

**Centre
de services scolaire
du Littoral**

Québec 

ANNUAL MANAGEMENT REPORT

2020-2021

Centre de services scolaire du Littoral

MESSAGE FROM THE CHAIRPERSON
of Centre de services scolaire du Littoral

Not applicable to the Centre de services scolaire du Littoral.

MESSAGE FROM GENERAL ADMINISTRATION of Centre de services scolaire du Littoral

Despite another pandemic year, the Centre de services scolaire du Littoral (CSSL), its staff and students adapted and persevered. In a year that saw school closings across the province, the School Service Centre managed to maintain regular classes for all students, with one minor exception. Student achievement remained excellent at all levels due to the support and involvement of all school personnel. Our principals and teachers were able to adjust their practices to meet the changing guidelines issued throughout the school year by the Ministère de l'Éducation (MEQ).

The lingering effects of the COVID-19 pandemic impacted our Material Resources Service to the greatest degree. The added charge of managing materials related to the pandemic reduced the team's ability to provide services in other areas. Further, scarcity of building materials and workers caused delays in all projects. Despite these delays, the team was successful in bringing to conclusion the renovation of our Adult Education Centre in Blanc-Sablon, scheduled now to open in January 2022.

Planning is now underway in Material Resources Service to continue or initiate major projects such as the decontamination of Mountain Ridge School in Vieux-Fort and the window and exterior renovation of École Mgr-Scheffer in Lourdes-de-Blanc-Sablon to be completed in 2022.

The COVID-19 pandemic also affected our Information Technology Service as added demands were placed on its team to bring online several MEQ initiatives. New equipment and increased bandwidth brought long-term benefits but in the short term our small team was stretched to its limit in an attempt to continue to provide service to all its users. We are now beginning to see the results of the team's efforts and reliable fast internet is available in all schools to support our 1:1 device-to-student ratio.

Inability to travel and complete some planned programme initiatives impacted our finances as the School Service Centre was not able to spend all allocated funding. Plans are in place to ensure the residual amounts will be put to use to support student learning over the course of the coming year.

As is the case with other school service centres and school boards across the province, the CSSL team is looking forward to using what has been learned during the pandemic years and applying it to a more normal school year in 2022.

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

1.2. Educational and Cultural Services

Organization of Educational Services

In 2020-2021, Educational Services were led full-time by a director and a coordinator. The Educational Services team was composed of ten professionals, namely in Psychoeducation, Reeducation, Social Work, School Counseling, Pedagogy, Library Science, Community Development, Student Life, and three support staff for School Organization, Secretarial Management and Recreational Activities.

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

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

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

Student Population

As of September 30, 2020, we reported 446 students at our School Service Centre, an increase of 10 students compared to 2019-2020. Of this number, 192 students were from the French sector and 244 students from the English sector. A total of 4 % of students were reported as living with a disability or handicap, while 30 % of students were monitored more closely as they represented a risk of behavioral or learning difficulties.

Partners and Collaborators

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

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

Priorities	Student and School Services
Ensure our student population is physically active for 60 minutes daily.	<ul style="list-style-type: none"> - Hiring of a recreational technician. - Increased recess time to two 20-minute periods per day. - The pandemic did not allow extracurricular activities as was usually offered.
Promote professional development for staff in RTI, Google Classroom and for better classroom practises.	<ul style="list-style-type: none"> - Involvement of teachers from four schools in learning communities and practices related to RTI. - Support the implementation of structures to support the deployment of RTI in selected schools. - Training for all on Google Classroom and TEAMS. - Various training and coaching for school teams according to the needs of the environment.
Ensure that support is given to students with special needs.	<ul style="list-style-type: none"> - Accompaniment for Individual and Intersectorial Service Plan (IISP) and learning modifications for school teams. - Support for intervention plans. - Assessments conducted by internal and external professionals. Some professional assessments were offered at a distance. - Continued collaboration between the CSSL, the CISSS and the DPJ for students with external interveners. - Support for teachers in the various programs. - Use of prevention programs and promotion of healthy lifestyle habits. - 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 specific needs of students. - Development and deployment of various documents to support school teams (Autism Spectrum Disorders (ASD) guide, suicide postvention protocol, action plan against bullying and violence in the schools, intervention guide, etc.). - Review, implement and support school teams in relation to the code of conduct of their schools.

	<ul style="list-style-type: none"> – Organization of Youth Intervention Committees (CIJ). – Maintaining the special needs class at École Mgr-Scheffer for four students.
Offer a variety of learning experiences to our students.	<ul style="list-style-type: none"> – Support for the Academic and Career Guidance Content (ACGC). – Support for the Sexuality Education Program. – Support for the development of effective teaching practices. – Promotion of various interactive tools.

