



ANNUAL REPORT / RAPPORT ANNUEL

2023-2024



COMMISSION SCOLAIRE CENTRAL QUÉBEC
CENTRAL QUÉBEC SCHOOL BOARD



Table of Content

TABLE OF CONTENT	2
CQSB BELIEFS, VALUES & VISION	3
CQSB COUNCIL OF COMMISSIONERS – 2023-2024	4
CQSB ADMINISTRATION COUNCIL – 2023-2024	5
MESSAGE FROM THE CHAIRMAN	6
MESSAGE FROM THE GENERAL DIRECTORATE	9
COMMITMENT-TO-SUCCESS PLAN – CYCLE 2, YEAR 1	10
COMMITMENT-TO-SUCCESS PLAN – PRIORITIES OF THE CQSB.....	12
COMMITMENT-TO SUCCESS PLAN – OBJECTIVES OF THE MEQ	15
ANTI-BULLYING AND ANTI-VIOLENCE PLAN.....	18
COMPLAINTS REVIEW PROCEDURE	19
REPORT FROM FINANCIAL SERVICES	20
REPORT FROM HUMAN RESOURCES	22
REPORT FROM THE PARENTS’ COMMITTEE.....	23
ABOUT THE CENTRAL QUÉBEC SCHOOL BOARD	24



CQSB Beliefs, Values & Vision

BELIEFS

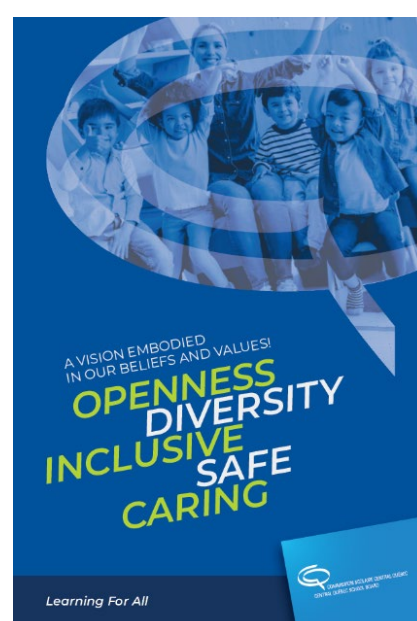
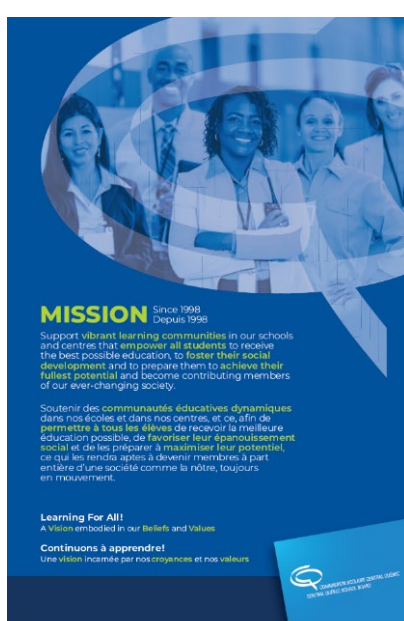
At the Central Québec School Board, we believe that learning is a lifelong process, there is richness in **diversity**, all individuals have potential to improve and have the right to develop their potential in a **safe, caring and inclusive** environment and students must always be placed as the priority.

VALUES

Openness, Leadership and Cooperation in a caring & learning environment

VISION

Learning for all



Triptychs prepared for our establishments to highlight our mission, vision and values.

Continuons à apprendre
Learning for all

CQSB Council of Commissioners – 2023-2024

Stephen Burke

Chairman of the Council of Commissioners

David Eden

Elected Commissioner

Ward 1 Québec City Region (East)

Ian O'Gallagher

Elected Commissioner

Ward 2 Québec City Region (Upper Town)

André Gosselin

Elected Commissioner

Ward 3 Québec City Region (Centre & L'Ancienne-Lorette)

Cameron Lavallée

Elected Commissioner

Ward 4 Shannon, Valcartier, Stoneham, Fossambault & Lac-Beauport

Jo Rosenkek

Elected Commissioner

Ward 5 St-Augustin, Portneuf County & Trois-Rivières (East)

Heather Clibbon

Elected Commissioner

Ward 6 South Shore of Québec (East)

Jean Robert

Elected Commissioner, Vice-chairman of the Council of Commissioners

Ward 7 South Shore of Québec (Nicolet, Thetford Mines & Lotbinière)

France Pedneault

Elected Commissioner

Ward 8 Trois-Rivières West & Shawinigan Region

Chantal Guay

Elected Commissioner

Ward 9 La Tuque Region

Jo-Ann Toulouse

Elected Commissioner

Ward 10 Chibougamau Region

Debbie Ford-Caron

Elected Commissioner

Ward 11 Saguenay | Lac-St-Jean Region

Debbie Cornforth

Parent Commissioner

Secondary School Level

Jessie Greene

Parent Commissioner

Elementary School Level

Christian Falle

Parent Commissioner

Outlying Regions

Jason Kilganan

Parent Commissioner

Special Needs



CQSB Administration Council – 2023-2024

Stephen Pigeon
Director General

Nancy L'Heureux
Assistant Director General
Director
Human Resources

Anissa Landry
Director
Financial Services

Stéphane Lagacé
Director
Educational Services

Vincent Laliberté
Secretary General
Secretariat General

Benoit Sévigny
Director
Buildings & Equipment, Information Technologies and Purchasing

Message From the Chairman



Stephen Burke
Chairman of the
Council of Commissioners

It is with great pride that I present the Central Québec School Board's (CQSB) Annual Report for the 2023-2024 school year, my final year as Chairman of the Council of Commissioners. I am pleased to report that the CQSB continues to provide, year after year, excellent pedagogical services to its youth and adult clientele. The success of our students has, is and will continue to be our number one priority. The 2023-2024 school year is a testament to the quality of our educational as well as administrative services, and to the success obtained by our students.

