

CENTRE DE SERVICES SCOLAIRE DU LITTORAL

ANNUAL REPORT

2024-2025



**Centre
de services scolaire
du Littoral**

Québec 

MESSAGE FROM GENERAL ADMINISTRATION

Dear members of the school community,

It is with pride that we present the **2024-2025 Annual Report** of the Centre de services scolaire du Littoral. This year has been marked by the resilience, innovation and unwavering commitment of our staff, students, and community partners.

We have had the privilege of witnessing how our school service centre is driven by a shared desire to promote educational success in a unique geographical context. Our team has been able to implement promising initiatives, while maintaining high standards of quality, despite the challenges due to remoteness and the diversity of our local communities.

Budgetary Context and Human Resources

The 2024-2025 school year was also marked by significant budget constraints, particularly due to ministerial cuts and a province-wide hiring freeze. These measures directly impacted our ability to fill certain essential positions and maintain the pace of development for certain projects.

Despite these challenges, our staff demonstrated remarkable adaptability and a steadfast commitment to students and communities. We doubled our efforts to optimize available resources, foster interservice collaboration, and maintain a high level of service quality. These circumstances remind us of the importance of solidarity, creativity, and rigorous management in an ever-evolving context.

Looking Ahead

We are determined to continue our mission, placing students at the heart of our decisions. We would like to extend our warmest thanks to everyone who contributes, day after day, to bringing our educational mission to life. Together, we are building a promising future for our communities.



Marie-Pier Cabana
Administrator



Nadia Landry
Assistant Administrator

Table of Contents

1. Presentation of the Centre de services scolaire du Littoral	3
1.1. An Overview of the School Service Centre.....	3
1.2. Highlights.....	3
1.3. Educational Services and Other Services	4
2. Gouvernance of the Centre de services scolaire du Littoral.....	9
2.1. Board of Directors	9
2.2. Other Governance Committees	9
2.3. Code of Ethics and Professional Conduct.....	11
2.4. Disclosure of Wrongdoings Against Public Organizations.....	11
3. Results.....	11
3.1. Commitment-to-Success Plan	11
3.2. Fighting Bullying and Violence	13
3.3. Complaint Procedure.....	14
4. Use of Resources.....	15
4.1. Allocation of the Centre de services scolaire du Littoral Revenues.....	15
4.2. Financial Resources	16
4.3. Workforce Management and Monitoring.....	18
4.4. Service Contracts of \$ 25 000 or more.....	18
4.5. Material and Information Technology Resources.....	19
5. Annexe to the Annual Report	20
Regional Student Ombudsman Report.....	20



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, with its special status, is unique in the province of Québec. Founded in April 1967, it is administered by an administrator, appointed by the members of Cabinet, who replaces the Board of Directors and the Director General. The school service centre provides services to schools and adult education centres located on the easternmost tip of Québec, on the Lower North Shore and Anticosti Island. 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 to Labrador the villages of Vieux-Fort, Rivière St-Paul, Lourdes-de-Blanc-Sablon, and Blanc-Sablon. More specifically, the Centre de services scolaire du Littoral provides services in nine English-speaking villages (Kegaska, Chevery, Harrington Harbour, La Tabatière, Mutton Bay, Saint-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).

School	Village	School Population
St-Joseph	Port-Menier (Île-d'Anticosti)	16 + 2*
Kegaska	Kegaska	6
Harrington	Harrington Harbour	8
Netagamious	Chevery	35
Gabriel-Dionne	Tête-à-la-Baleine	8
Mecatina	La Tabatière	21
St-Augustine	Saint-Augustin	41
Mountain Ridge	Vieux-Fort	42
St-Paul	Rivière St-Paul	48
Mgr-Scheffer	Lourdes-de-Blanc-Sablon	137
Centre	Village	
Marie-Sarah	La Romaine	
St-Bernard	Lourdes-de-Blanc-Sablon	
St-Lawrence	Mutton Bay	

* Homeschooling

1.2. Highlights

The Centre de services scolaire du Littoral highlights for the 2024-2025 school year include, among others:

- Ranking first among school service centres on the North Shore for student results in Secondary 4 and 5 ministerial exams (École Mgr-Scheffer, the only school included), according to the rankings published by the Fraser Institute;
- Outstanding performance by students to many events such as the OSEntreprendre Challenge, the RSEQ Côte-Nord Gala, the International Haiku Contest, the *Parcours Photo-Graphie* by *L'Odyssée Culturelle*;
- Offering the Skills Training Certificate - Carpentry enabled 18 students to graduate and 10 sheds to be built for employee residences;
- Improvement to our infrastructure through the replacement of servers in schools and offices;
- Participation in a research project on the Lower North Shore region by the University of Montreal School of Architecture.