Other Student Services

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

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

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

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

Special Features in 2020-2021

Despite the pandemic, all schools offered full-time, attendance-based education for all students.

The employment-based training pathway was offered to six students at École Mgr-Scheffer, École St-Joseph and St-Paul School: two students were qualified in Semi-Skilled Training (SST), and four in Work-Oriented Training Path (WOTP). These programs qualified two students: one student in SST, and one student in WOTP. One student was certified in the Profound Intellectual Impairment (PII) Program.

Preschool teachers received coaching for the new Preschool Cycle Program, kindergarten for 4-year-olds and 5-year-olds.

Educational Services implemented the Special Needs Advisory Committee (SNAC) for students with special needs.

1.3. Highlights

The Centre de services scolaire du Littoral highlights for the 2020-2021 school year include, among others:

- ✓ Installation of LÜ systems in all schools' gymnasiums;
- ✓ Completion of the transfer of the Educational Services team to the Lower North Shore territory;
- ✓ Increase of the bandwidth throughout the territory;
- ✓ Closing of the youth sector at St-Lawrence School in Mutton Bay;
- ✓ Approval of the tele-training project by the Ministère de l'Éducation.

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

Not applicable to the Centre de services scolaire du Littoral.

Board of Directors Achievements

Not applicable to the Centre de services scolaire du Littoral.

2.2. Other Governance Committees

▪ List of Board of Directors Committees and their Members

Not applicable to the Centre de services scolaire du Littoral.

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

Committee	List of Members
Lower North Shore Advisory Group	Ms. Lucia Cucchiara Ms. Jacqueline Gallibois Ms. Céline Girard Mr. Randy Jones Mr. Philip Joycey Mr. Marc-André Masse Ms. Ghislaine Nadeau-Monger Mr. Keith Rowsell

Management Advisory Committee (CCG)	Ms. Geneviève Boucher Mr. Pierre Boudreau Ms. Mona Bond Mr. Stéphane Daoust Ms. Karine Dubé Ms. Karen Fequet Ms. Deborah Foltin Ms. Céline Girard Ms. Martine Joncas Mr. Vincent Joncas Mr. Philip Joycey Ms. Nadia Landry Mr. Marc-André Masse Ms. Rebecca Nadeau-Monger Ms. Ana Osborne Ms. Marie-Pier Rioux Ms. Katia Tardif
Special Needs Advisory Committee (SNAC)	Ms. Erika Anderson Ms. Marie-Philippe Asselin Ms. Tara Bobbitt Mr. Dean Buckle Ms. Kimberly Buffitt Mr. Osvaldo D'Ippolito Ms. Karine Dubé Ms. Éoui Gagnon-Grenier Mr. Philip Joycey Ms. April Kippen Ms. Wanda-Lee Martin Ms. Mélanie Monger Ms. Nancy Rémillard Ms. Crystal Rowsell Ms. Lana Rowsell Ms. Erin Snider Ms. Katia Tardif Ms. Wendy Tremblay
Parents' Committee (PC)	<i>Parents</i> Ms. Shally Bateman Ms. Kimberly Buffitt Ms. Jacqueline Gallibois Ms. April Kippen Ms. Charline Marcoux Ms. Marie-Lyne Monger Ms. Melody Strickland Ms. Nadia Wellman <i>CSSL</i> Ms. Geneviève Boucher Mr. Pierre Boudreau Mr. Stéphane Daoust Ms. Deborah Foltin Mr. Philip Joycey Ms. Nadia Landry Mr. Marc-André Masse Ms. Ana Osborne Ms. Marie-Pier Rioux Ms. Katia Tardif

Resources Allocation Committee (CRR)	Ms. Céline Girard Ms. Karine Dubé Ms. Karen Fequet Ms. Deborah Foltin Ms. Martine Joncas Mr. Vincent Joncas Mr. Philip Joyce Ms. Nadia Landry Mr. Marc-André Masse Ms. Rebecca Nadeau-Monger Ms. Marie-Pier Rioux Ms. Ana Osborne Ms. Katia Tardif
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2.3. Code of Ethics and Professional Conduct for the Board of Directors

Not applicable to the Centre de services scolaire du Littoral.

2.4. Disclosure of Wrongdoings Against Public Organizations

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

3. Results

3.1. Commitment-to-Success Plan

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

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

Objective	Indicator	Target	Results 2020-2021
<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
<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
<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

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

Objective	Indicator	Target	Results 2020-2021
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
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
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

Clarification of Results

Objective 1.2, which was very ambitious, was not attained, in part because of changes to the Educational Services team and in the school principals. However, several steps were taken, such as the organization of distance learning projects between schools and the hiring of a student life animator to coordinate various activities. Finally, the School Service Centre started an analysis process to facilitate access by our students and learners to certain programs offered by other school service centres.

