



New Frontiers School Board

214 McLeod, Chateauguay, Quebec J6J 2H4
www.nfsb.qc.ca

Year Two Results

New Frontiers School Board's Commitment to Success Plan 2023-2027

2024-2025 Annual Report

The New Frontiers School Board's Commitment to Success Plan was adopted by the Council of Commissioners on October 3, 2023 and approved by the Ministry of Education.

This 2024-2025 Annual Report was deposited with the Minister of Education, Sonia LeBel, on December 18, 2025.



A Message from the Chair and the Director General

Throughout the 2024–2025 school year, New Frontiers School Board (NFSB) presented a strong focus on student success, community involvement, and advocacy for English-language education in Quebec. A major milestone early in the year was the permanent authorization for the Health, Assistance & Nursing (HAN) program, marking a significant achievement for vocational education at New Frontiers.

The year was rich with student and staff stories that celebrated personal milestones and community spirit. These included the Make-a-Wish tribute to Chateauguay Valley Regional (CVR) student Gerry McAdam, the graduation of 77-year-old Archie Freedman from Huntingdon Adult Education & Community Learning Centre, and student participation in events such as Mini Trades-in-Motion, the Rural Youth Gala, and the *Parlement écolier* in Quebec City. Student-led initiatives also thrived, including CVR’s Poetry Night, Sexual Education Fair, and leadership and podcasting projects at Gault Institute.

Arts and culture were prominently showcased through the NFSB ArtsFest, CVR’s production of *Frozen*, and Heritage Elementary’s talent show. CVR’s music program earned the MusiCounts Legacy Grant for the third time, further highlighting the School Board’s commitment to creative expression.

Commissioners remained active through school tours, professional development, and governance events. Tours of Chateauguay and Valley schools provided firsthand insight into school life, while the Spring Conference, co-hosted with the Western Quebec School Board, was a resounding success. The School Board Showdown trivia game and a handcrafted trophy added a personal and creative touch to the event.

Governance and advocacy were key themes, with regular updates on Bills 21, 40, and 96, and a strong emphasis on protecting democratic governance in English-language education. The QESBA Excellence in Education Awards recognized NFSB’s achievements in public school promotion, innovation in teaching, and community engagement.

The Task Force on the Prevention of Bullying and Violence was a central initiative, culminating in a final report submitted in June 2025. Informed by consultations, ThoughtExchange feedback, and school visits, the report’s recommendations will guide the Director General’s 2025–2026 priorities. Policy reviews also progressed steadily, covering areas such as student democracy, safe schools, use of technology, and employee health and safety. The *Vérificateur général du Québec*’s report on the educational success of indigenous students and NFSB’s action plan remained a consistent focus throughout the year.

Experiential learning was enriched by extended field trips to Quebec City, Boston, and Ottawa. Community learning centres contributed meaningfully, with initiatives like the Shoe Box project and Whacky Wednesdays at Howard S. Billings (HSB).

Staff recognition was highlighted by long-term service celebrations in May and Raul Castro’s recognition at the National Assembly for 30 years of service.

The Director General emphasized REDI—Reconciliation, Equity, Diversity, and Inclusion—as a systemic goal. Several PDIG projects supported this vision, particularly those focused on Indigenous literature and inclusive play. Environmental and social awareness were also central, with participation in Earth Day, Red Dress Day, and the MEQ’s Week to Prevent Violence and Bullying. Indigenous education was supported through land-based learning and cultural workshops.

Community engagement remained strong, with NFSB schools raising over \$41,000 for the Terry Fox Foundation and HSB and CVR ranking among Quebec’s top 50 fundraisers. Wellness initiatives like the Headspace Hustle and the Early Childhood Summer Symposium further supported staff and student wellbeing.

John Ryan
Chair

Mike Helm
Director General



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Section 1

Presentation of the School Board



The New Frontiers School Board, one

of Quebec's nine English-language school boards, covers the territory that borders the United States to the south, Ontario to the west, the St. Lawrence River to the north and Autoroute 15 to the east; this territory includes the Indigenous communities of Akwesasne and Kahnawake.





Our Vision

The New Frontiers School Board fosters success for each student.

Our Mission

- We engage students, staff, parents, and the community as educational partners;
- We expect and support all employees to continuously improve with a focus on enhancing student learning;
- We provide experiences that challenge students and employees to develop respect for themselves, others, and the environment; and
- We create hospitable learning environments where everyone belongs, is accepted, and is appreciated.

Our Values

The New Frontiers School Board values **Community, Adaptability, Responsibility, and Equity/Inclusion. We CARE.**

Our Motto

Education, a lifelong journey

Educational

Services are provided to our youth and adult students through a network of ten elementary schools, two high schools, and three career education centres.

Elementary Schools

- Centennial Park
- Franklin Elementary
- Gault Institute
- Harmony Elementary
- Hemmingford Elementary
- Heritage Elementary
- Howick Elementary
- Mary Gardner School
- Ormstown Elementary
- St. Willibrord

Secondary Schools

- Chateauguy Valley Regional High School
- Howard S. Billings Regional High School

Career Education Centres

- Chateauguy Valley Career Education Centre
- Huntingdon Adult Education & Community Centre
- Nova Career Education Centre

Community Learning Centres (CLC)

The CLC concept exists across our system. The CLCs support all schools and centres of the School Board through various and numerous partnership and agreements; our CLCs also help promote lifelong learning.

International Students

Through our International Student program, New Frontiers welcomes students from other countries in both the youth and adult sectors.

Programming

We have a bilingual programming model at the **elementary level** where we deliver pedagogical services 50% in English and 50% in French, with Language Arts taught in English from kindergarten through grade 6. One exception exists at Gault Institute in Valleyfield, as it serves a predominately French-speaking population; the programming there is primarily in English. All of our elementary schools offer the four-year-old Kindergarten program.