1.3. Educational Services and Other Services

Organization of Educational Services

In 2024-2025, Educational Services were under the full-time leadership of a director and an assistant director. The Educational Services team comprised seven professionals with expertise in various fields, including reeducation, social work (maternity leave), pedagogy, school adaptation, library science, community development, student life, along with four support staff dedicated to school organization, secretarial management and recreational activities. Additionally, the team had the support of external professionals in speech-language pathology, occupational therapy, neuropsychology, orthopedagogy, and guidance counselling.

Technological tools such as TEAMS significantly contributed to promoting communication and collaboration between professionals and school teams.

Student Population

As of September 30, 2024, our school service centre reported 366 students, along with 2 students receiving homeschooling, marking a decrease of 14 students compared to 2023-2024. Within this cohort, 163 students were enrolled in the French sector, while 203 students were in the English sector. Additionally, 4% of the students have been identified as living with a disability or handicap, while 37% of students were monitored more closely due to potential behavioural or learning difficulties.

Partners and Collaborators

- Local, regional and provincial health and social service agencies;
- Community Learning Centres (CLCs);
- *Agents de service régional de soutien et d'expertise* (French sector);
- Centres of Excellence (English sector);
- Eastern Shores School Board and North Shore school services centres (youth sector);
- Virtual Campus, Western Québec School Board (in collaboration with LEARN);
- LEARN;
- Leadership Committee for English Education in Québec (LCEEQ);
- Coasters Association;
- *Réussite - Accomplissement - Persévérance (RAP) Côte-Nord*;
- *École branchée*;
- Directors of English Education Network (DEEN);
- *RÉseau axé sur le développement des Compétences des élèves par l'Intégration des Technologies* (RÉCIT);
- Administrator Complementary Educational Services (ACES);
- Directors of Educational Services Côte-Nord;
- RSEQ Côte-Nord.



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

RELATIONSHIP WITH SCHOOLS – PRINCIPALS AND SCHOOL TEAMS	
Actions implemented 2024-2025	Priorities for 2025-2026
Plan school visits for professionals based on principals' needs and professional observations.	In continuity.
Preparation and revision of framework documents from our school service centre. Guides: - Field trips. Policies: - Special Education Policy.	Accompany staff on the existence and use of documents.
ORGANIZATION OF COMPLEMENTARY SERVICES	
Actions implemented 2024-2025	Priorities for 2025-2026
Multidisciplinary team meetings with principals every 6 weeks.	Continuing the development of school teams in the management of daily life with students without the need to evaluate.
Focus on universal response measures.	Develop the capacity of school teams to be proactive in managing an inclusive classroom portrait according to the needs of each child. Differentiated instruction to be implemented.
Instances Locales, 2 meetings. We covered the following topics: presentation of the DI-TSA-DP service offerings, along with DPJ services, including presentations from the kinesiologist and school nurse.	Foster ongoing collaboration between the schools and the CISSS.
Evaluations, consultations, follow-ups, support of external partners. Number of assessments/screenings: - Neuropsychology: 9 evaluations and consultations conducted; - Speech-Language Pathology: 9 evaluations conducted accompanied by several follow-ups; - Occupational Therapy: 32 follow-ups and evaluations conducted, along with screenings in the kindergarten 4-year-olds and 5-year-olds. Multiple meetings have been organized with school teams and parents to facilitate collaboration. Additionally, support has been provided to teaching staff in managing a variety of cases; - Remediation: 21 assessments (support plans) accompanied by multiple follow-ups.	Ensure the implementation of the professionals' recommendations.
Psychosocial follow-ups by our services, as needed.	In continuity.
Support for the Second Step Program.	In continuity.
Special Needs Advisory Committee (SNAC): 3 meetings.	In continuity.
Accompaniment for special education technicians.	In continuity.