On the political scene, the school year began with the *Gouvernement du Québec's* decision, on September 8th, to appeal the judgment passed in favour of the nine (9) English school boards of the province by Judge Sylvain Lussier in the court action against Bill 40. No date has yet been set regarding the decision on the government's appeal. And so the battle to maintain our school boards and ensure the continued governance of our English-language schools continues.

On October 16th, the Québec English School Boards Association (QESBA), in cooperation with the English Montreal School Board (EMSB) held an event in which our attorneys, Power Law, explained in detail the decision rendered by Superior Court Judge Sylvain Lussier. Also present was the last President of the *Fédération des commissions scolaires du Québec* (FCSQ), Mr. Alain Fortier, who gave a presentation on the negative impact Bill 40 has had on the French public school network. He urged the English-speaking community to continue the battle and wished us well.

It is important to note that some discussions with the *Gouvernement du Québec* do lead to productive outcomes. In this same month of October, the President of the QESBA met with Education Minister Bernard Drainville to exchange on Bill 23, which essentially grants new powers to the Education Minister, including the ability to appoint the directors general of French-language school service centres, to overturn their decisions or even to dismiss them. Discussions with the Minister allowed for the legislation to be amended so as to exempt English school boards from having to implement government directives considered by them to be unconstitutional.

On Sunday, November 12th, at Patro Roc-Amadour in Quebec City, I emceed the *Fondation Petits bonheurs d'école's* Annual Brunch. The event allows the foundation to respond to the needs of elementary school students of the Québec Metropolitan Area (QMA). The CQSB is proud to be involved in such a foundation which caters to the needs of some of our own elementary students in the QMA.

In early January of 2024, the Labour Relations Advisory Committee (LRAC), composed of the school board Chairs, the Directors General and the Human Resources Directors of the nine English-language school boards, met to vote on the tentative collective agreements that were reached a few days before Christmas 2023. These agreements were reached between the Treasury Board and the various unions, without any consultation of either the French or the English CPN's (*Comité patronal de négociation*). In other words, our negotiations representatives were totally ignored by the government. Nevertheless, all of the tentative agreements were approved by the LRAC members, as there is evidently little that can be done, especially considering that these agreements had already been ratified by the union members. Nevertheless, it was agreed that the QESBA Executive Director would meet with a Ministry official to denounce the way that our negotiators were ignored.

The first meeting of the staff of all three Québec Metropolitan high schools was held on Monday, April 8th at Dollard-des-Ormeaux School. I had the pleasure of speaking to the assembled staff before and after the presentation. There were a number of questions asked and answers were given by the architectural and engineering teams present as well as by our Buildings and Equipment Director, and other members of the CQSB's administrators. In my final remarks to the assembly, I asked if I could confirm to my fellow Council members that our staffs are looking forward to this 21st-century high school. The answer was a resounding YES!

On April 18th, all nine Chairs of the English-language school boards attended a TEAMS Meeting with Education Minister Bernard Drainville. The Minister was cordial and showed openness on every issue brought to his attention. That very same day, he had provided public apologies to those parents of special needs students attending English-language schools who had been given a presentation in French only. For myself, I reminded the Minister of the fact that ministry officials can and do forget that we are school boards and NOT service centres. The meeting lasted well over the 45 minutes that we had been originally granted. I believe that others will follow.

The Selection Committee for the position of CQSB Director of Educational Services (DES) met three times during the Fall. The first meeting was to determine who would be invited to an interview as well as to finalize the questionnaire and tests to be administered. The two other days were used for interviews. A recommendation was submitted to Council on May 15th.

On May 7th, the QESBA Executive Committee met to discuss the recent judgment regarding the stay on Bill 96. Essentially, the judge concluded that the English-language network can continue to do business as usual. The only portion of the decision which does cause problem is the fact that the judge considers that school service centres are equivalent to school boards. Of course, this is unacceptable and so the QESBA will appeal that portion of the judgment.

On June 4th, the QESBA held an information session in cooperation with the English Montreal School Board (EMSB) regarding the upcoming school board elections. Held both in person at the EMSB as well as by TEAMS, the session focused on the importance of these elections for the English-speaking community of this province. I participated in a panel discussion along with Mr. Noel Burke, former Assistant Deputy Minister (ADM) and Chairman of the Lester-B-Pearson School Board, and Ms. Katherine Korakakis, the present President of the English Parents Committee Association (EPCA).

On June 10th, I met at Quebec City Hall with the Deputy Mayor, Ms. Catherine Vallières-Roland. The focus of our discussions was the upcoming closings of Saint Patrick's and Quebec High Schools, as well as the city's interest for the eventual use of Holland School's school yard.

In terms of educational success, our schools and students continue to make us proud. Our graduation and qualification rates remain high. Our students rank among the top 3 school boards and school service centres in Québec. Without a doubt, the parents of children eligible to English-language instruction realize more and more the excellence of our schools and consequently, our registration numbers continue to increase year after year.

Lastly, but not least, I want to take this opportunity to thank the Vice-chairman, Mr. Jean Robert, as well as all of my fellow commissioners for their constant cooperation and trust. I appreciate their constructive criticism and I commend them for their commitment and attachment to all of our schools and Centre. As well, I wish to say a sincere thank you to all the personnel of the CQSB whose devotion to English-language education is without a doubt in itself a guarantee for success.