At the **secondary level**, we have many options to meet the needs of our diverse population. Each of our high schools offer traditional educational pathways, work-oriented training pathways, and have specialized classrooms for students with special needs. Both high schools also offer a wide range of extracurricular activities.

In the **adult education sector**, academic programs are offered to enable students to improve literacy skills, obtain their secondary school diploma, or pre-requisites required for CEGEP or vocational programs. Our centres offer career options in vocational education, which lead to a Quebec Diploma of Vocational Training.

Administrative Support

Supporting our schools and centres, are the employees within the School Board's departments working behind the scenes to ensure the best possible environments for our staff and students.

Director General	Mike Helm
Assistant Director General	Joyce Donohue
Secretary General	Joyce Donohue

Department Directors

Continuing Education Educational Services	Chantal Martin Joanne Malowany, July 2024-May 2025 Kara Johnstone, Interim, June 2025
Financial Services	Terence Savoie
Human Resources	Cuthbert McIntyre
Material Resources	Terence Savoie, <i>Interim</i>
Systems & IT	Kara Johnstone

School & Centre Activity Reports

Centennial Park School

Caroline Beaulieu, Principal

This year has been filled with growth, collaboration, and community engagement at CPS. We were fortunate to have a dedicated PPO that boosted school spirit through events like Fun Days, movie nights, and raffles. A standout addition was the Parent-Child Dance, met with great enthusiasm and likely to become a cherished tradition. We strengthened our student wellbeing support through targeted training: the Crisis Response Team received de-escalation and intervention training, the Learning Centre completed CPI certification, and many staff were trained in VIT. Thanks to the Indigenous Education Grant, we enhanced our arts program with a 50% art teacher who partnered with our Indigenous animator to create lessons highlighting Indigenous artists and cultural expression. Our staff reflected deeply to define our identity, resulting in new values, mission, and vision statements.

- CPS Values: Respect, Responsibility, and Teamwork
- Mission Statement: *To foster a community of respect, responsibility, and teamwork where academic growth thrives, and everyone feels a true sense of belonging.*
- Vision Statement: *We will work hard, be kind, and develop our minds.*

CPS was full of activities this year, with theme days, diverse extracurriculars, and new clubs like Handwriting, Art, and LEGO. Our Learning Centre upheld its tradition of teaching life skills by preparing and selling croissants to staff—an initiative that supports learning and community connection. CPS stayed focused on our Educational Project goals: improving math, building oral French skills, and strengthening student belonging. Thank you to our students, staff, and families for making 2024–2025 a memorable and impactful year.

Franklin Elementary School

Carla Shaw, Principal

Franklin Elementary School had 59 students enrolled from pre-kindergarten to grade six. Franklin is a truly unique and remarkable small community school. Chunka-Chunka activities and Breakfast program start our day. Students attended athletic events such as cross-country, badminton, basketball, track and field, Terry Fox Run, skating, and the Swim to Survive program for water safety. Our community partnership with Blair Orchards continued with nature walks, student lunches, apple blossom walk, and grade six graduation. A valued partnership with Dawson College allowed Dawson student workshops through the CRLT program. Arts and culture were emphasized with our Christmas Concert Solstice activity, NFSB ArtsFest, National Day for Truth and Reconciliation, Pink Shirt Day, Frozen musical, and a gymnastics workshop (Art Inspire). Community outings and field trips gave students the chance to visit a pool, skating arena, SOS Labyrinthe, and an exterior aquatic centre. Our outstanding PPO went above and beyond. Students benefited from book fairs, purchase of classroom materials, hot breakfasts and lunches, and a Christmas turkey lunch. Franklin Elementary continues its journey as a Living School with its nature-based projects and initiatives. Our *Classe Nature* activities this year continued our emphasis on outdoor learning with multi-level outings and learning experiences.

Gault Institute

Anick Leclerc, Principal

Gault Institute, located in Salaberry-de-Valleyfield, provides quality English education to 325 students from pre-kindergarten to Grade 6. Our curriculum includes French instruction for students in Cycles 1 through 3, delivered by specialists for 300 minutes each week. We prioritize literacy by offering daily resource and remediation sessions to support students facing challenges in reading and mathematics. Each classroom is equipped with interactive technology—including BenQ or SMART Boards, iPads in Cycle 1, and mobile computer labs in Cycles 2 and 3. These tools feature speech recognition software that supports word prediction and enriches student writing. Students also engage with technology through coding and robotics workshops led by our STEM consultants. Our Physical Education program and extracurricular activities offer a wide range of opportunities, including an annual Terry Fox Walk, basketball, cross-country, and badminton. We also offer an after-school daycare program, which serves approximately a third of our students and includes a homework period, cooking and art classes, physical activities, and time to enjoy our outdoor spaces. At Gault Institute, we believe that fostering strong relationships is key to developing personal and social skills. Our Community Learning Centre (CLC) enriches such experiences through partnerships with artists across various disciplines—cultivating a sense of belonging. In addition, we offer emotional regulation support by trained technicians in our NEST Room, enhancing emotional wellbeing for all to soar to new heights.

Harmony Elementary School

Steven Chan, Principal

Another eventful and fulfilling year at Harmony. In addition to the perennial activities such as Music Fest, talent show, *Parlement écolier*, Terry Fox, National Day for Truth and Reconciliation, Remembrance Day, Black History Month, I Love to Read week, and Quebec City Trip, Harmony students also enjoyed a day at Dynamique Camp, multiple outings to the Sportplex, field trips to science centre and Flyzone. Students had the opportunity to participate in many lunchtime activities such as basketball, badminton, volleyball, knitting, writers' club, and more. Harmony students also participated in volleyball and track and field against the other elementary schools. The Harmony PPO also provided fun activities for the students to celebrate Halloween, Elf Day, Easter, and Fun Day. The Resource Team, made up of teachers, attendants and technicians, worked with our at-risk students to help them achieve success. Our homework and tutoring programs also gave our students more opportunities to prove their learning and achieve success. Governing Board was instrumental in making sure that the school stayed on the right path in implementing the Education Plan and promoting academic success.

