

Western Québec School Board Annual Report

2023-2024

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PREAMBLE

The Western Québec School Board's strategic plan serves as a guiding framework for our decision-making process, outlining our future goals and the methods we'll use to achieve, measure, and evaluate them. Our collective efforts and resources are dedicated to enhancing student achievement and professional development, creating an environment that promotes learning and excellence. In 2023-2024, we introduced a new provincial commitment to success plan, which aligns with our strategic directions and reinforces our focus on individual student success. This plan sets the direction for our organization, aligning with our core strategies to achieve our primary goal: individual student success.

WESTERN QUÉBEC SCHOOL BOARD OVERVIEW

The Western Québec School Board (WQSB) administers 25 schools and six adult education and vocational training centers across two administrative regions, 07 and 08. The board's jurisdiction is extensive, encompassing over 90,000 square kilometers and 155 municipalities. The schools and centres are distributed throughout this vast territory, with the largest concentration located in the urban area of Gatineau. The expansive nature of our territory and the dispersed English-speaking population necessitate a strategic organization of schools and centers to ensure accessibility for all our clientele.

The school configuration is as follows: 13 elementary schools, 2 junior high schools (secondary I and II), 2 secondary schools (secondary I to V), 2 senior secondary schools (secondary III to V), 1 kindergarten to secondary II school, and 5 kindergarten to secondary V schools. WQSB operates four joint adult general education and vocational training centers, one adult general education center, and one vocational training center. Additionally, several of our schools now offer full-time kindergarten programs for four-year-olds.

The youth sector of the Western Québec School Board serves approximately 8,000 students from kindergarten through secondary V. Over 90 percent of these students are located in the Outaouais region, with the remainder attending three schools in the northern region. The Adult and Vocational sector enrolls more than 600 full-time students, primarily in two centers in Gatineau.

The Western Québec School Board employs over 1,500 individuals in various roles, the majority of whom work directly with students. The programs and services offered by the WQSB include General English programs, French Immersion and Enriched French academic programs, transition and induction programs, Work Oriented Training programs, Life Skills programs, as well as several full-time kindergartens for four-year-olds and daycare services. The board also provides adult general education, vocational training programs, customized training, workplace upgrading, career counseling, and referral services. Furthermore, students are engaged through a wide range of extracurricular opportunities in sports, cultural activities, character building, and community-oriented initiatives, along with various student-centered services available in our schools and centers.

The Western Québec School Board has established four Community Learning Centers (CLCs) at St. Michael's High School, St. John's Elementary School, Pierre Elliott Trudeau Elementary School, and Eardley Elementary School. Each CLC is staffed with a community development agent whose role is to facilitate community partnerships, service-based learning, and enhance student life. Funding for the CLCs is provided through the Entente Canada-Québec.

CHALLENGES

While it is true that we face many challenges as a school board, we strive to receive them as opportunities. The challenges listed below also appear in the WQSB Commitment to Success Plan (2023-2027) and serve as a focus for the strategies we employ as an educational organization towards achieving success.

