



Western Québec School Board

Annual Report

2013-2014

Western Québec School Board
January 27, 2015

Resolution #: C 14/15-

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PREAMBLE

The Western Québec School Board's strategic plan, establishes a general framework under which decisions are made regarding our stated future outcomes, as well as how these outcomes will be achieved, measured and evaluated. It states that our collective efforts and resources are focused towards student achievement and professional development in order to foster an environment conducive to learning and striving for excellence. The strategic plan outlines directions for our organization in concert with the core strategies aimed at achieving our main objective, individual student achievement.

WESTERN QUÉBEC SCHOOL BOARD

The Western Québec School Board territory borders the province of Ontario, and serves 155 municipalities spread across an area of over 90,000 square kilometers (twice the size of Nova Scotia). It is the third largest of the nine English boards in terms of geographic size. There are twenty-five schools for youth sector students, three of which are located above the 43rd parallel in the northern region of Abitibi-Témiscamingue. The remainder of the youth sector schools are located in the southern region of the Outaouais, which partially surrounds the National Capital Region of Ottawa-Gatineau.

The Western Québec School Board's youth sector population is approximately 6,700 students from Kindergarten through Secondary V. Over ninety per cent of this enrolment is located in the Outaouais region, with the remainder situated in three schools in the northern region. There are also five Adult Education and Vocational Training Centres, one in the northern region, and four in the southern region. Enrollment in the Adult sector is more than 400 full-time students.

The Western Québec School Board employs more than 1,000 people in several categories of employment, most of them working directly with students.

Programs and services offered by the Western Québec School Board vary from core English programs to full French immersion programs, transition programs, work oriented training programs, pre-kindergarten, daycare services, sports, cultural, and social activities, and a variety of other services offered in the schools and centres.

CHALLENGES

In addition to its large and partly remote territory, the Western Québec School Board faces many challenges that include socio-economic disadvantage, a high rate of students who are identified as special needs, important ongoing budget cuts, a high mobility rate between provinces, high declining enrolment in several of our sectors, and capacity issues in our urban core. Although the School Board has put in place strategies to minimize and overcome these obstacles, it is important that the strategies put in place focus first and foremost on student success.

Law 101 and Enrolment:

The Western Québec School Board operates in a predominantly francophone environment and the accessibility to English instruction is limited to the provisions of the Charter of the French language (Law 101). This makes it more difficult for children to access the public English school system in Québec. Immigrants and those who received a French education in Québec or in another province are denied access to English public schools. Only when a parent meets certain requirements can a child be educated in English. Consequently, the English school boards in the province, including the Western Québec School Board, are facing declining enrolment while French school boards are anticipating a significant increase in enrolment.

Since 2001, the Western Québec School Board's student enrolment has declined from 8,158 to 6,572, representing a net loss of 1,700 students. Although our schools have implemented different models of programs, and the Board has developed marketing strategies to overcome declining enrolment, the birth rate in the province coupled with the requirements established by Law 101 to access English education, continue to be obstacles that limit the growth of enrolment. In 2012-2013, we have witnessed a very minor growth in enrolment. Nonetheless, the enrolment is expected to increase slightly over the next five years to 6,800 students.

Mobility rate:

Many Western Québec School Board schools border the province of Ontario. People often move back and forth between the two provinces in search of the best living conditions. This trend results in a high mobility rate for the student population. Consequently, the School Board's dropout rate is inflated as a result of high school students moving out of the province prior to receiving a high school diploma or certification. As well, this often creates a problem in regards to retaining teaching staff.

Students with Special Needs:

One of the Western Québec School Board's objectives is to increase the retention and the success of students with special needs. While we are proud of the strides we have made over the past few years in supporting students with special needs and securing success rates significantly higher than provincial ones, we continue to face challenges in this area. Equitable educational services must be accessible to all students; therefore, students with special needs must have the same learning opportunities as others regardless of their geographic location. As the proportion of students with special needs is growing our prime challenge is to continue to provide the same level of quality education in all of the schools within our jurisdiction.