Hemmingford Elementary School

Carla Shaw, Principal

Hemmingford Elementary School had an enrolment of 106 students from pre-kindergarten to Grade six. We welcomed new teachers this year. Students attended athletic events such as cross-country, badminton, basketball, track and field, after-school field hockey, and the Terry Fox Run. Arts, culture, and community involvement continued to be a major emphasis in our school, with students participating in Remembrance Day contests, Christmas concert, the NFSB ArtsFest, community gardening, and a percussion workshop (Art Inspire). Hemmingford students joined in leadership opportunities such as Student Coalition, Leadership, Pink Shirt Day, School Climate Committee, and many clubs. Community outings and field trips gave students the chance to visit the Hemmingford Gardens, the Insectarium, the Frozen musical, the *Électrium*, MontVR, and a magician show. Our dedicated PPO went above and beyond, as usual, to off-set student and school enhancement costs. Students benefited from a welcome-back event, the book fair, monthly Fresh Fridays, a catered Christmas lunch and gift, a welcome-back breakfast in January, an Easter egg hunt, and an end-of-year BBQ. We saw many school improvements, including our renovated cafeteria and daycare space, including an additional bathroom. Staff added Exploratory student-choice activities several times during the year, and our monthly "Paws-itives" assembly recognizes students who have shown our Husky values with the opportunity to choose a reward for their class.

Heritage Elementary School

James Furey, Principal

Heritage Elementary School proudly continues to serve the English-speaking population of Huntingdon and surrounding municipalities. With an enrolment of 231 students for the 2024–2025 school year, our efforts focused equally on two key priorities: socioemotional support and academic success for all students. Creating a supportive classroom environment was central to promoting student wellbeing. Our NEST (Nurturing Each Student Today) Room, staffed by special education and social work technicians, offered a safe, calming space for students to co-regulate their emotions. The goal of the NEST Room was to help students manage their feelings so they could successfully reintegrate into the classroom, ready to learn and contribute positively. On the academic front, we continued the development and implementation of W.I.N. Time (What I Need Time), a Tier 2 intervention in our Response to Intervention structure. This initiative provided both remedial and enriched instruction tailored to student needs. All staff participated by working alongside homeroom teachers during a dedicated 30-minute daily session, focusing primarily on targeted literacy instruction. Early intervention remains vital in closing learning gaps and promoting long-term success. Our commitment to being a community school was also reflected in our ongoing efforts to strengthen relationships with parents and community partners. We believe that strong connections between school and home are key to student achievement and wellbeing. Heritage Elementary looks forward to further developing these essential pillars—socioemotional support, academic growth, and community engagement—in the years ahead.

Howick Elementary School

Caroline Bouchard, Principal

What a year it was at Howick Elementary! We started off with construction still underway in the basement, but true to form, our staff and students rolled with it and made it work. We kicked things off with a Welcome Back BBQ and a Thanksgiving Address—a new tradition we hoped to continue. We packed in all the favourites: Terry Fox, Halloween fun, our Christmas turkey lunch, and not one, but two school musicals that lit up the stage. Spirit Day marked a meaningful step forward as we began spreading awareness and support for the LGBTQ+ community. We even faced an unexpected flood that forced us to close the school for a bit—but our community rallied, as always, with flexibility, teamwork, and good humour. One of the most exciting developments came from our K4 classrooms, where teachers introduced a walking curriculum—bringing learning outdoors in new and creative ways. They planned to expand the program next year. The PPO was a powerhouse, raising funds for outdoor gear and helping to make school trips possible. And what an end-of-year lineup it was! Students headed out on big adventures: a visit to *Exporail*, an overnight camp, and a thrilling zipline experience through the forest at Uplå. We also welcomed visits from Reptizoo and *Faucon-Éduc* and celebrated our amazing Grade 6 grads. Oh—and there was a new principal learning the ropes. Just another big year of learning in our small but mighty school.

Mary Gardner School

Megan Martin, Principal

The 2024–2025 school year at Mary Gardner was one filled with lots of incredible moments, learning and memories. This year saw the revival of the PALS program, with our Grade 5 and 6 students organizing and leading lunchtime activities for younger students. This boosted engagement and strengthened connections across grade levels. Throughout the year, teachers and the resource team worked closely together to support academic learning and social-emotional development. Whole-school assemblies brought our community together in meaningful ways. On September 30, we recognized Orange Shirt Day and reflected on the message that “Every Child Matters”. In November, our Remembrance Day ceremony welcomed veterans and community members. We also hosted an inspiring anti-bullying presentation by Alain Pelletier, who reminded students of the importance of kindness and the lasting impact of their words. In the winter, our “Compassion in Action” challenge encouraged students to recognize acts of kindness. Students earned paper links for helpful actions, building a chain that stretched the length of the gym. This powerful symbol was unveiled at a student-led assembly. Our PPO played a vital role in supporting school initiatives through various fundraisers, including TCBY frozen yogurt sales and an amazing Fun Day. The school community also rallied to support a student’s efforts to raise funds for a cystic fibrosis walk—another example of our caring and compassionate culture. As a team, we continue to develop and sustain initiatives that support the growth, wellbeing, and success of every student at Mary Gardner.

