de services scolaire du Littoral to explore the installation of a point of service on the territory to facilitate proximity and improve access to fishing and maritime based training for clientele on the territory.

- Collaboration with John Abbott College and regional partners for the distance-based delivery of an AEC level Biopharmaceutical Production Technology program.
- An Adult Education Services committee was established to elaborate an Adult Literacy Plan to facilitate the development of basic competencies in reading, writing, numeracy and digital literacy in both languages.
- Meetings were initiated with educational and community partner organizations (Cégep de l'Outaouais, Institut Tshakapesh, Archeo-Mamu, Krispii) to support the development of the local history program for the youth and adult sectors of the Centre de services scolaire du Littoral territory, in alignment with the requirements of the MEQ history educational program.