Socio-Economic Context:

In Québec, each school has been assigned a ranking number (1 to 10) based on the socio-economic factor. The socio-economic ranking is based on mothers without high school diplomas and parents being inactive in the work force. The higher the ranking and therefore the socio-economic disadvantage, the more challenging it is for students to achieve success. In schools with rankings of 8, 9 and 10, additional grants are allocated to support educational initiatives and programs.

Budget:

In a time of provincial budget cuts, notably in the education sector, the Western Québec School Board budget has experienced its share of cuts over the last few years. In fact, these cuts were largely attributed to the precarious state of public finance in the province. As previously stated, the decline in enrolment has accelerated the loss of financial resources. Despite these budget constraints, we have managed to minimize the impact on the delivery of education while decreasing administrative and operational cost.

Retention and Recruitment:

The Western Québec School Board employs approximately 1,000 full-time and part-time people across its vast territory. Initiatives are put in place to promote recruitment while new strategies are developed to retain qualified personnel. Recruiting and retaining qualified personnel in rural areas remains a challenging reality, notably in the teaching and professional fields.

WQSB ALIGNMENT WITH MELS' STRATEGIC PLAN 2013-2018

With regard to the MELS' Strategic Plan, the Western Québec School Board has undertaken the following:

Orientation 1 – Increase perseverance and school success

- ✚ See partnership agreement annual report for actions and strategies with regard to perseverance and student success.

Promote teaching profession:

- ✚ WQSB has New Teacher Induction Program in place which includes mentoring for all new teachers to the Board. This program provides support and contributes to the retention of staff.
- ✚ WQSB has introduced Excellence in Teaching Awards to recognize outstanding teachers.
- ✚ WQSB has Teaching and Learning Programs (Improving and Outstanding) in place to ensure continuous improvement in quality teaching and learning.

Orientation 2 – Respond to training needs of individuals as well as labour market

- ✚ See partnership agreement annual report for actions and strategies with regard to this orientation.
- ✚ WQSB partners with other boards and regional and provincial partners to ensure needs are met. Examples of this are a Carpentry program for the Algonquins of Barriere Lake, Homecare program to five First Nations communities.

Orientation 3 – Pertains to higher education sector

Orientation 4 – Maintain conditions that favour the pursuit of studies

- ✚ See partnership agreement annual report for actions and strategies with regard to this orientation.

Orientation 5 – Support and education system that meets the needs of communities

- ✚ WQSB is an active partner in the Comité d'amélioration de la perseverance scolaire (CAPS).
- ✚ WQSB has developed and offers a full vocational training program through e-learning and using distance delivery (Video conference) to deliver programs between centres.
- ✚ WQSB uses LEARN services to provide small groups of students in distant schools with secondary studies optional courses.
- ✚ WQSB has a centralized Aboriginal Success project to support aboriginal students in our schools and centres.
- ✚ WQSB has four Community Learning Centres.

Educational Services Department

WQSB has created professional learning communities in all of our core subjects (English Language Arts, French and Math) that we refer to as our networks. Teachers and Consultants work on various components such as curriculum delivery, student assessment and evaluation practices, differentiated teaching strategies, accommodations for students identified with specific learning needs.

In **English Language Arts** the networks were:

- Kindergarten
- Early - Cycle 1 & 2
- Transitions - Cycle 3 & Cycle 1 Sec
- Secondary - Cycle 2 (Sec V)

Within these professional learning communities (PLCs) at each cycle level, lead literacy teachers from each WQSB school participated in professional development training workshops to:

- Explore and enhance the use of language and vocabulary development
- Explore new texts
- Consider new Literacy approaches
- Collaboratively develop lesson plans
- Share student work and build common student evaluation practices
- Review Ministry expectations and standards for Ministry exams

The lead literacy teachers within their respective schools:

- Increased knowledge and capacity
- Ensured their teacher colleagues received information/resources
- Shared authentic classroom work and assessment practices for consistency across schools
- Supported new teachers

The WQSB literacy board team also:

- attended ministry meetings,
- operated Government exam marking centers within WQSB,
- visited schools to provide on-site support,
- assisted in training teachers to carry out system-wide elementary reading assessments
- provided after-school literacy professional development sessions for teachers

PARTNERSHIP AGREEMENT

Our 2013-2017 Partnership Agreement clearly indicates the School Board's core objectives, targeted results, and methods of assessing the achievement of objectives. To view the Partnership Agreement 2013/2014 Annual Report please consult the school board's website. The five objectives outlined in the Partnership Agreement are:

- ✚ Increase graduation and qualification rates of students under the age of 20
- ✚ Improve the quality of French Second Language and improve the quality of English Language arts
- ✚ Improve the retention and academic success of certain groups of students including students with handicaps, social maladjustments or learning disabilities
- ✚ Improve the health and safety environment in schools
- ✚ Increase the number of students under the age of 20 in vocational training

Objectives	Target 2017	Result 2013/2014
1. a. Increase the graduation rate and certification under the age 20.		
1. b. Decrease the number of school leavers.		
Increase the graduation rate and certification under the age 20.	80,0%	(2006-2007 - 7 year cohort) - 69.7%
Girls	81,0%	(2006-2007 - 7 year cohort) - 70.7%
Boys	80,0%	(2006-2007 - 7 year cohort) - 68.8%
First Nations	80,0%	Not available
Decrease the number of school leavers (from secondary 3 to 5)	147	167 leavers in 2011-2012
Increase the success rate on uniform exams of secondary 4 subjects mandatory for obtaining diploma		
History and Citizenship (includes Histoire)	80,0%	75,0%
CST Math	80,0%	88,6%
Science Math	85,0%	91,7%*
General Science	85,0%	88,3%
Applied Science	82,0%	81,4%
Increase the success rate of Cycle 3.2 primary (end of cycle exams)		
ELA (MELS)	80,0%	82,4%
FSL (CS	80,0% FSL	75,4% FSL
	95,0% IM	95,0%IM
Math (MELS)	75,0%	58,0%

Objectives	Target 2013	Result 2012/2013
2. a. Improve the quality of French Second Language. 2. b. Increase the mastery of English Language Arts.		
Increase the success rate on the reading component of the Secondary 5 MELS French Second Language exam.	88,0%	76,6% (if we include Français Enrichi the rate is 81.4%)
Increase the success rate on the written component of the Secondary 5 MELS French Second Language exam.	87,0%	74,9% (if we include Français Enrichi the rate is 80.1%)
Increase the overall success rate of First Nations students on the Secondary V MELS French Second Language exam.	60,0%	60,0%
Increase the success rate on the Secondary V English Language Arts exam.	93,0%	97,2%
Increase the average mark on the reading and writing components of the secondary V ELA exam by 2% (from 71,0% to 73,0% and 70,7 to 72,7 respectively)	73,0% Reading 72,7% Writing	72,3% Reading 73,0% Writing
Increase the success rate of First Nations students on the Secondary V English Language Arts exam.	80,0%	88,3%
Improve the retention and academic success of certain groups of students including students with handicaps, social maladjustment or learning disabilities		
Pre-Work Program (2011 cohort who received qualification at end of three year program)	75,0%	38.1% Note: 14.5% of those students who did not receive qualification are back in school in 2014-2015.
Semi-skilled Training	70,0%	55.0%
The rate of students who obtain a high school diploma (*percentage of students with special needs registered in secondary V on September 30, 2013 who acquired Secondary Studies Diploma)	75,0%	Data to Come
Increase the success rate of students with learning disabilities on uniform exams.	80%	Data to Come

Objectives	Target 2013	Result 2012/2013
Improving the health and safety environment in schools		
Decrease the rate of students who feel bullied.	Decrease from 20% to 17%	Data to Come
Increase the rate of students who feel safe.	Increase from 84% to 87%	Data to Come
Increase the number of students in Vocational Training Program under the age of 20.	40	38

Complementary Services – Educational Services Department

The Complementary Services Department continued to work on long-standing initiatives designed to improve the teaching and learning of our students with special needs.