Ormstown Elementary School

Jessica Mackay, Principal

At Ormstown Elementary, we kicked off the 2024–2025 school year with activities inspired by the theme “Finding your Joy,” based on the Disney film *Inside Out*. These activities encouraged students to explore what brings them happiness and motivation while kindling connections between students and staff. We were excited to offer two option clubs to all our students again this year. Over four weeks, students had the opportunity to participate in a range of activities, including curling, Indigenous arts and crafts, pottery, nature painting, circus, makerspace and LEGO stop motion. It was wonderful to see the sense of belonging brought to our students by taking part in these engaging clubs. Teachers also had the opportunity to enhance their skills through a Critical Thinking project. A team of six teachers and several school board consultants attended a two-day workshop led by Dr. Gini Newman that focused on engaging students in a deeper level of thinking in the classroom and provided them with hands-on strategies. This team then shared their learning with our teaching team at OES, allowing this innovative approach to be used school-wide. Our Performing Arts and Phys. Ed. departments organized numerous events, including a spectacular Grade 3-6 performance of *OES – It’s Our Time*, the Valley Schools cross-country run, and a track and field event. We wrapped up the year with the OES Family BBQ, hosted by our PPO. This event brought families and staff together to celebrate and reflect on the year’s many memorable moments.

St. Willibrord School

Collin Thomas, Principal

Our year was a successful one at St. Willibrord. We continued to support our diverse and varied community of students and families throughout the 2024–2025 school year. Many areas of improvement were achieved in support of our Educational Project, in our support of emotional and social wellbeing of our students. Our NEST program and our Remaking Recess program were vital elements in our efforts to support our students' sense of wellbeing. NEST provided the opportunity for students in need to have a break and enable themselves to adjust their mindset, enabling them to become more effective in their own learning in the classroom. Remaking Recess provided structured activity time during recess, which is typically unstructured. Our community was well served through the support, in part, of our PPO (Parental Participation Organization) and our Community Learning Centre partnerships. Our PPO was able to fundraise and support a variety of student activities, from field trips to school events. Our CLC was able to maintain and establish new partnerships with non-profit organizations in our community, engaging all of us in well-meaning support. Moving into next year, our main focus will be to continue our work with supporting student wellbeing and engagement, as well as moving forward with our academic supports through Response to Intervention with the continued development and implementation of targeted instruction, known as WIN Time. This targeted instruction will allow us to focus on individual academic needs more effectively. With these two objectives, we move forward into the 2025–2026 school year.

Chateauguay Valley Regional High School

Lynn Harkness, Principal

At Chateauguay Valley Regional High School, we proudly serve students from across more than 500 kilometers of the Haut-Saint-Laurent MRC region. Our primary goal is to support each student in a safe and caring environment where they feel valued and empowered. We strive to offer enriching programs and engaging instruction that inspire academic excellence and personal growth. We recognize that education goes beyond textbooks and exams—our mission is to foster the holistic development of every student, addressing their academic, physical, social, and emotional wellbeing. Central to our approach are values that guide our community and curriculum. We emphasize social justice, encouraging students to appreciate equity and inclusivity in all facets of life. CVR is proud to celebrate our many successes again this year. Our CVR Faculty is dedicated to student learning and an overall sentiment of belonging by an array of extracurricular activities, from sports to performing arts, including leadership, games clubs, and much more. We continue to think outside the box with supports such as zoo therapy, occupational therapy and a girls' support group, to mention a few. Our WOTP and semi-skilled programs are key examples of students being successful as they orchestrated our free lunch program for our students. Our partnership with local businesses, organizations, and individuals has allowed us to provide our students with unique learning opportunities and resources that have enriched their educational experience. Hats off to our team, students, faculty, parents, and community for an amazing year.

Howard S. Billings Regional High School

Melanie Primeau, Principal

The 2024–2025 school year was both busy and productive! Our high school offers diverse programs tailored to meet the needs and aspirations of all students. The HIVE program for Grades 7-8, inspired by the NEXTschool model and developed with McGill University researchers, continues to thrive. At HSB, students can earn a secondary diploma, apply for the International Baccalaureate, partake in our Pathways program, or follow the Work-Oriented Training Pathway for employment certification. We have enhanced our resources to better support senior students in various subjects, with annual assessments to ensure literacy skills meet grade-level expectations. Our French resources have also expanded. Additionally, our socioemotional support has improved through an expanded Student Resources Team. Indigenous support services have grown to include two teachers, a special education technician, a social work technician, and a transition consultant. This year, we celebrated our cultures throughout the year, recognizing important events like Orange Shirt Day for residential school victims, Pink Shirt Day against bullying, and Black History Month with daily highlights of Black artists, a visit to the Black Theatre Workshop, and a Jamaican lunch. We held a poignant ceremony for Missing and Murdered Indigenous Women and celebrated National Indigenous Peoples Day with our community. Our clubs, sports, and performing arts programs have also flourished, engaging more students than ever!

Chateauguay Valley Career Education Centre

Kara Woods, Centre Director

The 2024–2025 school year at CVCEC was filled with energy, growth, and deep community connections. With thriving programs in Carpentry and Health Care, the centre remained committed to hands-on, relevant learning. Our Carpentry program welcomed over 190 students, including AEP and RAC cohorts, and continued its strong partnership with the Kahnawake Builders of the Future initiative. Students showcased their talents in a local skills competition, built festive mini sheds for the Ormstown Fair Board, and proudly represented CVCEC at the regional competition. In Health Care, nearly 60 students took part in IHCA, HAN, RAC, and our new program supporting seniors in private residences. We celebrated the exciting news that CVCEC was granted permanent authorization to deliver the HAN program—securing a strong future for our aspiring health professionals. Students explored Indigenous history through site visits and teachings led by Dwayne Stacey and participated in guided hospital tours and cross-centre collaborations with HAECC. Student life flourished, with leadership initiatives like a Valentine’s Bake Sale, the launch of a Coffee Corner, and I Love to Read Week. Mental health was front and centre with the Bell Let’s Talk Wall of Positivity, the Headspace Hustle, and yoga sessions supported by a physical activity grant. Environmental efforts took root with a Zero Waste Challenge and the installation of a tropical “Live Wall.” From skills development to social engagement, CVCEC continues to provide a caring, practical, and community-driven learning environment where students and staff feel seen, supported, and ready to make a difference.

