



ANNUAL REPORT



COMMISSION SCOLAIRE CENTRAL QUÉBEC
CENTRAL QUÉBEC SCHOOL BOARD

cqsbc.qc.ca

Table of Contents

TABLE OF CONTENTS.....	2
CQSB BELIEFS, VALUES & VISION	3
CQSB COUNCIL OF COMMISSIONERS—2024–2025	4
CQSB ADMINISTRATION COUNCIL—2024–2025	5
MESSAGE FROM THE CHAIRMAN	6
MESSAGE FROM THE GENERAL DIRECTORATE	8
COMMITMENT-TO-SUCCESS PLAN—CYCLE 2, YEAR 2	9
COMMITMENT-TO-SUCCESS PLAN—PRIORITIES OF THE CQSB.....	11
COMMITMENT-TO SUCCESS PLAN—OBJECTIVES OF THE MEQ	13
ANTI-BULLYING AND ANTI-VIOLENCE PLAN.....	17
COMPLAINTS REVIEW PROCEDURE	18
REPORT FROM FINANCIAL SERVICES	19
REPORT FROM HUMAN RESOURCES	21
REPORT FROM THE PARENTS’ COMMITTEE.....	22
ABOUT THE CENTRAL QUÉBEC SCHOOL BOARD	23



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 the 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



Council of Commissioners—2024–2025

Jean Robert

Chairman of the Council of Commissioners

David Eden

Elected Commissioner,
Ward 1 Québec City Region (East)

Ian O'Gallagher

Elected Commissioner, Vice-chairman of the Council of Commissioners
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

Debbie Cornforth

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

Shirley Picknell

Elected Commissioner
Ward 6 South Shore of Québec (East)

Jo Visser

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

Karine Gauthier

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

KayLee Richardson

Parent Commissioner
Elementary School Level

Vacant

Parent Commissioner
Elementary School Level

Linda Bechtiger

Parent Commissioner
Outlying Regions

Jason Kilganan

Parent Commissioner
Special Needs



Administration Council—2024–2025

Stéphane Lagacé
Director General

Nancy L'Heureux
Assistant Director General
Director
Human Resources

Anissa Landry
Director
Financial Services

Julien Duchamp
Director
Educational Services

Vincent Laliberté
Secretary General
Secretariat General

Benoit Sévigny
Director
Buildings & Equipment, Information Technologies and Purchasing Departments



Message From the Chairman



Jean Robert
Chairman of the
Council of Commissioners

It has been a true honour for me to serve as Chairman of the Central Québec School Board since the elections of November 3, 2024. After many years as Vice-Chairman, I stepped into this new role with gratitude and deep respect for the strong and healthy board I inherited. Our former Chairman, Stephen Burke, provided more than 15 years of unwavering commitment, vision, and integrity. His leadership strengthened our board and our community, and for this I will be forever grateful.

This year has been marked by significant progress, important milestones, and a continued commitment to excellence in education. Our relationship with our Indigenous partners remains a priority. On September 30, I had the great pleasure and honour of joining the Naskapi community in Kawawachikamach to celebrate the 40th anniversary of Jimmy Sandy Memorial School—a celebration that also coincided with the National Day for Truth and Reconciliation. Our positive and respectful collaboration with our Indigenous communities continues to enrich our board and guide our work.

One of the most historic accomplishments of the year was receiving official approval from the *Ministère de l'Éducation* to build a new high school that will serve the communities of Quebec High School, Dollard-des-Ormeaux, and St. Patrick's High School. This approval came after nearly eight years of persistent effort, extensive planning, and unwavering determination. This is by far the most ambitious project the CQSB has ever undertaken, with an estimated value nearing \$200 million. We are convinced that this new school will be among the finest and most advanced in the province. Everyone who contributed to this monumental project—too many to name individually—deserves sincere congratulations. Calling this decision “historic” is not overstating the obvious.

Throughout the year, our Board has continued to face challenges brought forward by government legislation attempting to erode the rights guaranteed to us under Section 23 of the Canadian Constitution. These rights—to govern and administer our schools—are fundamental, constitutional, and non-negotiable. We continue to work tirelessly to ensure they are protected. This is a battle we must win, and that we will win. The courts have consistently recognized the strength and legitimacy of our position, reaffirming our authority and responsibility to manage our schools in the best interests of our English-speaking community.