The Individual Education Plan (IEP) is central to the educational experience of students with special needs. During the 2013-14 school year, the IEP template was revised slightly and now includes a separate section for Assistive Technology. The Consultants for Students with Special Needs worked with teaching staff (Resource teachers, new teachers and regular classroom teachers) to focus on aligning best practices with the students' learning profiles. They were supported in this work by another presentation by Karen Hume; Using Evidence to Teach Responsively at the Resource Teachers Network. Not surprisingly, we easily met our Partnership Agreement goal with 75.6% of the IEP goals being achieved. The Consultant for Students on the Life Skills Pathway also focused her efforts on creating developmentally appropriate IEPs for the students on her caseload, resulting in an 86.7% rate of IEP goals being achieved;- a 9% improvement over the previous year.

We continued to benefit from the support of Lynn Senecal and her work implementing Soundprints and Daily Five in some of our classrooms. We now have a selection of teachers, who are extremely adept at using these strategies and whose classes can be used for demonstrations for other teachers and administrators. These strategies were also introduced in some secondary cycle one classes for struggling readers.

The Complementary Services Department continued to support and encourage the work of Dr Gordon Neufeld in our schools. His theory of Attachment is understood and practiced by a growing number of professionals working with our students. In July, 45 WQSB staff members, representing 10 schools, took part in a one week intensive training program with Dr Neufeld. 2013-14 also saw the introduction of several new initiatives.

A synergy developed between the Work Oriented Training Program (WOTP) and Outdoor Education programs during the 2013-14 school year. Not only did WOTP classes participate in Outdoor Education programs for the first time, but some WOTP students were able to get work placements at the Outdoor Ed centre. These students met all expectations and played a valuable role in the Outdoor Education program. The WOTP Consultant also worked with a group of teachers to create teacher resources and a curriculum map for the WOTP course: Introduction to the World of Work.

Responding to an ever-increasing need, the psychologists introduced some clinical services at the secondary level for students with difficulties managing anxiety. This initiative was particularly welcome as psychological support continues to be difficult to access in most areas of our school board.

An Ipad project was also introduced. All Resource teachers were provided with an Ipad to take back to their schools after a training session by Andrea Prupus (Advancing Learning in Differentiation and Inclusion): I pads and Effective Decision Making for Assistive Technology. At the final Resource Teachers Network Showcase in May, Resource teachers shared the Ipad apps that they were using which worked particularly well with specific learning profiles. An additional project was introduced by our Autism Spectrum Disorder (ASD) specialist and the Recit, to improve accessibility and communication for individual students with ASD using I pads.

In April, our Autism specialist also introduced the “See things my way” campaign for Autism Awareness month by the Miriam Foundation. Fifteen schools participated in this campaign which included support from the local community.

The Complementary Services Department also accepted the opportunity to work more closely with post-secondary institutions. This included hosting Dr Reut Gruber (McGill). She gave an illuminating presentation for the Resource Teachers Network regarding the latest research on the impact of sleep / sleep-deprivation on learning and behaviour.

Professionals in the Complementary Services Department also took on the role of supervisors for interns and practicum students from the McGill graduate program in Speech-Language Pathology and from the University of Ottawa PhD Psychology program.

Human Resources Department

The primary role of the Human Resources department is to hire, promote and develop qualified and professional staff to ensure that our students achieve their potential. We offer direction and guidance to management personnel for issues involving staffing and labour relations. In addition, we provide all of our employees with services and advice related to careers aspirations, compensation, benefits and disability management.

The operational theme for the Human Resources department in 2013-2014 was to improve our services to management, support staff and employees alike. The department offered various professional development and training sessions throughout the year. The support staff employees in schools were given a comprehensive training and review in the “PAIE” system. The school principals and centre directors attended four separate workshops involving aspects of teacher evaluation and collective agreements. In the spring, the human resources department took part in a consultative exercise with all schools and centres to get feedback on the quality of services offered by the human resources department to our schools. The department reviewed the feedback and formulated solutions to address the needs expressed by the schools and centres. Our goal is to continually improve and to maintain a high quality of services to our employees.