Huntingdon Adult Education and Community Centre

Kara Woods, Centre Director

The 2024–2025 school year at HAECC was filled with growth, collaboration, and community engagement across all our programs—Horticulture, Landscaping, Academics, and Social Integration (SI). We began the year celebrating our win in the Zero Waste Challenge, proudly showcasing our trophy after winning 6 of 7 categories. Graduates from our Horticulture program were recognized for their dedication, and new students were warmly welcomed in August. Throughout the year, SI students participated in enriching community-based experiences—from farm visits and nature walks to cultural outings and peer-led recycling presentations. They also embraced key awareness events like Orange Shirt Day and Autism Acceptance Day and shared their talents through initiatives like the Genie in a Bottle recycling project. Horticulture and Landscaping students continued to develop industry-relevant skills, including carpentry, greenhouse operations, garden design, and concrete work. Highlights included a Bonsai Workshop, the Mini Trades-in-Motion event, and a successful ValleyFest and Plant Sale. Our Academic General Education (AGE) and adult learners made inspiring progress. Guest speakers, mental health events, and artistic opportunities added depth to their learning journey. The Green Committee launched new recycling initiatives, while the Boutique TO.US gained visibility through craft fairs and school sales. Milestones such as the Headspace Hustle, Heritage outreach, and collaborative events with Melissa’s Sunshine Camp strengthened our sense of inclusion and pride. We closed the year with joyful success celebrations for each program and proudly marched in the Ormstown Fair Parade, representing the spirit and heart of HAECC.

Nova Career Centre

Derek Stacey, Centre Director

Nova Career Centre is committed to empowering adult learners with meaningful opportunities for success. In 2024–2025, we proudly supported over 370 students in our Vocational Training programs, and 300 students in our Adult General Education programs. To further support our diverse learners, we expanded our offerings with an English Literacy group that served 27 students, primarily newcomers eager to learn the language and share their cultural perspectives. Additionally, we continued to provide Francisation courses to approximately 130 students, reinforcing our commitment to linguistic integration. To enhance learning experiences across all programs, we integrated more technology and individualized approaches, ensuring students received the best possible support tailored to their needs. Recognizing the importance of inclusive education, we also continued to offer a Social Integration Services class (SIS), providing students with diverse needs and abilities the opportunity to develop independence, life skills, and social connections. The presence of SIS students enriched our centre's culture, fostering empathy, collaboration, and a greater appreciation for different learning experiences. Student life was also a key focus, with the Student Advisory Committee leading initiatives to promote engagement and a sense of belonging within our centre. In addition, we strengthened our services for Indigenous students by incorporating culturally relevant activities and additional resources to better support their educational journey. Collaboration with local organizations further enriched the experiences of our students, allowing us to offer a variety of events and activities that benefited both Nova and the Chateauguay community. With a strong commitment to growth, inclusion, and success, Nova Career Centre remains a dynamic centre for learning and personal development.

Section 2

Governance of the School Board

Governance

The Council of Commissioners

is composed of 10 elected commissioners, a Chair who is elected universally, and four commissioners representing parents: elementary sector, secondary sector, students with special needs, and one member at large.

In accordance with By-Law BE, Council holds regular public meetings on the first Tuesday of each month, at 19:00 hours, at Howard S. Billings Regional High School.

Code of Ethics & Professional Conduct for Commissioners

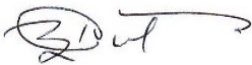
The Ethics Officer's mandate is to examine any expressed complaint directed towards a commissioner, and to determine, when applicable, if a commissioner has been in contravention of the "Code of Ethics & Professional Conduct for Commissioners". In the case of an identified contravention by a Commissioner, if found guilty, the Ethics Officer will consider imposing a sanction.

By-Law BCAA "Code of Ethics & Professional Conduct for Commissioners" can be found in its entirety at www.nfsb.qc.ca.

Report of the Ethics Officer:

As per my obligation regarding Section 11.2 of the *Code of Ethics and Professional Conduct for Commissioners*, please be advised that my Annual Report for the year ending, June 30, 2025 is without incident or complaint.

Respectfully,



Bernard Huot
NFSB Ethics Officer
July 6, 2025

Chair - John Ryan

Division #1 & Vice-Chair - Raymond Ledoux

Includes the Town of Lery, and the section of the City of Chateauguay that is described as follows: starting at a point where the Chateauguay River and the municipal border meet in the north-east, this border, Saint-Bernard Road, the Chateauguay River, and the municipal border back to the starting point. Includes Ile Saint-Bernard.

Division #2, Karin Van Droffelaar

Includes a section of Chateauguay described as follows: starting at a point where Saint-Bernard Road and the north-east municipal border meet, this border, St. Jean-Baptiste Boulevard, St. Francis Boulevard, the Chateauguay River and Saint-Bernard Road back to the starting point. Includes the Mohawk Territory of Kahnawake.

Division #3, Lina Chouinard

Includes a section of Chateauguay described as follows: starting at a point where St. Francis Boulevard and St-Jean Baptiste Boulevard meet, St. Jean Baptiste Boulevard, D'Anjou Boulevard, the Chateauguay River, St-Francis Blvd to the starting point.

Division #4, Kenneth Crockett

Includes a section of Chateauguay described as follows: starting at a point where D'Anjou Boulevard and St. Jean Baptiste Boulevard meet, St. Jean Baptiste, the municipal border, the Chateauguay River, and D'Anjou Blvd to the starting point.