Finally, to all of our students and their parents a sincere thank you for believing in the English-language public system of education. The confidence that you show in entrusting us the education of your children is most definitely a source of great motivation for us all. Rest assured that we are continuously striving to find ways and means of ensuring that your children's education is second to none.

It has been an honour and a privilege to be the Chairman of what I personally consider to be the best school board in Québec and, I dare say, in Canada. These past 15 years have gone by so very rapidly. Much has been accomplished and more is to come. Long live the CQSB!



Stephen Burke
Chairman of the Council of Commissioners

Message From the General Directorate

To all stakeholders of the CQSB,



Stephen Pigeon
Director General

The Central Québec School Board (CQSB) is a public organization to which we are sincerely very happy to belong; its values are truly aligned with our own. As you know, being Director General and Assistant Director General is a great privilege that we never take for granted. And with this privilege comes great responsibility, the greatest of all being to ensure that our organization does everything in its power to offer every student the chance to develop within learning environments that are safe, caring, stimulating and open to all. It goes without saying that we are surrounded by extraordinary teams that make us extremely proud.

This past school year, we began the 2nd Cycle of our Commitment-to-Success Plan (CTSP) 2023-2027. Aligned with our Strategic Plan and the *Ministère de l'Éducation's (MEQ)* Policy on Educational Success, you will see in this report the results of the commitments we have made.



Nancy L'Heureux
Assistant Director General

In addition, we are delighted to report that several projects we have been working on over the past few years have come to fruition. These include the inauguration of MacLean Memorial School's extension in Chibougamau, and the completion of our brand-new elementary school on the south shore of Quebec City, known as New Liverpool Elementary. The extension of Riverside Regional Elementary School in Jonquière is another of our major achievements, for which we take our hats off to all those who contributed. Genuine team successes!

With a territory that covers 35% of the province of Québec, and an ongoing enrolment increase, our English-language educational establishments play a vital role at the heart of our vibrant English-speaking communities. We would like to thank the many families who choose to entrust their children to us for their bilingual educational journey.

Before turning to the next pages of our report, we would like to take a moment to thank everyone who contributes to the success of the CQSB! We are a great community, and the future of our school board is highly promising!

Respectfully,

A handwritten signature in blue ink, appearing to be 'S. Pigeon'.

Stephen Pigeon
Director General

A handwritten signature in blue ink, appearing to be 'Nancy L'Heureux'.

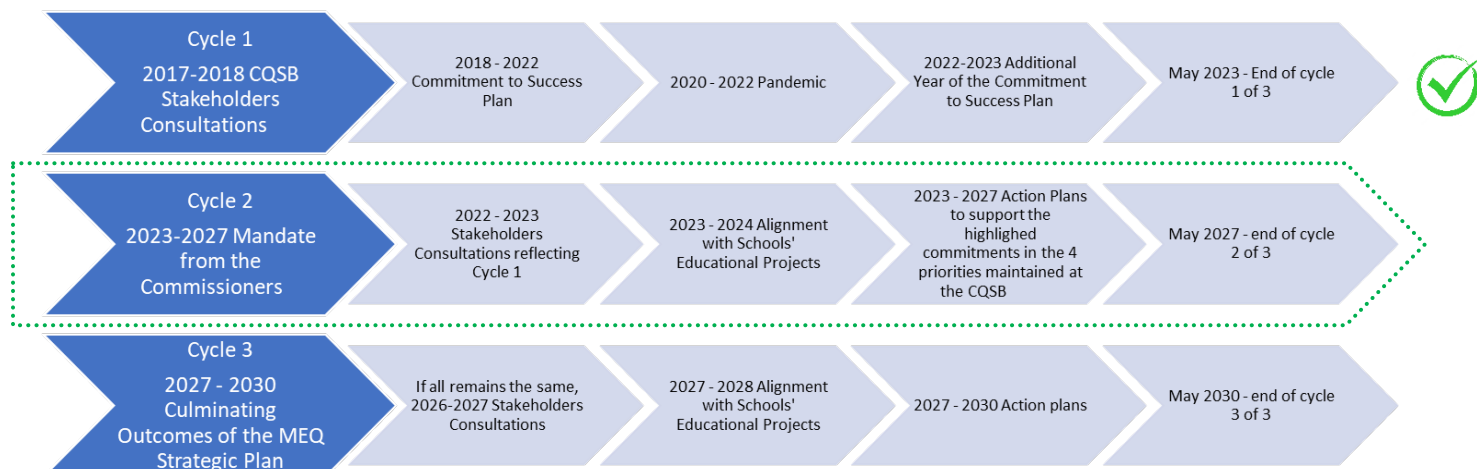
Nancy L'Heureux
Assistant Director General

Commitment-to-Success Plan – Cycle 2, Year 1

The Central Québec School Board's (CQSB) 2017-2030 Commitment-to-Success Plan (CtSP) goal is to share with its communities its vision of educational success moving into the future.

Three Successive Cycles

Aligned with the *Ministère de l'Éducation (MEQ)* Strategic Plan and Policy on Educational Success, it is structured into three successive cycles.



Cycle 1 of 3—2017-2023

Initially set to end in 2022, the first cycle of our CtSP was extended until 2023, as the pandemic (2020-2022) brought in its wake many unforeseen delays. Nevertheless, this first cycle proved to be a valuable tool from which stemmed this second cycle version.