The Human Resources department also has the responsibility for the New Teacher Induction Program. The aim of the induction program is three fold:

- 1) To ensure that we support and grow good teachers through collaboration and coaching;
- 2) To establish a professional standard of high quality teaching for retention in every region of the Western Québec School Board;
- 3) To provide meaningful feedback to teachers and administrators that encourages professional conversations.

During the school year, the Western Québec School Board hired a total of 50 new teachers to add to the 26 teachers in year two of the induction program. These teachers were supported by a team consisting of two teacher leaders and 38 teacher coaches in 22 of our schools under the direction of the Director of Human Resources. In all, the team conducted 100 classroom observations and evaluations of new teachers. The retention rate for year one teachers was 76% (38), with 14% (7) being unsuccessful and 10% (5) leaving the board for various reasons. Out of the 26 year two teachers 84% (22) were retained, with 12% (3) being unsuccessful and 4% (1) left the board for opportunities elsewhere.

As we continue our journey, all members of the Human Resources Department are looking forward to consolidating our new learning to provide superior ongoing support and guidance to all employees of the Western Québec School Board Community.

Information, Communication, and Technology Department

The school year 2013-2014 was a reinforcing year for the technology department. The infrastructure of the school board was upgraded by replacing the administrative storage unit that increases the storage capacity and performance. A more efficient backup system was installed, as well as new uninterruptible power supplies (UPS) in order to decrease the number of service interruption. The outdated analogic phone system installed in two of our schools has been changed for an up-to-date IP phone system. To oversee the global architecture environment, the solutions are in place to be able to reinforce our future decisions. A team reorganisation was made and one of the team members was promoted to an analyst position.

The Bring your Own Device (BYOD) continues, the pilot school test results are used to start the analysis. The technology department started working closely with the education department in the digital citizenship ideology.

WI-FI capability was also installed in seven of the schools as well as 67 Smart boards in 13 schools.

Financial Resources Department

The School Board Finance Department continued to monitor the school board's annual budget while providing assistance to the departments, schools and centres. It continued to support the financial resources of the schools and centres towards meeting their targets set within their Management Educational Success Agreements, for which a Manager provided support to their school budgets and grants. As well, schools and centres received assistance on all budget matters including daycares, fundraising activities, parent fees, capital and any special projects.

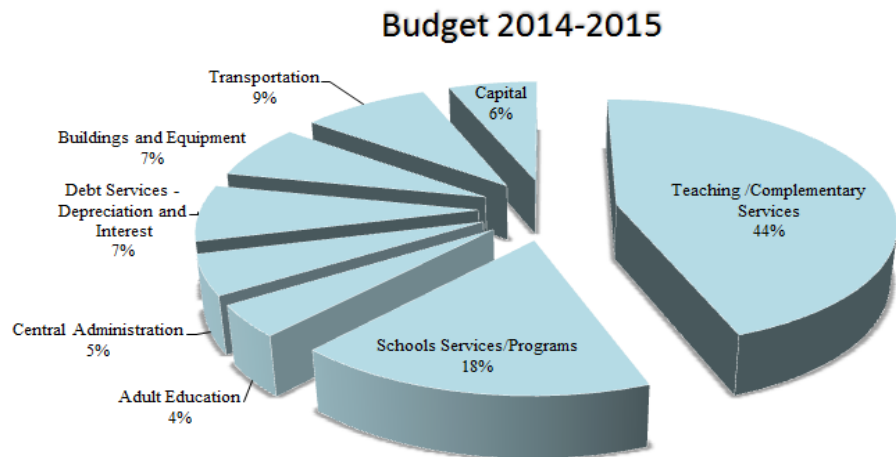
During the school year, a Procurement Officer joined the Finance Department to oversee all procurement activities of the school board and provide training to the various departments and schools with the updated purchasing policy and by-law on the delegation of powers. Also, a procurement directive was developed in order to establish the procedures for procurement of goods and services.