Division #5, Cristian Espinosa-Fuentes (acclaimed September 29, 2024; previously Joy Thomas from July 1 to September 29, 2024)

Includes the City of Mercier. Also includes the section of Chateauguay that is located to the east of St. Jean Baptiste Blvd.

Division #6, Anne-Marie Yelle (elected November 3, 2024; previously Abdul Pirani from July 1 to November 3, 2024)*

Includes the municipalities of Beauharnois, Salaberry-de-Valleyfield, St. Etienne de Beauharnois, Sainte Martine, and St Urbain-Premier.

Division #7, Dianne Eastwood

Includes the municipalities of Saint-Chrysostome, Sainte-Clotilde, Saint-Patrice-de-Sherrington, Havelock, Hemmingford and Saint-Bernard-de-Lacolle. Also includes a section of the municipality of Saint-Cyprien-de-Napierville that is located east of Autoroute 15 and is within the territory of the School Board.

Division #8, Peter Stuckey

Includes the municipalities of Howick, Ormstown, Saint-Stanislas-de-Kostka, Saint-Louis-de-Gonzague and Très-Saint-Sacrement.

Division #9, Barbara Ednie

Includes the municipalities of Elgin, Hinchinbrooke, and Franklin.

Division #10, Connor Stacey

Includes the municipalities of Saint-Anicet, Sainte-Barbe, Dundee, Godmanchester and Huntingdon. Includes the Mohawk Territory of Akwesasne.

Commissioners Representing Parents

Elementary Representative	Lorne Ferguson
Secondary Representative	Kenneth Bernard**
Representative at Large	Jennifer Largan
Special Needs Advisory Committee	Brenda Bourdeau

* Following the publication of a notice of election and call for nominations, an election was organized in Electoral Division #6. Ms. Yelle was elected by majority vote.

** Elected October 2024, previously Caleigh Saucier from July to October 2024.

Meetings of the Council of Commissioners

During the 2024–2025 school year, the Council of Commissioners of the New Frontiers School Board met on the following dates: September 3, 2024, November 19, 2024 (Special), December 3, 2024, February 4, 2025, March 11, 2025, April 1, 2025, May 6, 2025, May 20, 2025 (Special), June 3, 2025, and June 25, 2025.

The minutes of these meetings are available publicly on the New Frontiers School Board’s website and contain copies of the decisions taken by the Council of Commissioners (<https://www.nfsb.qc.ca/council-of-commissioners/>).

Council of Commissioners’ Committees & Membership	
Committee	Members
Governance & Ethics	John Ryan, Barbara Ednie, Jennifer Largan, Brenda Bourdeau, Lorne Ferguson, Mike Helm, Joyce Donohue
Human Resources Standing	John Ryan, Barbara Ednie, Lina Chouinard, Raymond Ledoux, Connor Stacey, Lorne Ferguson, Mélanie Primeau, Cuthbert McIntyre
Audit	Lina Chouinard, Cristian Espinosa-Fuentes, Anne-Marie Yelle, Derek Stacey, Collin Thomas, Terence Savoie

School Board Committees & Membership	
Committee	Members
Advisory Management	Mike Helm, Joyce Donohue, Luisa Benvenuti, Daryl Ness, Chantal Martin, Chuck Halliday, Joanne Malowany, Christopher Blouin, Sue-Anne Ross, Kara Johnstone, Marc-André Picard, Terence Savoie, Chantal Bujold, Cuthbert McIntyre, Carlene Sandy, Éric Colbert, Léopold Hatungimana, Stéphane Laliberté, Caroline Beaulieu, Carla Shaw, Anick Leclerc, Caroline Bouchard, Steven Chan, James Furey, Megan Martin, Jessica Mackay, Collin Thomas, Christine Corbett, Lynn Harkness, Sandra Grant, Sabrina Henderson, Mélanie Primeau, Brian Woods, Lina Zielinski, Kara Woods, Diana Gervasi, Derek Stacey/James Trepanier, Melissa Larocque/Marilou Trahan-Thomassin
Special Needs Advisory	Brenda Bourdeau, Sue-Anne Ross, Sandra Grant, and seven parent representatives
Transportation Advisory	Peter Stuckey, Connor Stacey, Lorne Ferguson, Joanne Malowany/Kara Johnstone, Lina Zielinski
Parents’ Committee	One representative from each elementary and secondary school, and one parent representing the Special Needs Advisory Committee

Code of Ethics

The New Frontiers School Board Code of Ethics was adopted by the Council of Commissioners on June 25, 2025. It can be found here: [GBEA-policy.pdf](#).

Information Under the Act to Facilitate the Disclosure of Wrongdoings Relating to Public Bodies

The New Frontiers School Board has nothing to report in the matter of disclosure of wrongdoings.

Section 3

Results

Ministry of Education – Orientation 1

Make student success a top priority for Quebec society.

<i>Increase student success</i>	<i>Provincial Baseline</i>	<i>NFSB Baseline</i>	<i>NFSB Rate 2023–2024</i>	<i>NFSB Rate 2024–2025</i>	<i>NFSB Goal 2027</i>
1. Rate of obtaining a first degree or qualification within 7 years of entering secondary school	81.4%	76.9%	77%	N/A	84%
2. Success rate of boys	80.1%	72.3%	72%	N/A	80%
3. Success rate of students with special needs	62.2%	79.5%	72%	N/A	80%
4. Proportion of students scoring between 70% and 100% on the Grade 6 compulsory mathematics exam (Problem-Solving competency)	66%	73.1%	51.2%	45%**	75%

This chart reflects data from the MEQ *Tableau de bord de l'éducation* for Orientation 1, Objectives 1, 2 and 3. The MEQ publishes graduation rates one year later to allow sufficient time for the complete collection, verification, and standardization of all student results—including summer coursework, exam reviews, and cohort adjustments—ensuring the final data is accurate, comprehensive, and comparable across the province.