Remote support with <i>Agentes de service régional de soutien et d'expertise (ASRSE)</i> and Centres of Excellence.	In continuity.
Individualized Education Plan (IEP): Support of school teams.	Demystify the means adapted to the evaluation and use of technological tools.
Support to school teams for job-oriented training programs.	In continuity.
Training program - specific trajectories: • CASP: 4 (Mgr-Scheffer, St-Augustine, Netagamiou); • Challenge: 1 (St-Joseph); • PII: 2 (Mgr-Scheffer); • Semiskilled Trades: 0; • Work-Oriented Training Path: 1 (St-Joseph); • Modified programs (one or more disciplines): 24 students have one or more modified programs within the CSSL; • Francization: 3 students.	For your information.
Support for the development of school codes of conduct.	In continuity.
Support for anti-violence and bullying action plans in accordance with the new MEQ requirements.	Adjust the action plans according to the ministry's new requirements.
Accompaniment for the <i>OurSCHOOL</i> survey.	In continuity.
Student participation in some of the activities: • Cross-country locals in Blanc-Sablon: 57 athletes • Cross-country regionals in Forestville: 7 athletes. • Cross-country provincials in St-Lazare: 1 athlete. • Local volleyball camp at École Mgr-Scheffer: 27 elementary students and 40 secondary students. • Volleyball regionals in Baie-Comeau: 19 juvenile athletes (girls and boys) and 18 benjamin athletes (girls and boys). • Local badminton competition in Blanc-Sablon: 45 athletes. • Badminton regionals in Baie-Comeau: 19 athletes. • Track and field locals in Blanc-Sablon: 110 athletes. • Track and field regionals in Baie-Comeau: 42 athletes. • Track and field provincials in Saguenay: 13 athletes. • Congrès Student Voices: 16 students from 6 schools. • Active Camp in Blanc-Sablon: 36 students from 7 schools. • <i>Secondaire en spectacle</i> regionals in Havre-Saint-Pierre: 1 student from Mgr-Scheffer school. • <i>City Life</i> Camp: 12 students from 6 schools. • <i>Parlement écolier</i> in Québec City: 3 students from École Mgr-Scheffer and 3 students from Netagamiou school.	For your information.
Personalized support for the LU.	In continuity.
Cataloguing process has been completed for Mountain Ridge School. It is currently in progress for École Gabriel-Dionne and has begun for St-Paul's School.	Cataloguing process for École Gabriel-Dionne, in continuity. Cataloguing process will begin for Netagamiou School. The cataloguing of newly acquired books for Mountain Ridge, Mecatina and St-Augustine schools.

	Genre signage for library sections began.
Book selection for all libraries.	In continuity.
Ensuring book rotation with Réseau BIBLIO de la Côte-Nord (RBCN).	In continuity.
Participation in the Canadian Children's Book Centre (CCBC) <i>Un livre à moi</i> program giving access to a free book for all preschool and cycle 1 students.	Program has been terminated.
Book animation activities.	In continuity.
Mediation in Reading.	In continuity.
Reading activities in the classroom and virtually (À GO, on lit!).	In continuity.
Workshop on information literacy (AI and digital citizenship).	In continuity.
Improvement of physical facilities.	In continuity.
Digital library cards.	Universal digital library cards will be assumed by Réseau BIBLIO de la Côte-Nord.
Facilitated workshops as part of the addiction prevention program.	In continuity.
Individual meetings with all secondary III, IV, and V students by the guidance counselor.	In continuity.
Passing of psychometric tests to all Secondary III students and a few in Secondary IV and V who wanted to take it again.	In continuity.
Accompaniment of school teams for students with visual difficulties by designated persons for the visually impaired.	In continuity.
Support for classroom management.	In continuity.
Support for school teams in developing school educational projects and action plans.	In continuity.
Support for CLC leaders.	In continuity.
ORGANIZATION OF EDUCATIONAL SERVICES	
Actions implemented 2024-2025	Priorities for 2025-2026
Support for Academic and Career Guidance Content (ACGC), and the Sexuality Education Program.	In continuity. Deployment of mandatory content for personal and social skills development.
Accompaniment for Mozaïk-Portal: Principals, secretaries, teachers, parents.	In continuity.
Support for the certification of studies.	In continuity.
Bilingualism.	In continuity.
Participation in a professional learning community focused on mathematics for teachers from the elementary anglophone sector.	In continuity, if needed.
Training and information offered to teachers for the new CCQ program (Culture and Citizenship in Québec).	Continuation of teacher support, if needed.
Monthly English newsletters for teachers.	In continuity.
Development of Padlet to collect free resources for teachers of the Anglophone sectors.	In continuity.