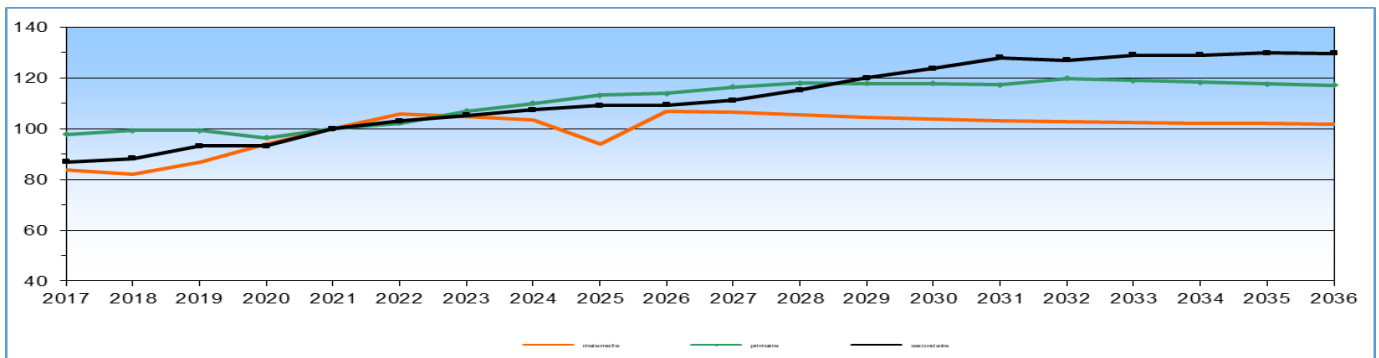
Post-COVID Impacts

The COVID-19 pandemic significantly disrupted the 2019 to 2021 school years, impacting educational services and altering student life with measures such as social distancing, class "bubbles," masks, online classes, virtual celebrations, and limited extracurricular activities. School, center, and board staff adapted swiftly and effectively to these changing circumstances, assuming various roles to meet student needs under challenging conditions. Although the 2022-2023 school year saw a return to more normal operations, the pandemic's effects on student learning, social-emotional well-being, and mental health remain evident in our schools and centers. Despite staff shortages and limited access to external services, our schools and centers continue to prioritize the success and well-being of our students.

While not all factors directly influence student achievement, several issues affect the board's ability to utilize its resources efficiently and effectively. The primary challenges facing the Western Québec School Board (WQSB) include geographic distance and dispersion, socio-economic factors, and the recruitment and retention of qualified staff in rural schools and centers, all of which impact the quality of teaching, learning, and service availability.

Demographics

The youth sector demographics of the WQSB have shown a consistent upward trend, increasing from 7,298 students in 2017-2018 to 7,803 students in 2023-2024 (based on September 30 enrollment). This growth is observed across both rural and urban sectors. While enrollment is stable or growing in most schools, some rural schools face challenges in delivering the Basic School Regulation (BSR) offerings due to smaller student populations. Three schools have fewer than 80 students at the secondary level, necessitating additional staffing to maintain quality teaching and learning.



Projected youth sector enrollment WQSB _ Ministère de l'éducation (MEQ) data line 1 -preschool enrollment; data line 2 – elementary enrollment; data line 3 – secondary enrollment.

Urban growth, particularly in the Gatineau corridor, has led to overcrowding in some schools, requiring the conversion of library and cafeteria spaces into classrooms and requests for additional construction from the ministry. In the Adult Education and Vocational Training sectors, demographic changes are harder to track due to variable entry and exit points. Generally, there has been a decline in rural centers and stability in urban centers, making it challenging to offer viable programs, especially vocational training. Resource allocation must be adjusted to accommodate smaller numbers to continue providing English-language adult and vocational training.

Socio-economic Factors

A significant portion of WQSB schools (12 out of 25) are identified as 8, 9, or 10 on the Ministère de l'éducation Indice de milieu socio-économique scale, indicating high socio-economic disadvantage. These schools, designated as New Approaches New Solutions (NANS) schools, focus on specific orientations to enhance student success. This includes three kindergarten to secondary V schools, eight elementary schools, and one secondary school ranked 8, 9, or 10. Additionally, one school is ranked 7. Although Adult Education centers are not designated on this scale, three centers are located in areas with schools ranked 8, 9, or 10, serving a significant population of learners without employment or initial diplomas.

NANS schools benefit from additional resources to support early literacy and numeracy, special needs students, and academic subjects at the high school level. These schools have shown significant progress in student achievement, particularly in uniform exams at the secondary IV and V levels, and in core subjects at the elementary level. The board has focused on providing additional support in core subjects and programs to improve teaching and learning quality. Schools have developed strategies for prevention and intervention for identified student groups.

Indigenous Learner Success

The WQSB serves a significant Indigenous student population (approximately 12%), with many schools and centers located on un-ceded Algonquin land. Several schools and centers have substantial First Nation, Metis, and Inuit student populations (40 to 78%). Recognizing the educational gap between Indigenous and non-Indigenous learners, the board has developed culturally relevant

curricula and Indigenous pedagogy. Community members and elders are engaged in resource development, staff training, and student support. Partnerships with Native Friendship Centres have been established.