**It would be important to note that 283 students wrote the Grade 6 compulsory Mathematics exam (Problem-Solving). While 126 students scored between 70% and 100% (giving the 45% success rate), 172 students scored at least 60%, which gives a success rate of 61%.

Ministry of Education – Orientation 2

Make vocational education truly attractive.

<i>Modernize and valorize vocational education</i>	<i>Provincial Rate 2018–2019</i>	<i>NFSB Baseline</i>	<i>NFSB Rate 2023–2024</i>	<i>NFSB Rate 2024–2025</i>	<i>NFSB Goal 2027</i>
5. Graduation rate in vocational education after three years	80.9%	78.8%	84.8%*	N/A	81%

In the 2024–2025 school year, a total of 827 students were registered across our three New Frontiers School Board vocational centres, enrolled in programs leading to a Diploma of Vocational Studies (DVS), Skills Training Certificates (STC/AEP), and Attestations of Vocational Specialization (AVS). This chart reflects data from the MEQ *Tableau de bord de l'éducation* for Orientation 2, Objective 5. The three-year graduation rate for vocational education will be confirmed in the 2025–2026 school year, once the Ministry of Education updates the *Tableau de bord*.

*For the 2023–2024 school year, it is important to note a correction to the previously reported data: the NFSB graduation rate was 84.8%, not 76.2% as initially indicated (source: [Tableau de bord de l'éducation](#)).

Ministry of Education – Orientation 3

Make schools and centres welcoming spaces.

<i>Develop new special educational projects</i>	<i>Provincial Baseline</i>	<i>NFSB Baseline</i>	<i>NFSB Rate 2024–2025</i>	<i>NFSB Goal 2027</i>
6. Participation rate in special educational projects by secondary students in the public sector	44.6%	20.7%	29%	50%
7. Proportion of schools and centres using the student well-being reference framework, developed on the basis of research data, to conduct a situational analysis of their environment.	0%	0%	*Centres: 100% *Schools: 100%	100%

Both Chateauguay Valley and Howard S. Billings Regional High Schools continue to provide educational projects to their students. These include the International Baccalaureate Program, Work-Oriented Training Programs—pre-work and semi-skilled, the HIVE program, Options program, and our Learning Centres.

*At New Frontiers, a decision has been made to use the “OurSchool” survey tool as the indicator for this orientation. We use this tool as a way to assess student wellbeing.

Bullying & Violence

As outlined in Law 56, “An Act to prevent and stop bullying and violence in schools”, schools are obliged to report incidents of bullying and violence to the Director General’s office, including the actions taken, and support provided to both the victim and the perpetrator. During the 2024–2025 school year, the Director General received 254 reports regarding bullying and/or violence.

The New Frontiers School Board continues to work with its school communities in the development of proactive approaches, early identification, and appropriate remediation efforts. Every school and centre has an Anti-Bullying/Anti-Violence Plan in place.

Complaint Examination Procedure

A copy of our [By-Law JCEA](#) on the Examination of Complaints is available on our website.

Section 4

Use of Resources

Objectives, Principles & Procedures for the Allocation of Resources to Schools & Centres

Annually, and as outlined in the *Quebec Education Act*, the New Frontiers School Board consults on the allocation of resources to its schools and centres. This document outlines the objectives, principles, and budgetary procedures for the equitable distribution of resources of the New Frontiers School Board. In particular, this document:

1. Describes the content of schools' and centres' local budgets, allocations available to schools, and the centralized expenses absorbed by the School Board.
2. Covers the method used by the New Frontiers School Board to finance its various committees.
3. Includes the timeline for the budgetary process.

Service Contracts

As outlined in Law 17, “An act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises”, school boards must report service contracts entered into with a value of more than \$25,000 in the case of service providers operating a business, and of more than \$10,000 for service providers not operating a business.

For the period July 1, 2024, to June 30, 2025, the New Frontiers School Board entered into 7 service contracts equal, to or greater than, \$25,000, for a total amount of \$351,565.

Management & Control of Resources				
Job Category	Hours Worked (1)	Overtime (2)	Total Paid Hours (3) = (1) + (2)	Number of Employees for the Period in Question
1. Administrators	68,768.00	0.00	68,768.00	46
2. Professionals	87,265.76	40.00	87,305.76	64
3. Teachers	585,476.01	2,291.27	587,767.28	777
4. Office staff, technicians and related jobs	458,825.31	3,144.73	461,970.05	534
5. Tradesmen and maintenance and service personnel	90,954.63	1,024.30	91,978.93	77
Total Hours	1,291,289.71	6,500.30	1,297,790.02	1,498.00

Physical Resources – Immovable Assets			
2023–2024		2024–2025	
Balance not invested or incurred	Investments made	Amounts incurred	Amounts not invested or incurred
\$425,283	\$12,443,476	\$21,824,607	\$11,327,402

Information Resources

The New Frontiers School Board has responded to legislative amendments introduced in the “Act respecting the governance and management of information resources”, leading to a comprehensive Digital Transformation Plan (DTP). This strategic framework aligns with the 18 mandated minimal security thresholds, establishing the foundation for a secure and technologically advanced network within our system.

For 2024–2025, New Frontiers invested \$961,961 towards the maintenance of its existing infrastructure and the replacement of outdated devices, with a focus on our dedication to provide an innovative and enriched learning environment. The integration of sophisticated tools like Mozaïk and Microsoft 365 has elevated communication and pedagogical methodologies.

New Frontiers continues to participate in the *Réseau d'informations scientifiques du Québec (RISQ)* internet network in addition to the *table de directions des Ressources informationnelles Montérégie-Estrie*, a testament to our commitment to leveraging shared resources and promoting collaborative initiatives. We are dedicated to the continued refinement and implementation of our Digital Transformation Plan, ensuring that it remains adaptive to evolving educational objectives, emerging technologies, and the dynamic landscape of information security.