We continued to maintain the update of our tax database, send tax invoices, and collect school taxes. Two school board audits were performed by the external auditors; March 31, and June 31, 2014.

School Board

Budget 2014-2015

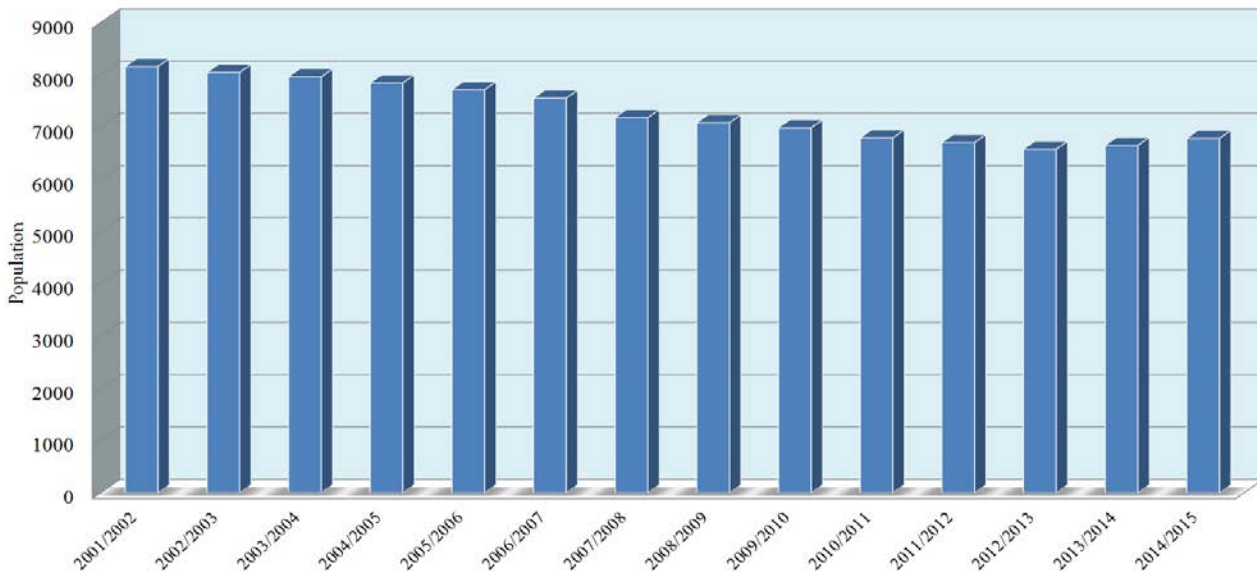
In September 2014, the School Board's annual budget, estimated at \$88 million, was adopted by the Council of Commissioners.



This year was exceptional given the delay with the budgetary rules and regulations, including the significant cutbacks within the budget. More precisely, over \$1.3 million of new cuts were imposed in the budget including all budget expenditures associated to school board elections. Considering the efforts and cuts to departments, schools, programs, and services, the school board presented a deficit balance budget of \$ 390 857. Considering the adopted deficit balance was below the authorized ceiling established by the MELS, the school board was not required to request an official authorization from the MELS to adopt a deficit budget and deposit a budget recovery plan over the next two budget years.

In June 2010, bill 100 was adopted by the Québec National Assembly which calls upon school boards to reduce administrative expenditures by 10 per cent by the end of the June 30, 2014 fiscal year. In addition, school boards must reduce their management and administrative personnel through attrition at a rate of 2:1. To that end, the School Board has met its target for 2013/2014 by decreasing its administrative expenses by 18 % from 09/10 (target was 10%) and its travel, publicity, and professional development expenses by 47% (target was 25%).

From an enrolment perspective, the School Board’s student population on September 30, 2013 was 6667 compared to 8153 in 2001-2002, a net decrease of 19%.



As of 2014-2015, the school board’s student population has shifted and has increased to 6686 for a net increase of 19 students. Since 2001-2012, this is the first that our enrolment has not decreased from one year to another. The student demographic projection is showing an increase to 6870 in 2019-2020.