While navigating these challenges, our focus has remained firmly on student success. The exceptional work of our educational and administrative services continues to translate into enviable graduation rates and strong student outcomes. This success is a testament to the dedication, professionalism, and passion of the people who work every day to support our students.

I want to express my sincere appreciation to our Vice-Chairman, Ian O’Gallagher, for his consistent support throughout the year. I am equally grateful to my fellow commissioners for their commitment, wisdom, and tireless dedication to ensuring that every student in our system has the opportunity to achieve their personal best.

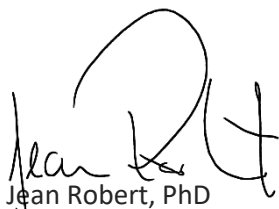
A special thank you must also be extended to our gifted Director General, Stéphane Lagacé, and our exceptionally talented Assistant Director General, Nancy L’Heureux, whose leadership, integrity, and devotion exemplify what true educators should be. Their guidance and vision are invaluable to the continued success of our Board.



As we look ahead, our future has never appeared brighter. The construction of our new high school, the enduring strength of our community, and the dedication of our commissioners, administrators, educators, and staff all contribute to a promising path forward.

On behalf of everyone at the Central Québec School Board, thank you for believing in us and for trusting us with the education of your children. We remain committed, determined, and dedicated to serving our communities to the very best of our abilities.

Respectfully submitted,



Jean Robert, PhD
Chairman of the Council of Commissioners

Message From the General Directorate

The Central Québec School Board (CQSB) is one of nine anglophone public school organizations with whom we proudly share innovative and locally inspired practices. Its values—Openness, Leadership, and Cooperation within a caring learning environment—are deeply aligned with our own professional journey in this community of learning. As our organization modernizes its operations and simultaneously advances a multi-year plan to enhance pedagogical services across all its establishments, the General Directorate Team remains fully committed to empowering our school board team, who in turn strengthen local school teams—ultimately ensuring the success of every student in our thriving community.



Stéphane Lagacé
Director General

As Director General and Assistant Director General, we approach these challenges with the utmost seriousness and strive to embody daily the shared vision that unites us: *Ensuring that student success is at the heart of every action, aligning school board services to optimize support to schools and centres.*

This vision, aligned with CQSB’s values and beliefs, guides our leadership alongside dedicated teams—that inspire us every day.

This past school year marked the second of four years in the second cycle of our Commitment-to-Success Plan 2023–2027. In alignment with our Strategic Plan and the *ministère de l’Éducation’s* Policy on Educational Success, this report highlights the results of the commitments we have made.

Beyond these structured reports, our community continues to move forward with a long-term vision for pedagogical service offerings—most notably, the inauguration of the long-awaited extension of Riverside Regional Elementary School in Jonquière.

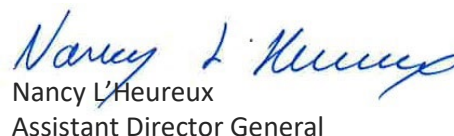


Nancy L’Heureux
Assistant Director General

Covering more than one third of our province and supported by a steady increase in student enrolment, our English-language educational establishments play a vital role at the **core** of vibrant communities, both locally and regionally. On this annual occasion, we extend our heartfelt thanks to the many families who entrust us with their children’s bilingual educational journey.

As a closing note before you explore the following pages of our Annual Report, we wish to acknowledge the unwavering dedication of our closest stakeholders—those in our schools, our board office, and our communities near and far. We also express our gratitude to all who, beyond our daily operations, contribute to the success of the CQSB. The CQSB is truly a *community of communities*, where each one represents an *essential thread in the fabric* that defines who we are.