Cycle 2 of 3—2023-2027

In essence, this second cycle is built on the foundation of the very best elements comprised in the first cycle. In order to ensure learning at high levels for all, this second segment demonstrates:

how the CQSB will address the Minister's Main Orientations

- Success for ALL Students as a First Priority
- Vocational Education Attractiveness
- Student Retention

as well as outline areas of improvement to educational success specific to CQSB in accordance with our Priorities

- Cultural Identity
- Inclusive Education
- Wellness
- Retention and Success of Indigenous Learners



COMMITMENT-TO-SUCCESS PLAN Cycle 2 of 3 - 2023-2027

MEQ Orientations and Objectives

ORIENTATION
Success for ALL
Students as a First
Priority

ORIENTATION
Vocational
Education
Attractiveness

ORIENTATION
Student Retention

OBJECTIVE 1
Increasing
Student Success

OBJECTIVE 2
Modernizing and
Valuing Vocational
Education

OBJECTIVE 3
Elaboration
New ppp
(Projets
pédagogiques
particuliers)

OBJECTIVE 4
Improving the
Climate of Caring,
Wellbeing and
Safety for our
Students

CQSB Priorities and Commitments

PRIORITY
Cultural Identity

Renewing and
Communicating
CQSB's Identity

COMMITMENT
Revisit Mission,
Vision, Values,
Beliefs and
Mantra to better
represent its
identity in
modern times

Retaining
Students in our
System

COMMITMENT
Develop and
implement a
Communication
Plan

Promoting
Proficiency in
English and in
French to Develop
Bilingual Citizens

COMMITMENT
Support Schools
in local
endeavours to
ensure students'
proficiency in
English and
French

PRIORITY
Inclusive
Education

Supporting ALL
Students and Staff
in Adapting to
Diversity and
Different Needs

COMMITMENT
Deploy
staff-development
on high leverage
practices
associated with
EDI for inclusive
culture for ALL

PRIORITY
Wellness

Emotional,
Psychological,
Physical and
Social Wellbeing

COMMITMENT
Monitor levels of
socio-emotional
Indicators, as
self-reported by
our students

COMMITMENT
Monitor wellbeing
of our staff

COMMITMENT
Promote overall
wellbeing of our
students and staff

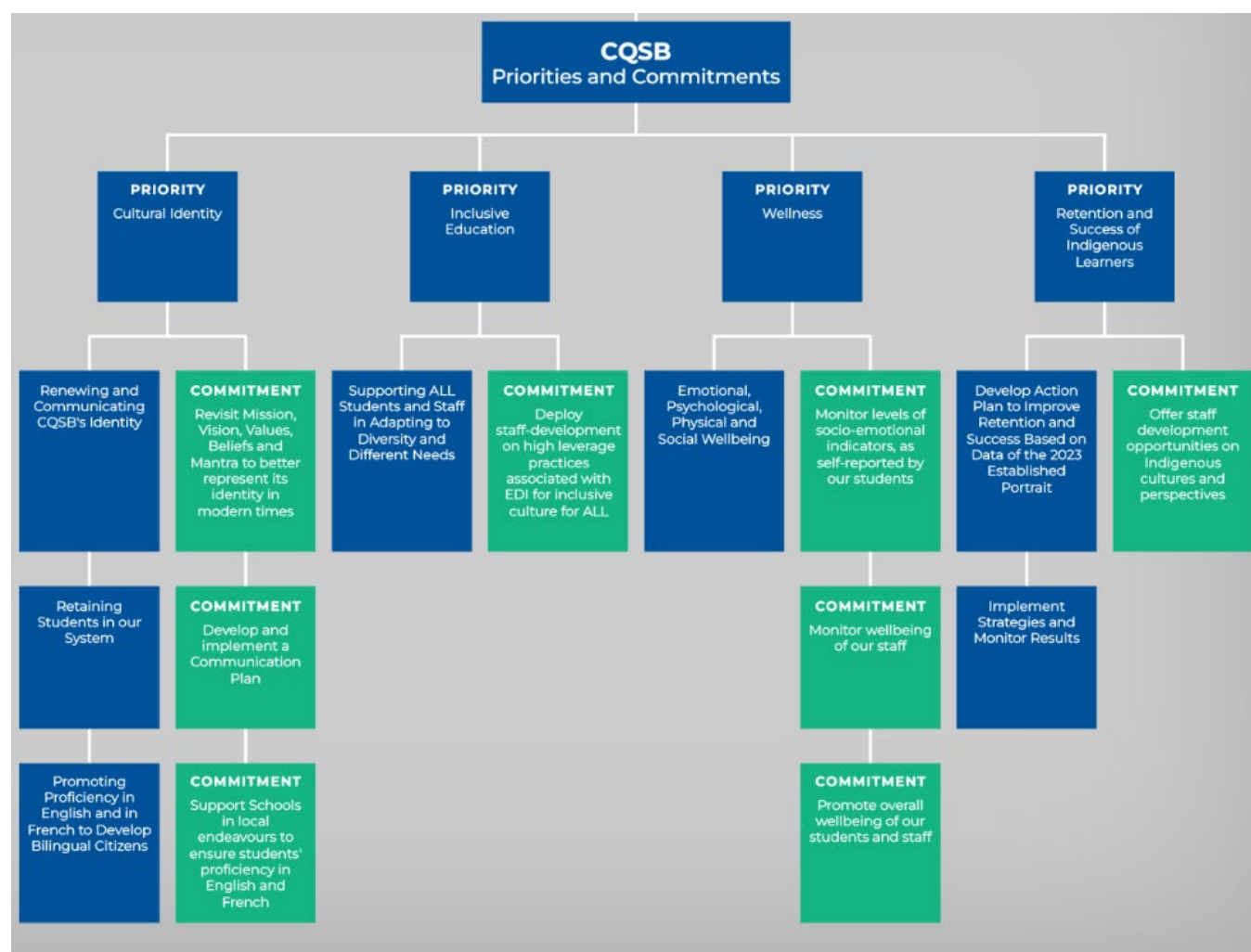
PRIORITY
Retention and
Success of
Indigenous
Learners