School Board Surplus 2013-2014

In November 2014, the Council of Commissioners adopted the school board’s 2013-2014 financial statements with a surplus of \$ 1 005 000. As of June 30, 2014 the School Board’s accumulated surplus was \$14 266 917. It should be noted that the financial statements are in accordance to the GAAP, therefore the net accumulated surplus is equal to \$ 6 335 290 excluding land values, capital asset costs, sick leave, and vacation provisions.

Buildings and Equipment Department

The safety and security in schools is a high priority for the buildings department. New swipe card systems were installed in 18 schools. The building department prioritised their efforts towards the assessment of the air quality in schools and centers, and provided professional development to staff on how to improve ventilation of the classrooms. As well, the priorities extended towards the removal of asbestos when needed and on the prevention of mold. The Emergency Preparedness Plans were reviewed by all school administrators and several drills (fire, lock in, lock out and lock down) were practiced regularly in all schools and centres.

The energy efficiency is another high priority for the buildings department. In 2013-2014, new efficient heating systems were installed in four schools.

To increase the durability and the functionality of schools, the building department proceeded with renovations and constructions projects in nine schools. Renovations and constructions projects included roof repairs, exterior finishing rehabilitation, addition of classrooms, replacement of boilers, and bathroom renovations.

Transportation Department

The Transportation Department is committed to provide school bus safety education and training to ensure the well-being and safety of our students. Our mission statement is to offer a safe and efficient transportation service that responds to the ever changing needs of our community.

During the 2013-2014 school year, our 132 vehicles travelled over 11 400 kilometers daily for a total of more than 2 086 200 kilometers annually.

In addition, the transportation department in collaboration with our transportation contractors organized a workshop for all bus drivers on “Anti-bullying and Anti-violence” as a result of the amendments to the Education Act modified in June 2012 and the adoption of Law 19. The goal of this workshop was to familiarize drivers with the different forms of bullying and violence that students may be subjected to on school buses. Drivers will now be able to analyze situations and intervene efficiently with victims and bullies. Our drivers are now well aware that they can make a difference in the life of a student by reporting bullying situations.

Secretary General

The Western Québec School Board's Secretary General coordinates, oversees and ensures the efficient functioning of the activities and meetings of the council of commissioners and of the executive committee. The Secretary General oversees the Board's policies, by-laws, official records, access to information and protection of personal information, copyrights, electoral process and legal services. The Secretary General provides advice and expertise to the Director General and to all administrators of the school board concerning legal and corporate matters.

During the 2013-2014 school year, the council of commissioners held a total of 8 regular meetings and 3 special meetings. The Board's executive committee held 7 regular meetings and one special meeting.

During the year, the commissioner position for Electoral Division 8 became vacant and was filled by the appointment of Commissioner Pierre Dionne.

After consultation, two important revised policies were adopted: Policy D-11, Purchasing Policy and Policy C-4.1, Policy on a Drug Free Atmosphere in our Schools and Related Activities.

The Western Québec School Board also adopted By-Law 27, By-Law Establishing Delegations of Powers and Functions of the Western Québec School Board.

As a result of changes to the School Elections Act, the territory of the Western Québec School Board was re-divided for the November 2014 school elections, going from 19 electoral divisions to 11.

BILL 56 - REPORTS ON COMPLAINTS CONCERNING BULLYING OR VIOLENCE

In June of 2012, amendments to the Education Act were enacted with a view of preventing and stopping bullying and violence in schools. As a result of these amendments, every school was required to adopt and implement an anti-bullying and anti-violence plan. These school plans must include, with respect to bullying and violence:

- ✚ an analysis of the situation prevailing at the school;
- ✚ prevention measures;
- ✚ measures to encourage parents to collaborate in the prevention and stopping of bullying and violence and in creating a healthy and secure learning environment;
- ✚ procedures for reporting, or registering a complaint;
- ✚ the actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence;
- ✚ measures to protect the confidentiality of any report or complaint;
- ✚ supervisory or support measures for victims, for witnesses and for the perpetrator;
- ✚ specific disciplinary sanctions for acts of bullying or violence; and,
- ✚ the required follow-up on any report or complaint.