Stéphane Lagacé
Director General

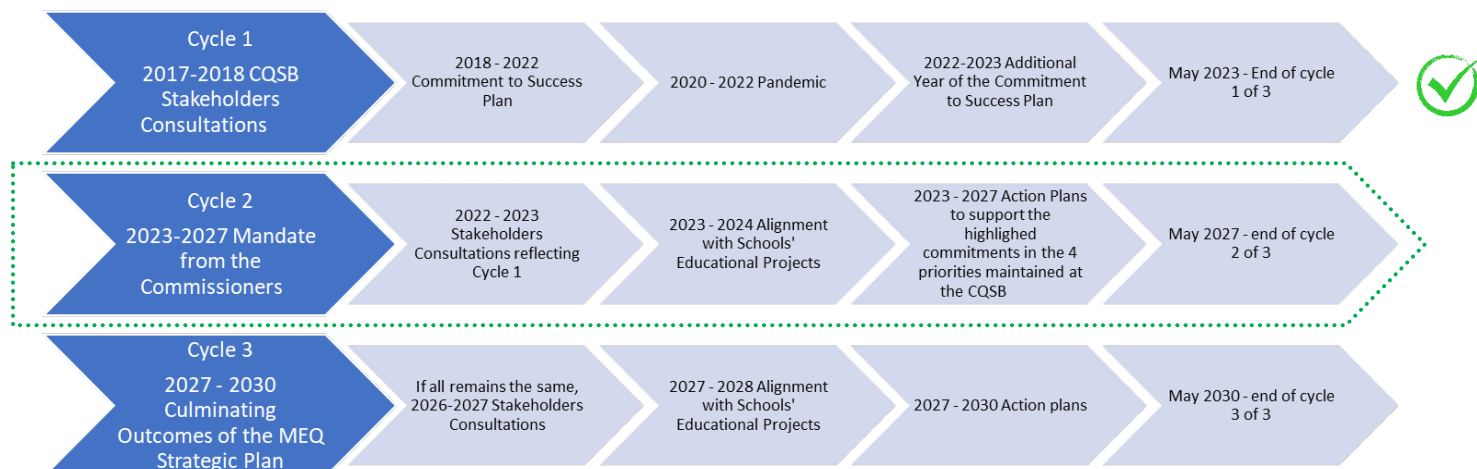

Nancy L’Heureux
Assistant Director General

Commitment-to-Success Plan—Cycle 2, Year 2

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 du Québec (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 year of the 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 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

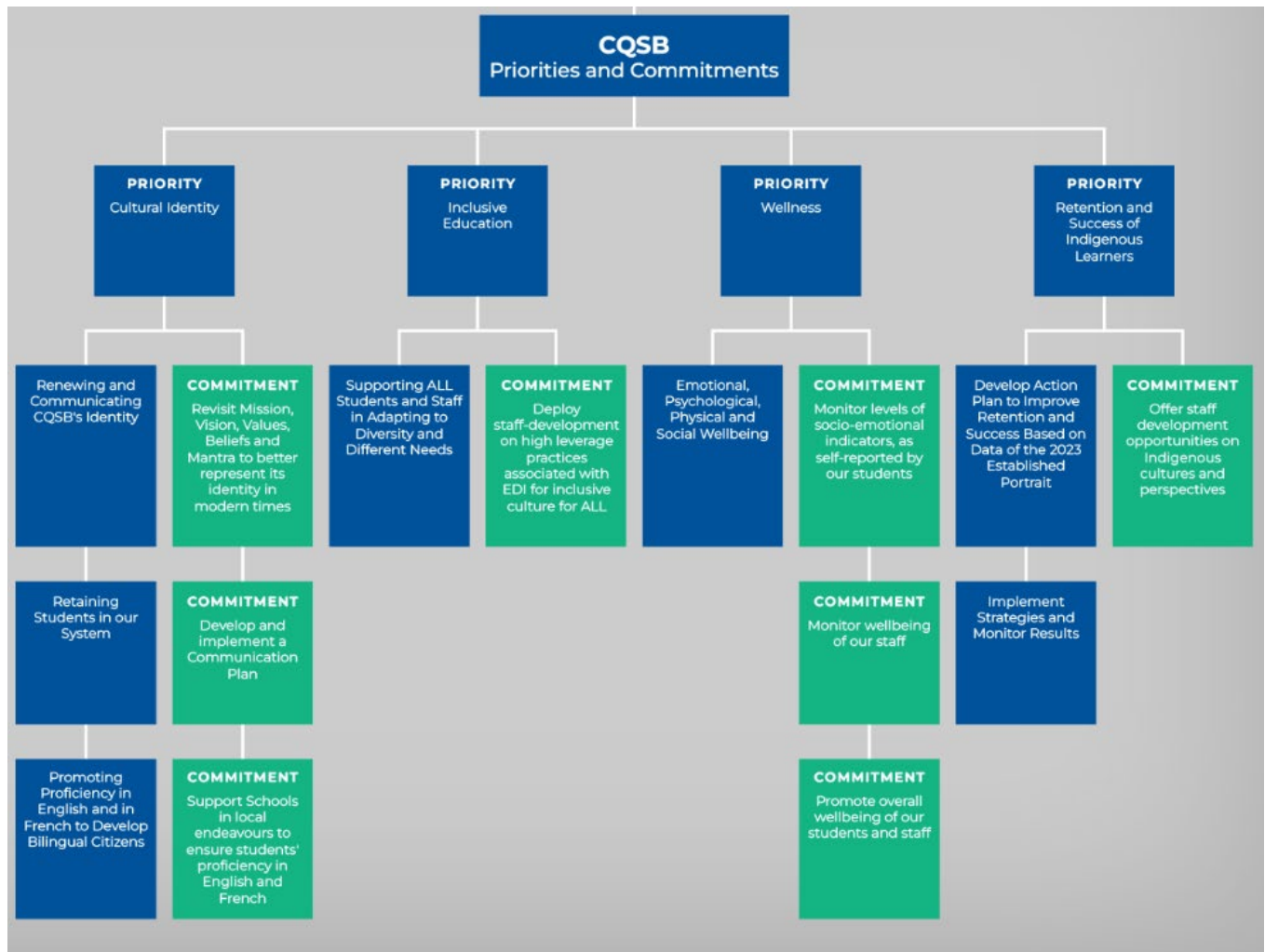
Develop Action Plan to Improve Retention and Success Based on Data of the 2023 Established Portrait