Develop Action
Plan to Improve
Retention and
Success Based on
Data of the 2023
Established
Portrait

COMMITMENT
Offer staff
development
opportunities on
Indigenous
cultures and
perspectives

Implement
Strategies and
Monitor Results

Commitment-to-Success Plan – Priorities of the CQSB



Priority 1: Cultural Identity

In line with our commitments, we have **promoted our mission, values and beliefs** through both general and targeted communications. Among other things, we adopted our Communications Policy, implemented in-school visits to our facilities by administrative departments, notably Human Resources, and initiated the publication of newsletters for all personnel. Moreover, in all our pedagogical and administrative actions, we have, as always, ensured that bilingualism is given a prominent place.

Priority 2: Inclusive Education

All CQSB students but a handful were integrated in regular classrooms. The few students who were not were part of a CASP*/Challenges group or other in our establishments, in accordance with the needs and offer of service; they were integrated into other classes according to their needs and strengths.

* Competency-based Approach to Social Participation

Teachers were given training sessions to prepare for the roll-out of the *Culture et citoyenneté québécoise* course offered to students as of the next school year. The principles of **equity, diversity and inclusion (EDI)** were an integral part of these training sessions.



In addition, training courses were offered to our school personnel, including SACCADE*, Modification of expectations, Behaviour Management System, Early Childhood Symposium, Safe Playground Training, and more.

Finally, in order to ensure equity in the distribution of professional services across all our schools, we initiated an overhaul of our Complementary Services Department's service offering. The new structure **pairs each school with a Key Person** (a member of the department's professional personnel). In addition, for more complex cases requiring a more in-depth analysis, the creation of a multidisciplinary team was born out of this new Key Person structure.

**Structure et apprentissage conceptuel continu adapté au développement évolutif*

Nurturing Support Centres

The school board, with the assistance of professional personnel from Educational Services and the provincial Centre of Excellence in Behaviour Management, again this year supported the creation of Nurturing Support Centres in several schools, adding St. Patrick's Elementary School in Thetford Mines to the list during the school year.

Priority 3: Wellness

As part of the implementation of a dispute prevention and resolution system, a **capsule on Civility in the Workplace** was offered to all members of our personnel. We also revised our **Psychological Harassment Prevention Policy** to include the concept of **conflict resolution**.

For several years, the school board has offered an **Employee Assistance Program**. This year, we have enhanced this program by adding **telemedicine services** and making available a **digital platform offering advice on health and wellbeing**.

We also surveyed our students and employees on various aspects of their health and wellbeing. Based on the data collected, we will be able to put in place **effective initiatives to provide the necessary support**.

Over the course of the school year, several training sessions were offered to our personnel in order to raise awareness and develop their **intervention strategies in the mental health field** and the **promotion of a positive school and work climate**. For the first time, we offered training to our school board's school bus drivers on topics such as establishing a positive climate, managing discipline and raising awareness around bullying issues.

The implementation of the **Mentoring Program for our teaching personnel** was one of our great achievements of the 2023-2024 school year. Through monthly training sessions on the development of expert teachers, our mentors have been able to effectively and inspiringly support the next generation of teachers in our schools to ensure quality pedagogical services for our students.



Priority 4: Retention and Success of Indigenous Learners

Since the 2021-2022 school year, we have had among our employees an Educational Consultant whose work focuses on **meeting the needs of our Indigenous learners**. This consultant conducted an audit of the services offered to learners who were identified as having social, emotional or academic problems. After conducting a **survey among school principals to assess the culture of Indigenous practices** and the support available to them, the results led to a report with recommendations.

In addition, we have **put in place initiatives** that enable some of our employees to **increase their awareness and understanding of the richness of indigenous culture**, thus helping to **increase the success of our indigenous students**:

- **Day on the Land**: to give the possibility to some employees to participate in a one-day immersion trip to Kawawachikamach, where they were able to take part in cultural activities prepared by the Naskapi community.
- **One-day training session on *Culture et réalité autochtone* (Indigenous culture and reality)** for school teams, in collaboration with *l'Université du Québec en Abitibi – Témiscamingue*.

Day on the Land – This Induction Activity for Newly Hired Jimmy Sandy Memorial School Personnel was initiated

by the school principal to help new employees familiarize themselves with their new environment by building a scene of community between current staff members, elders, and members of the community. This enriching cultural activity enables the sharing of Naskapi traditional ways of knowing and being.