All Western Quebec School Board schools have adopted their anti-bullying and anti-violence plans which are reviewed on an annual basis with their governing board.

Also as a result of these amendments to the Education Act, a new obligation was created for school boards to report annually the nature of complaints reported to the Director General of the school board, the measures taken and the proportion of those measures for which a complaint was filed with the Student Ombudsman.

During the 2013-2014 school year, 2 (two) complaints were received by the Director General of the school board as reported below:

Complaint(s)	Type	Validated		Reported to the Ombudsman	
		Yes	No	Yes	No
Elementary	Bullying		X		X
Elementary	Bullying	X			X

CODE OF ETHICS REPORT

All commissioners are subject to the Code of Ethics and Professional Conduct for the Commissioners of the western Québec School Board. During the 2013-2014 school year, one breach of this code was reported. The case was dealt with by the person charged with its enforcement and it was determined that no breach of the Code had been committed. During the 2013-2014 school year, all members of the Council of commissioners respected their duties and obligations as set forth in the code. The Code of Ethics and Professional Conduct applicable to our commissioners can be consulted on the board's Website. (<http://cswq.wqsb.qc.ca>).

REPORT ON LAW 100 – REDUCTION ON ADMINISTRATIVE EXPENSES

With the adoption of Law 100 in 2010, the legislative purpose was to reinstate a provincial balanced budget by the year 2013/2014, by introducing new measures in government bodies. These new measures, notably in the education sector, targeted the reduction in various administrative expenses along with the abolishment of administrative positions. The later would see the abolishment of one position for every two retirements or resignations.

Below were the targets set for school boards for 2013-2014:

- ✚ Reduction of the administrative expenses by 10 % from the baseline 2009-2010;
- ✚ Reduction of costs associated to professional development, travel, and publicity by 25 % from the baseline 2009-2010;
- ✚ Abolishment of administrative positions for every two retirements/resignations ;
- ✚ Suspension of bonuses for hors-cadres;
- ✚ Production of a report on Law 100 to the MELS and,

As of June 30, 2014,

- ✚ One (1) administrative position was abolished;
- ✚ The administrative expenses (travel, contracts, materials, professional development) were reduced by 18% since 2009/2010, exceeding the target by 8%;
- ✚ The professional development, travel, and publicity budget was reduced by 47% since 2009/2010, exceeding the target by 22%;
- ✚ Performance bonuses were suspended and,
- ✚ An annual report on Law 100 was submitted to the MELS on October 31, 2014.

OMBUDSMAN REPORT

GATINEAU
139, boul. de l'Hôpital, suite 127
Gatineau (Québec) J8T 8A3
Téléphone : (819) 243-1336
Télécopieur : (819) 243-9425

Letellier Gosselin
A V O C A T S - B A R R I S T E R S

Gatineau, November 26th, 2014

By email: rvezina@wqsb.qc.ca

Mr. Richard Vézina
Director of Legal Services,
Secretary General
Western Québec School Board
15 rue Katimavik
Gatineau (Québec) J9J 0E9

Objet: Western Québec School Board Student Ombudsman
N/d: 17962YL

Dear Sir,

As required by law, I am pleased to submit my yearly report 2013-2014 as the Western Québec School Board's student Ombudsman, for consideration by your Council of Commissioners.

I was involved in nine (9) cases requiring my input. All were dealt without having to file a report to the Council of commissioners.

Also, none of the complaints dealt with bullying or similar conduct.

As you may be aware, for reasons of confidentiality, I am unable to divulge the names of the people involved.

I am looking forward to continue working with the students and parents of the Western Québec School Board and I am available to meet with Council if required.

Yours Truly,

LETELLIER GOSSELIN

Par:



YVES LETELLIER, Lawyer and Ombudsman
YL/gbl