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

This year, we **strengthened the visibility and understanding of our mission, values, and beliefs among all staff members**. The adoption of our first Communication Policy in April 2024, the publication of three newsletters, and the display of our visuals across all establishments helped increase the reach of our messages.

Visits by staff from our Board Office to schools—particularly those by the Director General and the Human Resources team—helped provide better support to school teams. In addition, the regular distribution of newsletters greatly contributed to maintaining a direct connection with all staff and ensuring effective information flow. Finally, our pedagogical and administrative actions continued to actively promote bilingualism, thereby reinforcing our commitment to an inclusive and open culture.



Priority 2: Inclusive Education

We made **significant progress in advancing Equity, Diversity, and Inclusion across our schools**. The protocol for adjusting pedagogical expectations was implemented with rigorous follow-up to ensure proper identification and support for students concerned. A School Pathways Committee was also established to define a clear vision and prepare for the introduction of new, adapted programs.

Targeted training sessions were offered to better support students with special needs requirements, including the integration of Lexibar—a tool that supports reading and writing—as well as ongoing professional development on the Behaviour Management System and the Blues Program. These initiatives have helped create a more inclusive learning environment tailored to the diverse needs of our students.

Priority 3: Wellness

Staff and student wellbeing remained a central priority. For staff, we analyzed collected data and shared the results with school leadership to guide coordinated actions. For the first time, students in our vocational training centre and adult education programs were surveyed, achieving an impressive 90% participation rate.

Our teams worked on developing their Anti-Bullying and Anti-Violence Prevention Plans, supported by school board staff and training capsules. We also offered mental health training, including workshops on depression, eating disorders, and self-harm; launched a social media awareness week; and provided principals with training on conflict prevention through assisted dialogue.