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

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

3.1.2. Objectives determined by the Minister of Education

Objective	Indicator	Target	Results 2018-2019	Results 2019-2020	Results 2020-2021
<i>Reduce by 50 % the gap in success rates between various groups of students.</i>	Graduation and qualification rate after 7 years	Gap of 15 percentage points between boys and girls	21.3 points	6.5 points	N/A
		Gap below 10 percentage points between special needs and regular students	13 points	35 points	N/A
<i>Reduce to 10 % the percentage of students starting public secondary school at age 13 or over.</i>	Percentage of students who are aged 13 or over when they start public secondary school	11 %	17.8 %	8.6 %	5/250 students = 2 %
<i>Increase to 90 % the percentage of students under 20 years of age who obtain a first diploma or first qualification and increase to 85 % the percentage of these students who obtain a first diploma (SSD and DVS).</i>	Graduation and qualification rate after 7 years	84 %	80 %	85.7 %	N/A
<i>In the public system, increase to 90 % the success rate for the ministerial evaluation that assesses writing ability in the language of instruction (FLE) in Elementary Grade 4 (ELA writing exam in Grade 6 for the Anglophone sector).</i>	Success rate for the ministerial evaluation situation that assesses writing ability in the language of instruction – FLE in Elementary Grade 4 and ELA in Elementary Grade 6	90 %	FLE: 66.7 % ELA: 94.4 %	N/A	N/A
<i>Ensure that all school buildings are in good condition.</i>	Condition of buildings	85 % of all school buildings are in good condition	N/A	N/A	N/A
<i>Help to increase and maintain the literacy skills of the adult population in the School Service Centre's territory.</i>	Percentage of adults having achieved a level 3-4-5 in literacy under the Programme for the International Assessment of Adult Competencies (PIAAC)	N/A	N/A	N/A	N/A
<i>By 2022, increase to 100 % the percentage of elementary schools that provide 60 minutes of physical activity per day for students.</i>	Percentage of elementary schools that meet the 60 minutes per day target	100 %	30 %	67 %	100 %

Success rate gaps between different groups of students vary considerably from year to year due, in part, to the very small size of the CSSL cohorts. The same is true for most of our organization's results.

To counteract this effect, we used the average of the last five years of data in our discussions and intervened directly based on the needs of each student in our small school communities.

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

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

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

3.2. Fighting Bullying and Violence

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

▪ Scale of Frequency of Bullying and Violence Event

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

The Centre de services scolaire du Littoral has no bullying nor violence event to report.

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

The schools of the Centre de services scolaire du Littoral have organized numerous activities to take action against violence and bullying. They were accompanied in their efforts to improve the *Anti-Bullying and Violence Plan* in order to adopt best practices. The *OurSchool* survey was used in schools. This survey gave a voice to students and served as a guide for action. Social-emotional development programs, such as *Vers le Pacifique* and *Second Step*, were also used in the schools to give students the tools to problem solving and develop social skills. Other prevention activities were carried out by the schools, such as the meeting between the Centre intégré de santé et de services sociaux (CISSS) de la Côte-Nord, the Sûreté du Québec and the School Service Centre with students and parents from one community, as well as the wearing of pink sweaters in all the schools on the territory.

3.3. Sustainable Development

No sustainable development initiatives were undertaken by the Centre de services scolaire du Littoral.

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 (PEVR) 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, 2021

	2021	2020
FINANCIAL ASSETS		
Cash balance (bank overdraft)	4 481 215.03	3 899 836.45
Receivable operation grant	3 983 234.58	3 556 591.18
Receivable investment grant	26 165 514.85	23 741 902.95
Debtors	783 365.12	477 433.49
TOTAL FINANCIAL ASSETS	35 413 329.58	31 675 764.07
LIABILITIES		
Temporary loan	0.00	0.00
Account payables and outstanding payments	2 986 831.85	1 485 471.07
Deferred investment grant	24 175 162.97	21 618 249.94
Deferred income	46 149.22	1 687.49
Estimated fringe benefits	1 099 764.74	1 161 424.49
Long-term liability to receive a promise grant	20 452 981.90	20 244 006.90
Other liabilities	1 283 053.69	416 717.14
TOTAL LIABILITIES	50 043 944.37	44 927 557.03
NET FINANCIAL ASSETS (NET DEBT)	-14 630 614.79	-13 251 792.96
NON-FINANCIAL ASSETS		
Fixed assets	26 012 916.88	23 788 364.96
Prepaid expenses	152 523.95	126 326.71
TOTAL NON-FINANCIAL ASSETS	26 165 440.83	23 914 691.67
ACCUMULATED SURPLUS	11 534 826.04	10 662 898.71