The WQSB's core approach for Indigenous learner success focuses on cultural awareness and visibility, culturally responsive curriculum and Indigenous pedagogy, and bridging cultures and knowledge. The MEQ Indigenous success grant (15063) supports language instruction, French second language, certifying subjects in secondary, engagement, and retention. Progress is tracked termly, and a network of school/center teams meets regularly for professional development. An Indigenous Studies consultant was engaged in 2023-2024 to support these efforts.

The WQSB also has an Ad Hoc Advisory Committee on Indigenous Education, fostering dialogue, collaboration, and partnerships to support Indigenous learner success. The committee's role includes relationship building, communication, collaboration, and action with Indigenous communities, and implementing reconciliation practices.

Students with Special Needs

The population of students with special needs in WQSB schools has increased over recent years, with a slight decline during the 2020-2021 school year due to online learning and COVID exemptions. Currently, 31.14% of WQSB students have an active Individualized Education Plan (IEP). Most students with special needs are integrated into regular classrooms, except for specialized settings such as The Haven (McDowell), Aylmer Centre (Lord Aylmer), Transition Class (Eardley), Chelsea Centre (Chelsea Elementary), and South Hull Centre (South Hull). These settings cater to students with complex developmental, intellectual, and/or physical needs.

The board also operates three Nurturing Support Centres (NSCs) focusing on social, emotional, behavioral, and adaptive support, located at Buckingham Elementary, Hadley/Philemon Wright High School, and St. Michael's High School. These centers use a developmental, trauma-informed, and attachment-based approach. The vast territory poses challenges in equitable service delivery, but telepractice and online platforms have increased access to professional and consultative services. Recruitment of qualified staff, particularly English-speaking professionals, remains challenging, especially in rural and northern schools. Mental health and well-being are priorities, impacting educational and social success. Adult education and vocational centers face similar challenges regarding special needs, mental health, well-being, and access to services.

| School year | Total population | EDAA | EHDAA | Total IEPs | % with IEPs |
|-------------|------------------|--------------|-------------|------------|-------------|
| 18-19 | 7336 | 1553 (21.2%) | 507 (6.91%) | 2060 | 28.1% |
| 19-20 | 7488 | 1596 (21.3%) | 497 (6.64%) | 2093 | 28.0% |
| 20-21 | 7369 | 1587 (21.5%) | 490 (6.65%) | 2077 | 28.2% |
| 21-22 | 7705 | 1678 (21.8%) | 516 (6.70%) | 2194 | 28.4% |
| 22-23 | 7816 | 1733 (22.2%) | 592 (7.57%) | 2325 | 29.7% |
| 23-24 | 7803 | 1750 (22.4%) | 680 (8.1%) | 2430 | 31.14% |

Recruitment and Retention of Staff

The WQSB employs over 1,500 individuals in various roles, primarily working directly with students. Recruiting and retaining qualified personnel, especially in teaching and professional fields, is a significant challenge. This issue is particularly acute in specialized areas such as French, Math, Science, and Special Education. The province-wide labor shortage in education and supporting professional services continues to impact our schools and centers. Specific strategies are required to recruit and retain diverse staff as part of the board's recruitment and retention strategy.

WQSB COMMITMENT TO SUCCESS PLAN

The plan objectives and intended outcomes focus on the following areas:

- Making Student Success a Priority in Québec Society
- Making Vocational Education Truly Attractive
- Making Schools and Centres Welcoming Places

The table below outlines the Ministry objectives, the WQSB school board data and targets set for the 2023-2027 Commitment to Success Plan:

Ministry of Education Objectives

The tables below outline the Ministry of Education Objectives and indicators deployed to the school board and required to be reported on annually by the school board.