Training related to the marking centre.	In continuity.
Collaborative teacher meetings with the anglophone schools.	In continuity, as needed.
FOLLOW-UP FOR POST-SECONDARY STUDENTS, SECONDARY V	
For the 2024-2025 school year, the CSSL has a total of 28 students graduating from secondary V. Among these students, 23 students have successfully obtained their high school diploma. Two students have chosen to pursue studies within the general adult education sector. One student has entered the workforce, another will be conducting an exam rewrite, and a third student is following a pathway that is presently under development.	

Other Student Services

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

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

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

Full-time kindergarten for four-year-olds was offered at Mgr-Scheffer, St-Augustine, Mountain Ridge and Netagamiou schools. **Half-time kindergarten for four-year-olds** was offered at Mecatina school.

Special Features in 2024-2025

Since crediting a lower-level course by completing a higher-level one is no longer allowed, all students in secondary 4 and 5 have successfully completed their required courses necessary for their academic progress.

The employment-based training pathway was offered to one student at École St-Joseph, who was enrolled in the Work-Oriented Training Path (WOTP). The student successfully completed and qualified through the WOTP program.



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 Held

Not applicable to the Centre de services scolaire du Littoral.

Board of Directors Decisions

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. Mona Bond Mr. Paul Campanelli Ms. Gladys Driscoll Martin Ms. Érica Joncas Ms. Nadia Landry Ms. Susie Martin Mr. Marc-André Masse Ms. Ashley Roberts Ms. Valérie Roux Ms. Cynthia Thomas Ms. Christine Vatcher
Management Advisory Committee (CCG)	Ms. Geneviève Boucher Ms. Marie-Pier Cabana Mr. Paul Campanelli Mr. Charles Chagnon Mr. Stéphane Daoust Mr. Benoit Dubé Ms. Sophie Fortin Ms. Marie Hamel Ms. Martine Joncas Ms. Nadia Landry Mr. Marc-André Masse Ms. Nathalie Mathieu Mr. Sébastien Nantel Ms. Ana Osborne Ms. Marie-Pier Rioux Ms. Valérie Roux Ms. Katia Tardif

Special Needs Advisory Committee (SNAC)	Ms. Gabrielle Anderson Mr. Dean Buckle Ms. Erica Joncas (Parents' Committee) Mr. Bruno Courville Ms. Nathalie Mathieu Ms. Julie Dufour Ms. Patricia Pratt Ms. Marie Hamel Ms. Tara-Lee Lavallée Mr. Marc-André Masse Ms. Nancy Rémillard Mr. Keith Rowsell Ms. Stéphanie Hause Ms. Lydia Shattler Ms. Katia Tardif Ms. Christa Walsh Ms. Abbygail Wellman Ms. April Spingle
Parents' Committee (PC)	<i>Parents</i> Ms. Brittany Anderson Ms. Shally Bateman Mr. Cédric Kurt Fabroni Ms. Érica Joncas Ms. Geneva Jones Ms. Megan Keats Ms. April Kippen Ms. Susie Martin Mr. Samuel Monger Ms. Nancy Rémillard Ms. Ashley Roberts Ms. Riita Strickland <i>CSSL</i> Ms. Sophie Fortin Ms. Marie Hamel Ms. Nadia Landry Mr. Marc-André Masse Ms. Valérie Roux
Resources Allocation Committee (CRR)	Ms. Marie-Pier Cabana Mr. Paul Campanelli Mr. Charles Chagnon Mr. Benoit Dubé Ms. Sophie Fortin Ms. Marie Hamel Ms. Martine Joncas Ms. Nadia Landry Mr. Marc-André Masse Ms. Nathalie Mathieu Ms. Ana Osborne Ms. Marie-Pier Rioux Ms. Valérie Roux Ms. Katia Tardif