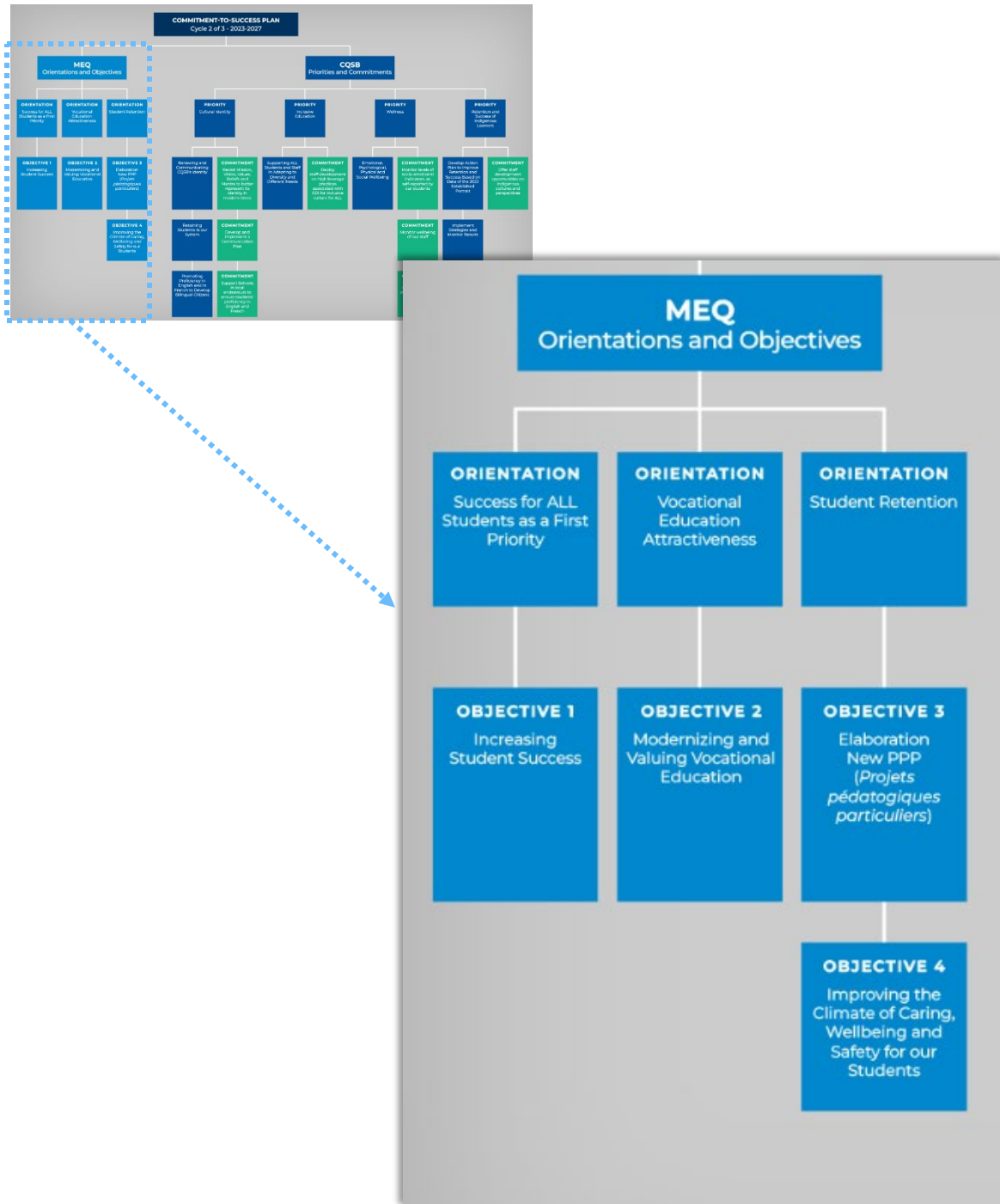
Priority 4: Retention and Success of Indigenous Learners

This year, we **intensified our efforts to support the success of Indigenous students**. Immersive cultural activities, such as a day on the Kawawachikamach territory and student cultural exchanges, helped strengthen their sense of belonging. We also established a North-South Committee to plan long-term initiatives.

On the academic front, targeted strategies were implemented to improve success in French exams, including a Professional Development and Innovation Grant project and individualized support provided by our pedagogical services. Finally, 110 staff members completed specialized training in partnership with the *Université du Québec en Abitibi-Témiscamingue*, fostering a deeper understanding of Indigenous realities.



Commitment-to Success Plan—Objectives of the MEQ



MEQ: ministère de l'Éducation du Québec



Objective	INDICATOR	BASELINE JUNE 2022	TARGET 2027	RESULTS 2023– 2024	RESULTS 2024– 2025	RESULTS 2025– 2026	RESULTS 2026– 2027
1. Increasing Student Success	Graduation and Qualification rate, 7-year cohort	89.3%	90%	87.9%	---		
	Success rate of boys	83.6%	86%	83.3%	---		
	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%	54.3%		
	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%	64.2%		
2. Modernizing and Valuing Vocational Education	Vocational Education Diploma delivery rate after 3 years	75.0%	79%	71.4%	---		
3. Elaborating New PPP	Participation rate of secondary students in a PPP (<i>projet pédagogique particulier</i>)	45.3%	64%	47.2% *	43.8%*		
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	n/a		

* The participation rate of secondary students in a PPP for 2023-2024 and 2024-2025 that were appearing in the 2023-2024 CQSB Annual Report and that had been locally calculated have been rectified with the rates now provided by the MEQ in the *Tableau de bord de l'éducation*.