Financial Results

NEW FRONTIERS SCHOOL BOARD

Extract from the Audited Financial Statements

Balance Sheet as at June 30, 2025
(Comparative figures as at June 30, 2024)

	2024-25	2023-24
Financial Assets		
Cash	\$9,659,532	\$7,597,432
Gov Operating Grants Receivable	\$10,201,673	\$12,259,572
Other Gov Grants Receivable	\$57,247,230	\$62,200,749
Taxes Receivable	\$62,132	\$99,139
Other Assets & Receivables	\$1,807,172	\$1,349,160
	<u>\$78,977,739</u>	<u>\$83,506,052</u>
Liabilities		
Bank Indebtedness	\$0	\$0
Payables, Accrued Liabilities	\$16,817,278	\$18,036,415
Deferred Investment Grant	\$85,449,121	\$77,021,004
Other Liabilities and Trusts	\$13,491,632	\$12,218,828
Long Term Debt	\$47,137,582	\$51,475,914
	<u>\$162,895,613</u>	<u>\$158,752,161</u>
Non-Financial Assets		
Fixed Assets (Net)	\$87,625,827	\$79,359,549
Prepaid Expenses	\$526,774	\$185,018
	<u>\$88,152,601</u>	<u>\$79,544,567</u>
Accumulated Surplus	<u>\$4,234,727</u>	<u>\$4,298,458</u>

NFSB's Auditors: BCGO S.E.N.C.R.L., Chartered Accountants

As at June 2025, the NFSB has recognized a liability and a corresponding increase in fixed assets for PS3280-Assets Removal Obligation, using the modified retrospective application. The impacts of PS3280 have been held in reserve by the audit firm.

Financial Results

For the Year Ended June 30, 2025

Assets

The NFSB Cash position improved to \$9,659,532. MEQ grants receivable amount to \$10,201,673 for operating and \$57,247,230 for capital investments. Fixed Assets includes acquisitions of buildings & equipment of \$12,567,543 and amortization was \$4,733,815.

Liabilities

Long term debt decreased from \$51,475,914 to \$47,137,582. The deferred investment grant now reflects the impact of the application of PS3280 accounting standard.

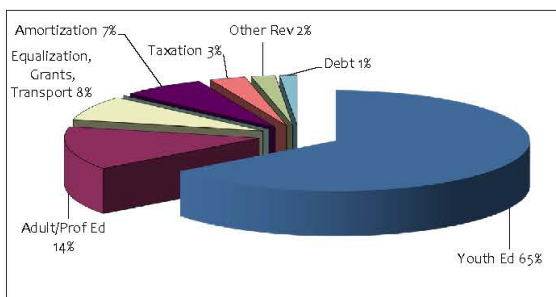
Accumulated Surplus

In 2024-2025, the NFSB recorded an operating deficit of -\$63,731. This combined with the adjusted balance forward to produce an accumulated surplus of \$4,234,727 as at June 30, 2025.

Trust Funds held for Anglophone Boards

The NFSB acts as a fiduciary, holding funds from the MEQ in trust and disburses them to fund various Anglophone Board Projects. The balance in these trust funds at year end was \$653,918.

Approximately 88% of financing for NFSB's operations was assumed by the ministère de l'Éducation du Québec (MEQ).



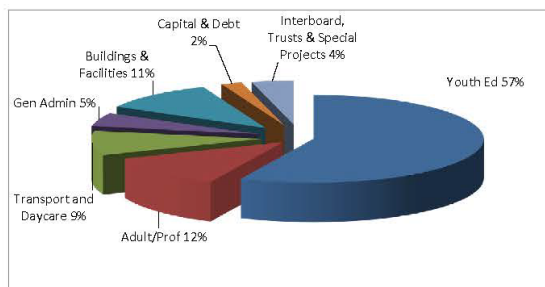
Revenues

MEQ - Youth Education	\$ 64,384,569
MEQ - Adult/Prof Ed	\$ 14,069,340
MEQ - Eq, Transp, Suppl Alloc	\$ 8,340,712
MEQ - Capital/LTD	\$ 1,460,372
School Taxation/Buildings & Facilities	\$ 3,353,172
Rev's: Interboard/Misc./Trusts/Other	\$ 1,651,939
Ed Supplies/Projects Amortization	\$ 6,311,918
	<u>\$ 99,572,020</u>

Deficit per TRAFICS Report * \$ (63,731)

Expenses

MEQ - Youth Education	\$ 56,691,589
MEQ - Adult/Prof Ed	\$ 12,031,663
MEQ - Transportation & Daycares	\$ 9,442,871
Gen. Admin, Council, Prof Devlp	\$ 5,166,352
Buildings & Facilities	\$ 11,038,747
MEES Capital & LT Debt Service	\$ 1,517,136
Interboard, Trusts, Special Projects	\$ 3,747,393
	<u>\$ 99,635,751</u>



Report of the Complaints Officer

Number of requests by file type	
RTP - Complaint	7
RTP - Request for information or assistance	1
RTP - Other types of requests	0
Empty file type	0
Total	8

Processing times by file type (in days)	
RTP - Complaint	12.5
RTP - Request for information or assistance	8.3

Number of tickets per reason	
Acts of sexual violence	0
Bullying and violence	0
School services (other than acts of sexual violence and bullying and violence)	8
Total	8

Number of motives processed by type					
Motive	Total	Founded	Unfounded	Facilitation	Other
Teaching services	5	1	3	1	0
Interruption of services/schooling	2	0	1	1	0
Admission and registration	1	0	1	0	0
Other (specify)	1	0	1	0	0
School transportation	1	0	0	1	0
Totals	10	1	6	3	0
Percentages	100.0%	10.0%	60.0%	30.0%	0.0%

Sabrina De Castris
NFSB Complaints Officer