Statement of Income and Deficit
Period ending on June 30, 2021

	2021	2020
REVENUES		
Operating grant from MEQ	22 604 309.58	20 451 111.58
Deferred investment grant	0.00	39 011.65
Other grants and contributions	588 225.49	294 069.73
Rights and fees to scolarity	82 591.78	457.00
Sales of goods and services	349 335.06	192 271.28
Other revenues	97 985.47	129 182.06
Amortization of deferred investment grant	1 276 776.73	1 247 768.66
TOTAL REVENUES	24 999 224.11	22 353 871.96
EXPENSES		
Education and training activities	8 742 687.54	7 811 786.17
Education and training support activities	5 345 575.84	5 201 780.17
Subsidiary services	1 056 075.01	949 347.73
Administrative activities	2 577 517.38	2 486 674.42
Activities related to property	3 789 652.63	3 558 460.55
Related activities	2 677 145.24	1 667 625.60
Expenses related to the change in the provision for social benefits	-61 659.75	-164 413.87
Loss (gain) on disposal of fixed assets	302.89	3 188.34
TOTAL EXPENSES	24 127 296.78	21 514 449.11
SURPLUS	871 927.33	839 422.85

4.3. Workforce Management and Monitoring

- Breakdown of the workforce in paid hours for the period of April 1, 2020 to March 31, 2021

Classes of Employment	Hours Worked (1)	Overtime (2)	Total Paid Hours (3) = (1) + (2)	Number of Employees for the Reporting Period
1. Management Staff	29 878.45	0.00	29 878.45	19
2. Professional Staff	22 133.80	0.00	22 133.80	29
3. Teaching Staff	113 078.26	73.39	113 151.65	159
4. Clerical, Technical and Related Staff	72 428.45	0.00	72 428.45	115
5. Workers, Maintenance and Service Staff	32 520.59	2.70	32 523.29	43
Total in Hours	270 039.55	76.09	270 115.64	365

- Summary of staffing levels from April 1, 2020 to March 31, 2021

Target set by the Minister of Education (A)	
<i>Source: Information provided by the Ministère de l'Éducation du Québec (MEQ) via CollecteInfo</i>	267 201.64
Total paid hours worked (B)	
<i>Source: Information provided by the MEQ via CollecteInfo</i>	270 115.63
Extent of overage, if any	
Calculation: (C) = (B) – (A)	2 913.99
Compliance with staffing levels	
Answer key: Yes/No (If the answer is "No", the School Service Centre must inform of the steps taken to rectify the situation)	No. A request to adjust targets was made.

4.4. Service Contracts of \$ 25 000 or more

- Service contracts of \$ 25 000 or more, entered into between April 1, 2020 and March 31, 2021.

It is not possible to provide the detailed data requested for the period in question.

4.5. Material and Information Technology Resources

4.5.1. Material Resources

- Maintenance of real estate assets from July 1, 2020 to June 30, 2021

2019-2020 (Previous Year)	2020-2021 (Reporting Year)		
Balance of remaining allocations as of June 30, 2020	Allocation for 2020-2021	Expenses incurred for 2020-2021	Balance of remaining allocations as of June 30, 2021
\$ 5 173 853	\$ 1 500 000	\$ 1 714 136	\$ 4 959 717

Projects – 2020-2021:

- Renovation of three offices at École Mgr-Scheffer (Lourdes-de-Blanc-Sablon);
- Plumbing work in a four-unit building in Chevery;
- Replacement of domestic water piping at Mountain Ridge School (Vieux-Fort);
- Landscaping of the playground at Mecatina School (La Tabatière);
- Repair of the siding of École Mgr-Scheffer (Lourdes-de-Blanc-Sablon).

4.5.2. Information Technology Resources

In 2020-2021, the Information Technology Service was composed of a small team of only three people: a part-time computer technician (20 hours per week), a full-time senior computer technician, and a director.

Team members provided instructional and administrative support to the entire organization by addressing over 3,000 requests for assistance from schools, adult education centres and administrative offices.

They also kept the computer fleet up to date to ensure student success. Several devices were updated, including over 40 interactive whiteboards replaced with Smart TVs.

The computer fleet for which the team of technicians is responsible for includes, among others:

- iPad type digital tablets;
- Digital pedagogical packages, including robotics;
- Fixed and portable computers;
- Printers and multifunction devices;
- Interactive screens and projectors;
- Office 365 and Google cloud platforms;
- GRICS management software packages;
- Network infrastructure, wired and wireless;
- IT security;
- Telephony and unified communication;
- Server rooms: servers, storage, back-up and power.

5. Annexe to the Annual Report

Student Ombudsman Report

Me Donatien Grenier, Student Ombudsman, did not receive any complaints during the 2020-2021 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 2020-2021

Plainte(s) reçue(s) : aucune

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

Signé à New Carlisle, ce 4 septembre 2021



DONATIEN GRENIER
Protecteur de l'élève