Objective 1: Increasing Student Success

HDAA

As of the date this report was produced, the *ministère de l'Éducation* had not provided the education milieu with the data to report on the following indicator: Success Rate of HDAA Students.

English Language Arts (ELA)

For the proportion of students scoring 70% or higher on the Ministry-mandated Grade 6 ELA exam, Reading Competency, the 2024-2025 results display minimal improvement: we have progressed by 0.4% toward the target set at 59% for 2027.

To increase our results, we have recruited leader teachers to participate in the second cohort of the Leadership Committee for English Education in Québec's Summer Literacy Symposium—a 3.5 consecutive day training with other members of the English community.

Our Literacy Committee met several times during the year to look at data and take action in regard to developing key resources, plan professional development (PD) and refine our CQSB literacy action plan. All schools now have **Literacy Lead Team** who are working on a specific high impact goal for their school's plan. Our pedagogical consultants provide ongoing PD to these lead teams and support them in achieving their goals.

Consultants are offering PD throughout grade levels, but with an emphasis on elementary cycles 2 and 3 as well as secondary cycle 1. The focus is on the foundations of reading, complemented by work on comprehension.

Mathematics

For the proportion of students scoring 70% or higher on the Ministry-mandated Grade 6 mathematics exam in problem-solving competency, despite a 10.7% decrease in 2024–2025, 64.2% of students reached this benchmark—well above the 2027 target of 60%

To increase the results in mathematics, we have hired a second Math Consultant. One will attend to elementary math whereas the other on secondary math.

Pedagogical consultants will be offering PD to cycle 1 elementary with a focus on competency 1 throughout the year whereas secondary teachers will have an opportunity to participate in a Building Thinking Classroom Community PD during the second part of the year.

We have implemented **Lead Numeracy Teams** in each of our schools. They are receiving training and being accompanied in identifying their one thing, a numeracy goal shared by all school members that will have high impact on student success.

A numeracy committee composed of administrators, teachers, and pedagogical consultants work collaboratively to analyze data, identify priority needs, and develop an action plan based on emerging trends. A one-pager created by this committee last year was released to help teachers understand Competency 1 and access ready-to-use resources and tools based on evidence-based practices.



Objective 2: Modernizing and Valuing Vocational Education

In 2023–2024, we observe a 3.6% decrease in the rate of adults who obtained a Vocational Studies Diploma after 3 years, with a rate standing at 71.4%. Considering the limited number of adults enrolled in vocational training at our adult education centre, the observed decline is of minimal significance, despite a gradual deviation from the 79% target set for 2027. However, this limited number makes the success rate particularly sensitive: a few withdrawals or departures—often due to factors beyond our control, such as immigration, family obligations, or returning to work for financial reasons—are enough to negatively impact it.

Over the past year, we observed that **three of our four active programs achieved a 100% success rate**

- Hotel Reception 3/3
- *Préposé aux Bénéficiaires* 15/15
- School Daycare Educator 11/11

It is within our Health, Assistance, and Nursing Program that we observe the highest number of failures or withdrawals.

To improve the success rate, we focused our efforts on revising and increasing the number of hours dedicated to targeted competencies where performance was problematic, as well as on restructuring the sequence in which these competencies are taught. These changes have allowed the teaching team to dedicate more time to revision and remediation, better preparing students in areas that were previously challenging.

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

The participation rate in a PPP has decreased, dropping from 47.2% in 2023-2024 to 43.8% in 2024-2025. This decrease is likely explained by some students leaving a PPP in order to retake a compulsory subject they failed the previous year or to benefit from additional time and support in a subject where they are experiencing difficulties.

We anticipate a rise in 2025-2026 as more CQSB schools have started offering PPPs.

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

As of the date this report was produced, the “*référentiel sur le bien-être de l’élève*” had not been provided to the education milieu by the *ministère de l’Éducation du Québec (MEQ)*. However, an action plan was presented to administrators to support the 23 elements of “*contenus obligatoires*”, proposed by the MEQ. This content is based on the recommendations of the ÉKIP framework (MEQ and Health and Social Services) and must be implemented in all schools across the province.