Commitment-to-Student-Success
Committee

Ms. Ashley Babin-Duguay
Ms. Marsha Buckle
Mr. Paul Campanelli
Mr. Alain Desrochers
Mr. Benoit Dubé
Ms. Sophie Fortin
Ms. Marie Hamel
Ms. Nadia Landry
Mr. Marc-André Masse
Ms. Rebecca Nadeau-Monger
Ms. Ana Osborne
Ms. Kathy Roy
Ms. Julie Roy-Landry
Ms. Katia Tardif

2.3. Code of Ethics and Professional Conduct

The Code of Ethics and Professional Conduct was updated this year.

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: Developing students' full potential while respecting their needs and abilities.

Objective	Indicator	Current Value	Target 2026-2027	Results 2023-2024	Results 2024-2025
1.1 Increase by 4% overall the proportion of students obtaining their first diploma or qualification seven years after starting secondary school.	Overall proportion of students obtaining a first diploma or qualification seven years after starting secondary school.	82.8 %	86.8 %	85.1 %	85.1 %
1.2 Increase by 5% the proportion of boys obtaining their first diploma or qualification seven years after starting secondary school.	Proportion of boys obtaining a first diploma or qualification seven years after starting secondary school.	80 %	85 %	81.0 %	81.0 %
1.3 Increase by 6.7% the proportion of students with special needs obtaining their first diploma or qualification seven years after starting secondary school.	The proportion of students with special needs obtaining their first diploma or qualification seven years after starting secondary school.	57.1 %	63.8 %	69.6%	78.9 %

1.4 Reduce by 5% the proportion of students not graduating at the end of Secondary 5 due to failure in Secondary 4 mathematics.	Proportion of students not graduating due to failure in Secondary 4 mathematics.	12.5 %	7.5 %	8.6%	0 %
1.5 Increase by 13.3% the proportion of students scoring between 70% and 100% on the compulsory reading exam in French, language of instruction, Elementary Grade 4.	Proportion of students scoring between 70% and 100% on the compulsory reading exam in French, language of instruction, Elementary Grade 4.	66.7 %	80 %	66.7 %	71.43 %
1.6 Increase by 28% the proportion of students scoring between 70% and 100% on the compulsory mathematics exam (solving skills), Elementary Grade 6.	Proportion of students scoring between 70% and 100% on the compulsory mathematics exam (solving skills), Elementary Grade 6.	46.2 %	75 %	71.4 %	82.61 %
1.7 Increase by 6.2% the proportion of students scoring between 70% and 100% on the compulsory writing exam in French, language of instruction, Secondary 2.	Proportion of students scoring between 70% and 100% on the compulsory writing exam in French, language of instruction, Secondary 2.	68.8 %	75 %	60 %	88.89 %
1.8 Increase by 100% the proportion of schools and centres using the student well-being reference framework.	Proportion of schools and centres using the student well-being reference framework	0 %	100 %	0 %	0 %
1.9 Provide 75% of secondary school students with access to special educational projects.	Proportion of secondary school students taking part in special educational projects.	0 %	75 %	2.6%	3.8 %
1.10 Increase 26% the proportion of students who say they are happy at school.	Proportion of students responding to the statement "I'm happy at school" with <i>yes, always</i> or <i>often</i> .	49 %	75 %	Results in 2024-2025	41.0%

- **Orientation 2:** Promote the development of personal efficacy and collective effectiveness among all staff.