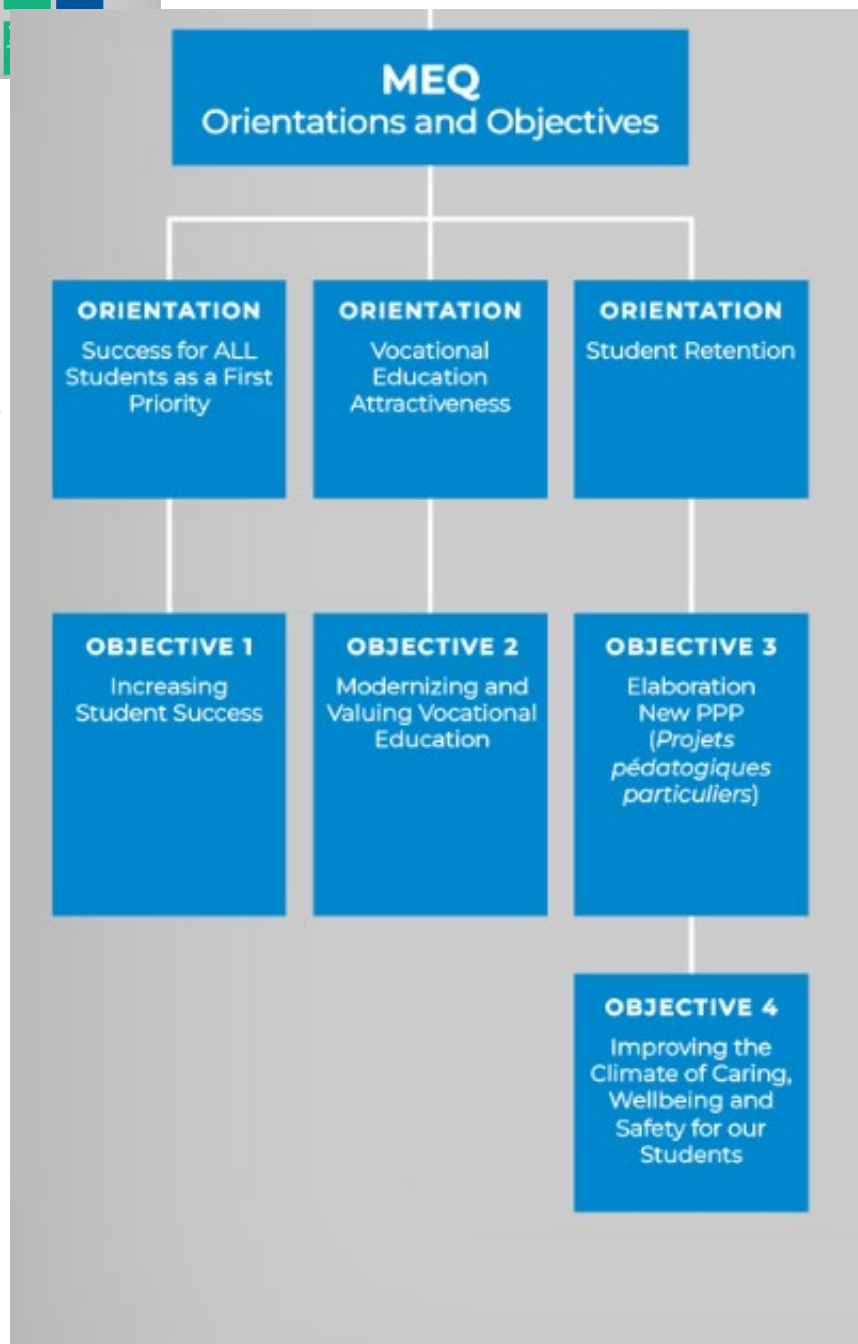
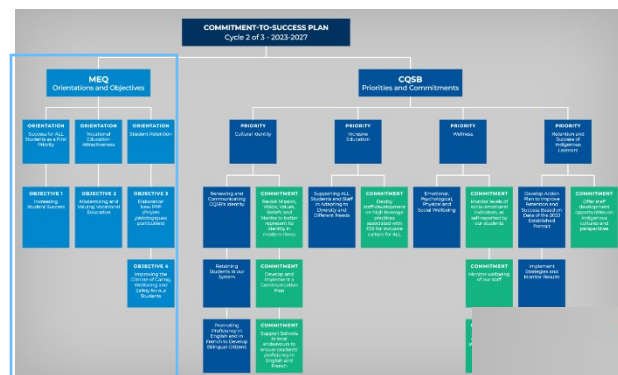
Over the years, the activity has evolved into an immersion opportunity for CQSB staff members, bringing cultures closer together.



Kawawachikamach (Québec) - September 2023



Commitment-to Success Plan – Objectives of the MEQ



Objectif	INDICATEUR	BASELINE JUNE 2022	CIBLE 2027	RÉSULTATS 2023 - 2024	RÉSULTATS 2024 - 2025	RÉSULTATS 2025 - 2026	RÉSULTATS 2026 - 2027
1. Increasing Student Success	Graduation and Qualification rate, 7-year cohort	89.3 %	90 %	n/a			
	Success rate of boys	83.6 %	86 %	n/a			
	Success rate of HDAA students	69.1 %	71 %	n/a			
	Proportion of students whose result is at 70 % or higher on the Ministry's mandated grade 6 ELA exam, reading competency	49.2 %	59 %	53.9 %			
	Proportion of students whose result is at 70 % or higher on the Ministry's mandated grade 6 mathematics exam, problem solving competency	48.3 %	60 %	74.9 %			
2. Modernizing and Valuing Vocational Education	Vocational Education Diploma delivery rate after 3 years	75.0 %	79 %	n/a			
3. Elaborating New PPP	Participation rate of secondary students in a PPP (<i>projet pédagogique particulier</i>)	45.3 %	64 %	41.4 %	42.47 %		
4. Improving the Climate of Caring, Wellbeing and Safety for our Students	Proportion of schools and centres using the <i>référentiel sur le bien-être de l'élève</i> developed based on research data, to conduct a situational analysis of their environment.	0 %	100 %	n/a			

Objective 1 – Increasing Student Success

As of the date this report was produced, the Ministry of Education had not provided the education milieu with the data to report on the three following indicators: Graduation and Qualification Rate After 7 Years, Success Rate of Boys, and Success Rate of HDAA Students.