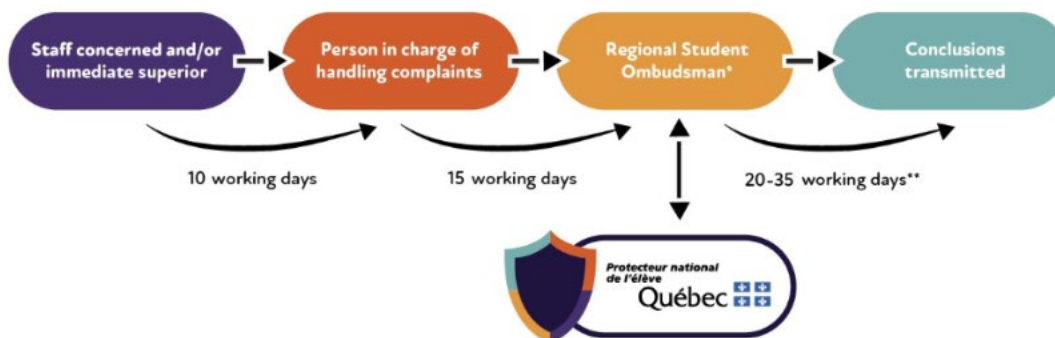
Anti-Bullying and Anti-Violence Plan

The following table shows the number of bullying and violence incidents, as reported by school principals, that resulted in student suspensions, whether the incidents involved 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	√			

Complaints Review Procedure

After coming into force of the *Act Respecting the National Student Ombudsman* in 2023-2024, School Boards must report on complaints or reports on acts of violence of a sexual nature in addition to complaints or reports of violence and bullying in their annual report.



- **Complaints Filed with the National Student Ombudsman:** 6
- **National Student Ombudsman complaint ratio:** 1.10 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, 2025

REVENUES	\$
MEQ Grants—Operating	103,370,016
Investment Grant	2,480,033
Grants—Other Sources	208,830
School Taxes	2,800,608
School Fees	605,112
Revenues From Sale of Goods and Services	4,275,361
Other Revenues	3,815,666
Amortization of Deferred Investment Grant	6,071,867
TOTAL REVENUES	123,627,495
EXPENDITURES	
Teaching Activities	46,795,213
Teaching Support Activities	32,855,429
Complementary Activities	14,098,819
Administrative Activities	8,457,509
Building-related Activities	15,647,592
Related Activities	5,294,130
Expenses Related to the Variation of the Employee Benefits Allowance	471,070
TOTAL EXPENDITURES	123,619,765
SURPLUS FOR THE YEAR	7,730



Balance Sheet
As of June 30, 2025

FINANCIAL ASSETS	\$
Cash and Cash Equivalents	-946,971
Operating Grants Receivable	10,473,346
Investment Grants Receivable	80,104,198
School Taxes Receivable	442,968
Accounts Receivable	5,005,255
Inventories	197,022
Amortization of the deferred contribution related to the acquisition of tangible capital assets	8,051,282
TOTAL FINANCIAL ASSETS	103,327,101
LIABILITIES	
Short-term Loan	0
Accounts Payable and Accrued Liabilities	22,310,476
Deferred Investment Grant	149,809,821
Prepaid Revenues	1,441,017
Allowance for Employee Benefits	5,218,068
Long-term Debts Subject to a Promised Grant	27,662,486
Other Liabilities	45,587,757
TOTAL LIABILITIES	252,029,628
NET DEBT	-148,702,526
NON-FINANCIAL ASSETS	
Fixed Assets	170,369,203
Prepaid Expenses	531,442
TOTAL NON-FINANCIAL ASSETS	170,900,646
ACCUMULATED SURPLUS	22,198,120



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 2024 to March 2025				
Employees	Hours Worked	Overtime	Total Paid Hours	Number of Employees
Management	89 232.83	0.00	89 232.83	56
Professionals	117 741.26	149.80	117 891.06	102
Teachers	709 284.31	5 233.20	714 514.51	1 078
Support and Related Occupations	502 214.21	948.74	503 162.96	851
Maintenance	37 827.07	103.00	37 930.07	67
TOTAL	1 456 299.69	6 434.74	1 462 734.42	2 154



The Department is very proud of its achievements during the 2024–2025 school year, including:

- Implementing and distributing work accident packages to schools;
- Achieving a 97% teacher retention rate at Jimmy Sandy Memorial School;
- Completing visits by the Team to all its establishments.