Orientation 1 – Make Student Success a Priority of Quebec Society

| Objective 1 Increase the success of students | Actual Situation | MEQ Target | | | |
|--|-----------------------|---------------------|---------------------|---------------------|---------------------|
| | | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 |
| 1.1 Increase the graduation and qualification rate <i>Indicator: Graduation and Qualification rate after 7 years</i> | 80.7% MEQ 84.1% | 82% MEQ 84.7% | 84% MEQ 85.4% | 86% MEQ 86.1% | 88% MEQ 86.8% |
| 1.2 Increase the graduation and qualification rates of boys <i>Indicator: Graduation and Qualification rate after 7 years</i> | 78.6% MEQ 80.1% | 80% MEQ 80.7% | 82% MEQ 81.3% | 84% MEQ 81.9% | 86% MEQ 82.5% |
| 1.3 Increase the graduation and qualification rates of HDAA students. <i>Indicator: Graduation and Qualification rate</i> | 63.9% MEQ 62.2% | 65% MEQ 62.6% | 68% MEQ 63% | 70% MEQ 63.4% | 72% MEQ 63.8% |

| | | | | | |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| <i>after 7 years</i> | | | | | |
| 1.5 Success rate on the problem-solving competency of the grade 6 Mathematics MEQ exam | 70% MEQ 66% | 70% MEQ 68% | 72% MEQ 70% | 74% MEQ 72% | 77% MEQ 75% |
| <i>Indicator: Proportion of students who obtain between 70 % and 100% on the problem-solving competency of the MEQ grade 6 Mathematics exam</i> | | | | | |

Orientation 2 – Make Vocational Training Truly Attractive

| Objective 2 Modernize and Promote Vocational Training | Actual Situation | MEQ Target | | | |
|---|------------------|------------|------------|------------|------------|
| | | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 |
| 2.1 Increase the graduation rate in vocational training programs | 66.9% MEQ | 70% MEQ | 72% MEQ | 76% MEQ | 78% MEQ |
| <i>Indicator: Graduation rate in vocational training programs after 3 years</i> | 80.9% | 81.9% | 82.9% | 83.9% | 84.9% |

Orientation 3 – Make Schools and Centres Welcoming Spaces

| Objective 4 Develop new specific projects (Projets pédagogiques particuliers) | Actual Situation | MEQ Target | | | |
|--|---------------------|------------|------------|------------|-------------|
| | | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 |
| <i>Indicator: The rate of secondary student participation in school specific projects</i> | N/A MEQ 44.6% | MEQ 50% | MEQ 57% | MEQ 66% | MEQ 75% |
| 50% | 50% | 70% | 85% | 100% | |
| Objective 5 Improve the climate of benevolence (Goodwill), well-being, safety of students | Actual Situation | MEQ Target | | | |
| 2023-2024 | | 2024-2025 | 2025-2026 | 2026-2027 | |
| <i>Indicator: Schools and centres having access to a guide/framework on student well-being</i> | 0% | MEQ 25% | MEQ 50% | MEQ 75% | MEQ 100% |

Western Québec School Board Directions and Orientations

The tables below outline the Western Quebec School Board objectives, indicators and strategies. Each objective will be managed by the appropriate department (s) and will have targets developed through year 1.

Safety and Security: To provide a Healthy and safe environment for students and staff to maximize student achievement.