In terms of the proportion of students whose result is 70 % or higher on the Ministry's mandated grade 6 ELA exam, reading competency, the 2023-2024 results display an improvement: we gained 4.7 % and are heading in the right direction to attain our goal in 2026-2027.

For the proportion of students whose result is 70 % or higher on the Ministry's mandated grade 6 mathematics exam, problem solving competency, our goal has been surpassed in 2023-2024, with 74.9 % of grade 6 students obtaining a mark of 70 % or higher on the Ministry examination.

Objective 2 – Modernizing and Valuing Vocational Education

As of the date this report was produced, the Ministry of Education had not provided the education milieu with the data to report on this objective.

Objective 3 – Elaborating New PPP (*projets pédagogiques particuliers*)

Over the past two years, the participation rate in a PPP has decreased slightly, from 42.31 % in 2022-2023 to 41.4 % in 2023-2024. However, we can already observe a slight increase for the 2024-2025 school year.

Objective 4 – Improving the Climate of Caring, Wellbeing and Safety for our Students

As of the date this report has been produced, the "*référentiel sur le bien-être de l'élève*" has not been provided to the education milieu by the Ministry of Education.

Anti-bullying and Anti-violence Plan

The following table shows the number of bullying and/or violent incidents, as reported by school administrators, for which students had to be suspended. These incidents may have been perpetrated against peers or staff members.

Establishment	Incidents of Violence or Bullying			
	Less than 10	Less than 25	Less than 40	Less than 60
A.S. Johnson Memorial / St. Patrick Elementary	√			
Dollard-des-Ormeaux			√	
Eastern Québec Learning Centre	√			
Everest Elementary	√			
Holland Elementary	√			
Jimmy Sandy Memorial School		√		
La Tuque High School	√			
MacLean Memorial		√		
Mauricie English Elementary		√		
Portneuf Elementary	√			
Quebec High School				√
Riverside Regional Elementary School				√
Riverside Regional High School	√			
Shawinigan High School	√			
St. Patrick's High School		√		
New Liverpool Elementary School		√		
Ste-Foy Elementary		√		
Three Rivers Academy	√			
Valcartier Elementary	√			

Number of Student Days Lost Due to Suspensions Given for Bullying or Violent Incidents	
School Year	Student Days Lost
2015-2016	135
2016-2017	225
2017-2018	210
2018-2019	456,8
2019-2020	142
2020-2021	138,5
2021-2022	296,5
2022-2023	490,5
2023-2024	351



Complaints Review Procedure

Implementation of a new process to handle complaints

During the 2023-2024 school year, the school board implemented a new procedure to handle complaints, in compliance with the National Student Ombudsman Act. This accessible, standardized process is designed to ensure that the rights of students and their parents are respected, while contributing to the improvement of our student services.

Review of Anti-bullying and Anti-violence Plans

Anti-bullying and anti-violence plans have also been modified during the 2023-2024 school year to meet the requirements of the Act. These adjustments include specific measures to better support students and effectively manage reported incidents, thus contributing to inclusive and safe school environments.

Looking back on the 2023-2024 school year

The implementation of this new framework and the changes made have yielded the following results:

- **Total number of complaints filed with the National Student Ombudsman: 5**
- **Complaints related to bullying, violence and sexual abuse: 3 out of 5**
- **National Student Ombudsman complaint ratio: 0.93 complaints per 1,000 students**

Report From Financial Services

CQSB's financial statements include the assets, liabilities, revenues, and expenditures of Jimmy Sandy Memorial School (JSMS), which is located in Kawawachikamach, Québec. As stipulated in Section 11.2 of the Northeastern Québec Agreement, the CQSB acts as the General Administrator for JSMS.

Statement of Income For the year ended June 30, 2024	
REVENUES	\$
MEQ Grants - Operating	98 030 522
Investment Grant	2 591 547
Grants - Other Sources	397 641
School Taxes	2 937 327
School Fees	781 827
Revenues From Sale of Goods and Services	4 337 440
Other Revenues	2 404 992
Amortization of Deferred Investment Grant	3 061 942
TOTAL REVENUES	114 543 242
EXPENDITURES	
Teaching Activities	39 569 230
Teaching Support Activities	29 211 774
Complementary Activities	12 582 704
Administrative Activities	7 801 142
Building-related Activities	11 420 000
Related Activities	10 721 179
Expenses Related to the Variation of the Employee Benefits Allowance	515 375
Gain on disposal of fixed assets	0
TOTAL EXPENDITURES	111 821 407
SURPLUS FOR THE YEAR	2 721 835



Balance Sheet
As of June 30, 2024

FINANCIAL ASSETS	\$
Cash and Cash Equivalents	660 405
Operating Grants Receivable	13 458 084
Investment Grants Receivable	97 302 273
School Taxes Receivable	493 093
Accounts Receivable	4 440 909
Inventories	12 915
TOTAL FINANCIAL ASSETS	116 367 681
LIABILITIES	
Short-term Loan	9 500 000
Accounts Payable and Accrued Liabilities	16 200 573
Deferred Investment Grant	134 407 983
Prepaid Revenues	1 452 971
Allowance for Employee Benefits	4 746 998
Long-term Debts Subject to a Promised Grant	34 882 818
Other Liabilities	45 514 948
TOTAL LIABILITIES	246 706 294
NET DEBT	-130 338 612
NON-FINANCIAL ASSETS	
Fixed Assets	152 434 255
Prepaid Expenses	94 746
TOTAL NON-FINANCIAL ASSETS	152 529 002
ACCUMULATED SURPLUS	22 190 389



Report From Human Resources

As stated in Section 20 of the **Act Respecting Workforce Management and Control Within Government Departments, Public Sector Bodies and Networks and State-owned Enterprises**, a public body must report on the staffing level and the distribution of its staff by employment categories.