Objective	Indicator	Current Value	Target 2026-2027	Results 2023-2024	Results 2024-2025
2.1 Increase by 14% staff satisfaction with the professional development that they are involved in.	Proportion of staff responding to the statement "The development activities meet my needs" with <i>always</i> or <i>often</i> .	66 %	80 %	Results in 2024-2025	59.0%
2.2 Increase by 20% staff satisfaction with the quality of professional support received.	Proportion of staff responding to the statement "I receive useful feedback on my work" with <i>always</i> or <i>often</i> .	60 %	80 %	Results in 2024-2025	57.0%
2.3 Increase by 18% the proportion of employees receiving professional supervision.	Proportion of staff responding to the statement "I receive supervision" with <i>always</i> or <i>often</i> .	62 %	80 %	Results in 2024-2025	58.0%

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 events
Less than 10 events reported
10 to 19 events reported
20 to 39 events reported
40 and more events reported

Schools	BULLYING AND VIOLENCE (event frequency)	Proportion of interventions that were the subject of a complaint to the student ombudsman
Name of the school (number of students in the school)	Example: Less than 10 events reported	Example: 1.8%
St-Joseph (16 + 2 homeschooling)	No events	-
Kegaska (6)	No events	-
Harrington (8)	No events	-
Netagamio (35)	No events	-
Gabriel-Dionne (8)	No events	-
Mecatina (25)	Less than 10 events reported	0%
St-Augustine (41)	Less than 10 events reported	0%
Mountain Ridge (42)	Less than 10 events reported	0%
St-Paul (48)	No events	-
Mgr-Scheffer (137)	20 to 39 events reported	0%

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

All schools have established anti-bullying and anti-violence plans aimed at preventing and addressing all forms of misconduct to foster a safe and healthy learning environment for all students. The incidents referenced were carefully observed and managed by personnel and principals, enabling appropriate responses tailored to the circumstances and severity of each case. These responses include communication and meetings with students and their families, corrective actions, individualized support plans, disciplinary measures in accordance with the school's code of conduct, and referrals to specialized professionals or external partners. To date, there have been no formal complaints submitted to the student ombudsman regarding incidents of bullying or violence.

3.3. Complaint Procedure

In accordance with the Centre de services scolaire du Littoral's *Procedure for the Examination of Complaints from Students or their Parents*, there are three (3) main steps in the complaint process:

1. **Speak directly to the person involved in the situation or contact the immediate superior of the person involved.** Many situations are easily resolved by speaking directly to the person involved. Sometimes, it is simply a matter of communicating with the staff member implicated in the situation. He or she may also contact the immediate superior of the staff member involved in the situation. The latter shall review the complaint and attempt, if possible, to resolve the situation.
2. **Contact the person responsible for complaints.** If the previous steps still do not resolve the situation to the complainant's satisfaction, the immediate supervisor will refer the complainant to the person responsible for complaints who will attempt to find a solution.
3. **Contact the student ombudsman.** A complainant who is not satisfied with the way his or her complaint has been handled by the school service centre may request the intervention of the student ombudsman for examination.

The schools within the Centre de services scolaire du Littoral have implemented a variety of initiatives to address violence and bullying. They received support in improving the *Anti-Bullying and Violence Plan* to incorporate best practices. The *OurSchool* survey was administered across schools, providing students with an opportunity to share their perspectives and informing subsequent actions. Additionally, social-emotional development programs, such as Moozoom and Second Step, were introduced to equip students with essential skills for problem-solving and effective social interaction.



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* 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, 2025

	2025	2024
FINANCIAL ASSETS		
Cash balance (bank overdraft)	10 768 478.52	9 434 682.00
Receivable operation grant	2 552 239.07	3 762 984.42
Receivable investment grant	21 850 271.72	23 956 062.76
Debtors	1 147 051.58	471 070.72
TOTAL FINANCIAL ASSETS	36 318 040.89	37 624 799.90
LIABILITIES		
Temporary loan	219 598.00	544 758.00
Account payables and outstanding payments	2 990 086.30	2 026 796.16
Deferred investment grant	33 919 808.60	31 805 996.11
Deferred income	18 693.70	200 823.05
Estimated fringe benefits	1 002 284.14	1 158 306.55
Long-term liability to receive a grant	20 313 024.46	21 931 782.10
Other liabilities	888 727.33	1 682 389.14
TOTAL LIABILITIES	59 352 222.53	59 350 851.11
NET FINANCIAL ASSETS (NET DEBT)	-23 034 181.64	-21 726 051.21
NON-FINANCIAL ASSETS		
Fixed assets	35 558 426.37	33 490 681.51
Prepaid expenses	211 138.82	157 815.75
TOTAL NON-FINANCIAL ASSETS	35 769 565.19	33 648 497.26
ACCUMULATED SURPLUS	12 735 383.55	11 922 446.05