| Objective 6 Improve the climate of benevolence (goodwill), well-being and safety of students | Strategies | WQSB Target | | | |
|--|---|-------------|-------|-------|-------|
| | | June 2024 | 24-25 | 25-26 | 26-27 |
| 6.1 Improved student well-being and belonging in all schools and centres | Survey Student Voice Creation of a Student Voice Committee Work with external partners Celebration and promotion of positive school/centre climate | | | | |
| <i>Indicator: Percentage of schools and centres using student voice survey</i> | | 100% | 100% | 100% | 100% |
| <i>Indicator: Percentage of students participating in extracurricular activities</i> | | N/A | 65% | 70% | 75% |
| 6.2 Increased knowledge regarding mental health impacts in schools and centres | Expanded use of internal supports (Lifeworks, Transitions agents) Support for socio-economic and health | | | | |
| <i>Indicator: Number of professional development opportunities offered to staff in schools and centres</i> | | | | | |
| <i>Indicator: Percentage of Staff reporting positive comments on Wellness Survey</i> | | | | | |
| 6.3 Increase employees training opportunities regarding the anti-racism and anti-discrimination | focused on anti-racism and anti-discrimination Justice, Equity, Diversity and Inclusion table Advisory Committee on Indigenous Education | | | | |
| <i>Indicator: Number of JEDI meetings held during the school year</i> | | 2 | 5 | 8 | 10 |
| <i>Indicator: Number of employees participating in DEI framework training</i> | | 50 | 150 | 300 | 1500 |

Professional Responsibility and Management Accountability: **To Maximise the use of all resources to support teaching and learning.**

| Objective 7 Implement Systemwide approaches, tools and resources for the effective management of schools/centres | Strategies | WQSB Target | | | |
|---|---|-------------|-------|-------|-------|
| | | June 2024 | 24-25 | 25-26 | 26-27 |
| 7.1 Increase the positive relationship between employer and employees. | Implementation of the Dispute and Prevention Resolution Process Constant communication between employer and unions | | | | |
| <i>Indicator: Percentage of staff trained in Dispute Prevention and Resolution (DPR)</i> | | 85% | 90% | 95% | 100% |
| 7.2 Increase the number of teachers retained after year one and year two | Revised the retention strategies Teacher Induction Program Alignment of data management and Statistical analysis of student performance information Provide opportunities for growth | | | | |
| <i>Indicator: Percentage of qualified teachers retained at end of years one</i> | | 56% | 70% | 75% | 80% |
| <i>Indicator: Percentage of qualified teachers retained at end of years two</i> | | 84% | 86% | 88% | 90% |
| 7.3 Increase the retention of staff | Revised the retention strategies Provide opportunities for growth | | | | |
| <i>Indicator: Number of staff who are still in place after three years</i> | | 84% | 86% | 88% | 90% |
| <i>Indicator: Number of staff who are still in place after five years</i> | | 92.5% | 84% | 86% | 88% |

Focus on Pedagogy to Improve Teaching and Learning: **To continually improve the quality of instruction so that students have the best possible opportunities to learn and achieve to their potential.**

| Objective 8 Increase the success of students (graduation and certification of all student groups: overall, boys, HDAA students) | Strategies | WQSB Target | | | |
|--|---|--------------|-------|-------|-------|
| | | June 2024 | 24-25 | 25-26 | 26-27 |
| 8.1 Increase quality of teaching and learning among newly hired teachers | Teacher Induction Program Ensuring quality teaching and learning through consistent support, development, and supervision Provide opportunities for growth | | | | |
| <i>Indicator: Percentage of success after the first year of the TIP program</i> | | 92.6% | 94% | 95% | 96% |
| <i>Indicator: Percentage of success after the second year of the TIP program</i> | | 93.1% | 94% | 95% | 96% |
| 8.2 Increase student success rate in all schools | Targeted support for literacy and numeracy in schools (consultant and teacher networks) Support for core subjects of English, Math, and French Second Language from elementary through secondary | | | | |
| <i>Indicator: Graduation and Qualification rate after 7years</i> | | N/A | 84% | 86% | 88% |
| 8.3 Reduced disparity between school term and exam results | Consistent and relevant assessments and aligned curriculum in core subjects Support for core subjects of English, Math, and French Second Language from elementary through secondary | | | | |
| <i>Indicator: Disparity between school term and exam results – Elementary</i> | | N/A | 12% | 10% | 8% |
| <i>Indicator: Disparity between school term and exam results - Secondary</i> | | N/A | 10% | 8% | 6% |
| 8.4 Ensure integration of Indigenous pedagogy and culturally responsive curriculum in classrooms. | Support for delivery and implementation of Indigenous Pedagogy and culturally | | | | |