Report From the Parents' Committee

As parents, we naturally care about our own children's wellbeing. As members of school governing boards, we also share responsibility for the education of other children in our communities. By joining the Parents' Committee, we have the opportunity to make a meaningful difference for thousands of young people across our region. Like all worthwhile efforts, this requires commitment, collaboration, and focus.

Last year, the committee included representatives from 14 of the 17 Central Québec School Board (CQSB) elementary and secondary schools. Five meetings were held through the TEAMS platform, providing opportunities to learn from one another, exchange ideas, and highlight inspiring activities from across our various regions. Attendance varied at some meetings, which occasionally made progress more challenging.

Looking ahead, when a parent representative is unable to attend a meeting, the expectation is that the designated replacement from the school governing board participates. This will help ensure sufficient representation to carry out the committee's work effectively.

On the political level, our association – the [Regroupement des comités de parents autonomes du Québec \(RCPAQ\)](#) – continues to do excellent work advocating for our children and schools. They provide valuable resources for Parents' Committees and Governing Boards, and they make the effort to offer these in both French and English. Familiarizing yourself with this organization can help us all become stronger representatives. For those particularly interested in politics, government, and advocacy, please consider serving as our delegate this year. We have also been invited to collaborate with the [English Parents' Committee Association of Québec](#), a similar organization to the RCPAQ that focuses on issues specific to Québec's English-speaking community. If these issues resonate with you and parents in your community, this association is an excellent resource.

We live in a time when youth need strong, healthy communities more than ever to counter isolation, depression, division, and misinformation fuelled by untested technologies and self-interest. At the same time, our communities need strong, healthy youth to meet the economic and environmental challenges of an aging country. As parents, we can influence schools and government, support one another, and help build institutions and communities where our children can thrive. Let us use this Committee to its fullest potential to achieve these goals.

Andrew Buchan
Chair of the Parents' Committee



About the Central Québec School Board

The Central Québec School Board (CQSB) has been in existence since 1867—first as a confessional board and now as a linguistic one. It covers the largest territory of any school board in the province, with schools and centres spread across a region of 515,000 km², representing one third of Québec. Despite the challenges posed by such a vast and geographically dispersed network, our students have consistently achieved strong results. Performance on Ministry examinations and overall success rates have regularly placed CQSB among the top-performing English school boards in the province—an achievement made even more remarkable given the geographic and linguistic realities we face.

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

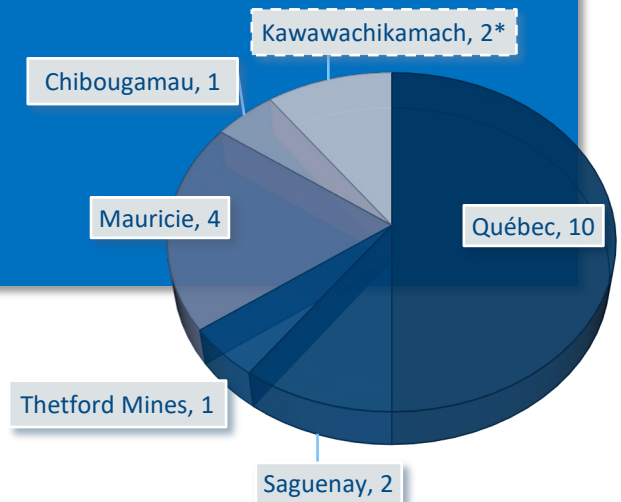
- A. S. Johnson Memorial School/St. Patrick Elementary School (Thetford Mines)
- Dollard-des-Ormeaux School (Québec City)
- Jimmy Sandy Memorial School* (Kawawachikamach)
- La Tuque High School (Mauricie)
- MacLean Memorial School (Chibougamau)
- Shawinigan High School (Mauricie)

ADULT AND VOCATIONAL EDUCATION CENTRES

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

*Following an intergovernmental agreement, the School Board also administers Jimmy Sandy Memorial School and James Chescappio Memorial Training Centre, both located in Kawawachikamach near Schefferville. Their students are mainly of Naskapi and Innu.

SCHOOLS PER REGION



Did you know that

among Québec's 72 school boards and service centres, the CQSB covers the largest territory in the province—representing 35% of Québec and including

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