Statement of Income and Deficit
Period ending on June 30, 2025

	2025	2024
REVENUES		
Operating grant from MEQ	25 053 419.44	24 821 357.58
Deferred investment grant	9 879.99	277 134.94
Other grants and contributions	502 179.65	343 686.15
Rights and fees to scolarity	26 990.61	72 090.39
Sales of goods and services	494 204.07	245 000.24
Other revenues	364 467.12	350 716.63
Amortization of deferred investment grant	2 200 562.25	1 906 705.74
TOTAL REVENUES	28 651 703.13	28 016 691.67
EXPENSES		
Education and training activities	9 941 069.49	8 888 056.03
Education and training support activities	6 881 872.78	7 179 878.42
Subsidiary services	1 223 288.40	1 064 530.99
Administrative activities	3 524 116.12	3 188 161.52
Activities related to property	4 298 183.59	4 185 156.05
Related activities	2 126 257.66	2 948 789.00
Expenses related to the change in the provision for social benefits	-156 022.41	-9 171.64
Loss (gain) on disposal of fixed assets	0.00	0.00
TOTAL EXPENSES	27 838 765.63	27 445 400.37
SURPLUS (DEFICIT)	812 937.50	571 291.30

4.3. Workforce Management and Monitoring

- Breakdown of the workforce in paid hours for the period of April 1, 2024 to March 31, 2025

Classes of Employment	Hours Worked (1)	Overtime (2)	Total Paid Hours (3) = (1) + (2)	Number of Employees for the Reporting Period
1. Management Staff	31 062.15	0.00	31 062.15	22
2. Professional Staff	21 846.00	0.00	21 846.00	19
3. Teaching Staff	106 945.20	294.41	107 239.61	181
4. Clerical, Technical and Related Staff	84 167.54	5.90	84 173.44	133
5. Workers, Maintenance and Service Staff	29 723.83	125.25	29 849.08	37
Total in Hours	273 744.72	425.56	274 170.28	392

The organization advocates the use of French for its staff, with the exception of staff in English-language schools, as well as second and third language teachers. The number of teachers with specific knowledge of another language is 36.

- Summary of staffing levels from April 1, 2024 to March 31, 2025

Target set by the Minister of Education (A)	290 213.44
<i>Source: Information provided by the Ministry of Education of Québec (MEQ) via CollecteInfo</i>	
Total paid hours worked (B)	274 170.28
<i>Source: Information provided by the MEQ via CollecteInfo</i>	
Extent of overage, if any	-16 043.16
Calculation: (C) = (B) – (A)	
Compliance with staffing levels	Yes
Answer key: Yes/No <i>(If the answer is "No," the school service centre must inform of the steps taken to rectify the situation)</i>	

4.4. Service Contracts of \$ 25 000 or more

- Service contracts of \$ 25 000 or more, entered between April 1, 2024, and March 31, 2025.

	Number of contracts	Contract amount (before taxes)
Service contracts with a physical person	4	\$261 202.89
Service contract with a contractor other than a physical person	25	\$3 493 502.10
Total	29	\$3 754 704.99

4.5. Material and Information Technology Resources

4.5.1. Material Resources

- Maintaining real estate assets from July 1, 2024, to June 30, 2025

2022-2023 (Previous Year)	2024-2025 (Reporting Year)		
Balance of remaining allocations as of June 30, 2024	Allocation for 2024-2025	Expenses incurred for 2024-2025	Balance of remaining allocations as of June 30, 2025
\$7 643 180	\$5 567 544	\$2 946 696	\$10 264 028

Projects carried out in 2024-2025:

- Asbestos removal from the basement of Kegaska School
- Renovation of the kitchen at École Mgr-Scheffer
- Replacement of the dehumidifier at Netagamiou School
- Replacement of the heating system at St. Joseph's School

Projects underway in 2024-2025

- Replacement of the generator at Harrington School
- Renovation of the kitchen and washroom at St-Augustine School
- Addition of 10 sheds for employee residences

4.5.2. Information Technology Resources

Maintaining information assets for 2024-2025

2023-2024 (Reporting Year)	
Allocation for 2024-2025	Investments incurred for 2024-2025
\$1 144 519.00	\$804 596.24

In 2024-2025, the Information Technology Service underwent many changes throughout the year. The team consisted of five members: three computer technicians, one senior computer technician (increase in workload), and one director.