CQSB Employees – April 2023 to March 2024				
Employees	Hours Worked	Overtime	Total Paid Hours	Number of Employees
Management	85 619.63	0,00	85 619.63	53
Professionals	103 221.60	25.17	103 246.77	93
Teachers	675 565.14	4938.99	680 504.13	1120
Support and Related Occupations	457 946.66	346.77	458 293 .43	879
Maintenance	35 989.85	382	36 331.85	72
TOTAL	1 358 302.88	5 692.93	1 363 995.81	2217

For the period of April 1, 2023, to March 31, 2024, the Ministry has not updated the objective of 2021-2022 which was 1 336 949,73 hours paid.

The recruitment advertising campaign launched in 2021-22 continued in 2022-23 and in 2023-24. Actual CQSB students. The images feature students from the CQSB.

Report From the Parents' Committee

This year has been incredibly rewarding, largely due to the exceptional group of parents who gathered around our table. Active involvement, diverse perspectives, and support have made a difference, creating a nurturing environment for one another.

A key highlight of this year has been the robust support we received from the *Regroupement de comités de parents autonomes du Québec (RCPAQ)*. Their resources and guidance have been instrumental in helping us address the challenges our Governing Boards and Parents' Committee face. With their backing, and upcoming training, we will ensure that parents feel supported and heard.

By working together to bring these improvements to fruition, we can ensure we all feel a sense of belonging and connection within our school community.

I encourage every parent to remain engaged and advocate for these recommendations. Your voices matter, and together we can make a lasting impact on our school and our children's futures.

Thank you for your dedication, support, and passion for our children's education. I look forward to seeing what we can achieve together in the coming year.

Warm regards,

Debbie Cornforth
2023-2024 CQSB Parent Committee Chair

About the Central Québec School Board

The Central Québec School Board (CQSB) has existed—under various names as a confessional, and now, as a linguistic board—since 1867. It covers the largest territory of any school board in the province. Its schools and centres are spread over a region of 515,000 km², or one third of the province. Despite the obvious challenges faced by a Board with such geographically spread-out schools, our students have consistently performed at a high level. Results on Ministry examinations and success rates have consistently placed CQSB among the top five English school boards in the province. This is a considerable achievement when one considers the geographic and linguistic challenges.

ELEMENTARY SCHOOLS

Everest Elementary School (Québec City)
Holland Elementary School (Québec City)
Mauricie English Elementary School (Mauricie)
New Liverpool Elementary School (Québec City, in St. Vincent School's building)
Portneuf Elementary School (Québec City)
Riverside Regional Elementary School (Saguenay)
Ste-Foy Elementary School (Québec City)
Valcartier Elementary School (Québec City)

SECONDARY SCHOOLS

Québec High School (Québec City)
Riverside Regional High School (Saguenay)
St. Patrick's High School (Québec City)
Three Rivers Academy (Mauricie)

COMBINED ELEMENTARY & SECONDARY SCHOOLS

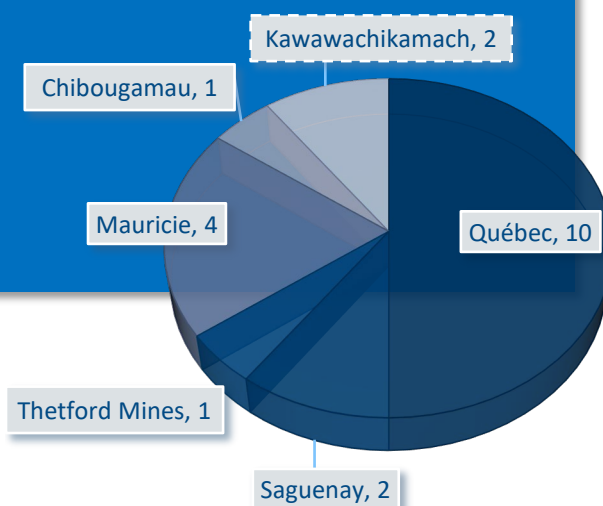
A.S. Johnson Memorial School/St. Patrick Elementary School (Thetford Mines)
Dollard-des-Ormeaux School (Québec City)
Jimmy Sandy Memorial School* (Kawawachikamach)
La Tuque High School (Mauricie)
MacLean Memorial School (Chibougamau)
Shawinigan High School (Mauricie)

ADULT AND VOCATIONAL EDUCATION CENTRES

Eastern Québec Learning Centre (Québec City)
James Chescappio Learning Centre* (Kawawachikamach)

*Through an agreement among the various levels of government, the Board is also fiduciary for Jimmy Sandy Memorial School as well as the James Chescappio Memorial Learning Centre. Both located in Kawawachikamach near Schefferville, their student body is comprised of Naskapi and Innu.

SCHOOLS PER REGION



In a Nutshell

Out of the 72 School Boards and School Service Centres, the CQSB has the largest territory in the province as it covers 35% of Québec. The CQSB territory includes:

27 MNAs (Member of the National Assembly)

Over 370 Municipalities

18 French School Service Centres

35 MRCs (*Municipalité régionale de comté*)

6 Cities with MRC Responsibilities

2 Regional Administrations