The team members provided educational and administrative support to the entire organization. The team responded to more than 4,000 support requests from schools, adult education centres, and administrative offices.

The team also maintained the computer fleet consisting of approximately:

- 650 workstations;
- 500 digital tablets of the iPad type;
- 46 network printers;
- 85 interactive boards or smart TVs (Smartboard);
- 20 videoconference systems;
- 14 physical servers that support 50+ virtual servers.

In addition, here are the IT team's projects:

- Development of an intranet via the SharePoint platform as a document management tool;
- Purchase of 235 laptops;
- Purchase of 6 new servers for schools;
- Migration to Antidote Web;
- Replacement of the request system to include students;
- Visits of schools by technicians;
- Purchase of a new backup infrastructure;
- Deployment of a business intelligence environment;
- Modernization and renewal of intercom and bell systems in schools;
- Training for teachers on the new software deployed;
- Upgrading of network infrastructure and increase in bandwidth;
- Replacement of obsolete iPads;
- Replacement of Wi-Fi access points;
- Migration and improvement of the robustness of GRICS applications;
- Deployment of a centralized printing solution to include students.

5. Annexe to the Annual Report

Regional Student Ombudsman Report

Esq. Chloé Corneau, Regional Student Ombudsman, did not receive any complaints during the 2024-2025 school year. A copy of the executive summary of Esq. Corneau's annual report is available on the following page.



Executive summary of the 2024-2025 Annual Report Regional Student Ombudsperson - Marée-Montante Region

THE REGION IN BRIEF

The Marée-Montante region covers the following administrative regions: Capitale-Nationale (partially), Chaudière-Appalaches (partially), Bas-Saint-Laurent, Gaspésie-Îles-de-la-Madeleine and Côte-Nord.

It is served by 13 school service centres, 2 school boards and 5 private schools.

It has 84,849 students, 82,847 of whom are in the public sector, 1,570 in the private sector and 432 in home schooling.

COMPLAINTS PROCESSING PROCEDURE



MAIN FINDINGS ABOUT COMPLIANCE WITH THE COMPLAINTS AND REPORTS PROCESSING PROCEDURE

- **Processing times:** Generally respected, but some delays and lack of follow-up caused concern among complainants.
- **Clarity of the procedure:** Information is sometimes difficult to understand and the people to contact are not clearly identified.
- **Written decisions:** Often absent, despite the legal requirement.
- **Confusion of roles:** Some people, particularly in the private system, combine functions - principal and person in charge of processing complaints - which are incompatible and undermine the process's impartiality.



THE REGION IN FIGURES

- 43 complaints and reports received
- 36 cases completed
- 63 grounds analyzed: 26 legitimate, 33 unfounded;
- 72 recommendations made: 94.4% accepted, 79.4% implemented by school organisations.

MAIN FINDINGS BASED ON COMPLAINTS RECEIVED

- **Delay or inaction in school organisations' responses:** A rapid, coordinated response in keeping with the rules is essential in complex situations, as any delay or inaction by school organizations can exacerbate the consequences for the students concerned.
- **Uneven or incomplete implementation of student support tools:** Although student support tools exist, their uneven or incomplete application creates a gap between obligations and practice, with the potential consequence of depriving students of essential services or compromising their safety.
- **Collaboration to be strengthened between school organisations and their partners, including the National Student Ombudsman:** Full collaboration between school organisations and their partners is crucial for ensuring the protection of students and for preventing harm. When a Regional Student Ombudsperson's recommendations are not accepted or implemented, the risk of real harm increases.
- **Sexual violence:** Cases have revealed shortcomings in staff training and in activating the protective mechanisms provided for in anti-bullying and anti-violence plans.

CONCLUSION

The Regional Student Ombudsperson acknowledges the efforts of school partners, but calls for increased vigilance, better coordination and a culture of prevention to ensure students' well-being and safety.