| | | | | | |
|---|---|-------------|-------|-------|-------|
| | responsive curriculum Indigenous consultant Establish working relationship with our indigenous communities | | | | |
| <i>Indicator: Percentage of schools participating in Indigenous Pedagogy training opportunities</i> | | N/A | 68% | 70% | 72% |
| 8.5 Ensure quality of teaching and learning that reflects, supports and meets the diverse needs of HDAA students. | Quality Professional Development – RTN, TLN, networks, provincial COEs, DG projects Focused support from Board professionals – Complementary Services Transition Planning – TEVA Program specific teaching and learning support from professionals – regular with adaptations, modified program, Prework, Semi-Skilled, CASP, Challenges, PII (Profound Intellectual Impairments) External partner support for exceptionalities | | | | |
| <i>Indicator: Graduation and qualification rate after 7 years for HDAA students</i> | | | | | |
| Objective 9 | Strategies | WQSB Target | | | |
| Increase the graduation rate in vocational training programs | | June 2024 | 24-25 | 25-26 | 26-27 |
| 9.1 Increased graduation rate in vocational training programs after 3 years | Tutoring and retention support for students at risk of leaving SARCA services Ensuring quality teaching and learning through consistent support, development, and supervision | | | | |

The Western Quebec School Board Educational Services Department continued to lead and support professional learning throughout the 2023-2024 school year. An emphasis was placed on the development and advancement of Educational Projects in support of the Commitment to Success Plan in all schools in the youth sector.

Mathematics

The Math consultants were involved in developing and coordinating teacher teams in many capacities, with an aim to communicate clearly with school teams to improve the quality of teaching and learning. Three themes focused the math team's work: assessment and evaluation, promotion and support of LCEEQ Initiatives, and direct support to schools.

Ministry and Board exams and assessments were supported through resource creation, roll-out sessions, and common assessment projects at the Elementary Cycle 2 and 3 levels and Secondary 1, 2,3,4, and 5 levels.

The consultants promoted and supported the involvement of 128 WQSB teachers in various LCEEQ math initiatives: Marian Small: Focus on Problem Solving, Dr. Juli Dixon: Math Fact Fluency, Dr. Melissa Boston: Using & Connecting Mathematical Representations, Dr. Barb Dougherty: Inclusive Schools Network 2 Day Webinar, Understanding the Moderation Process, Summer Math Institute: Facilitating Rich Tasks. These initiatives deepened teacher understanding of curriculum and offered practical classroom strategies to improve instruction and student achievement.

The consultants worked directly with teachers in a variety of ways to support and promote best practices in the math classroom, including co-teaching to model instructional strategies and assessment tools, co-planning with school teams, curating and sharing resources, supporting math-focused Educational Projects with targeted PD in specific schools (Buckingham, Eardley, Greater Gatineau and Onslow), Cycle 1 network for French Immersion math teachers, and a math focused professional learning session for the Teacher Induction Program. Consultants were also part of the Destination Imagination Community, supporting and promoting STEM learning in WQSB schools.

English Language Arts

This year's English Language Arts (ELA) programming was designed based on feedback from principals to best support the needs of teachers and schools. The consultant centred work around the three competencies of focus in the ELA curriculum: Read, Produce and Talk, with workshops, book studies and in-school support increasing teachers' knowledge and skill.

Teachers were able to take advantage of two virtual book clubs running over the course of the school year. Elementary Cycle 3 teachers unpacked *Hacking Assessment* by Starr Sackstein with the goal of innovating assessment and evaluation practices. Secondary teachers explored *2.0 Reading Strategies Book* by Jennifer Seravello to add to their instructional repertoire with ideas specific to the grades 7, 8 and 9 classrooms.

Workshops and networks supported teachers in exploring a variety of topics, including: The Science of Reading, Writing Strategies, Engaging Reluctant Writers, Using Wordless Picture Books, Assessing Talk across the Curriculum and Aligning Assessment Practices Across Cycles.

In collaboration with the Ministry's Constellation book resource project, two groups of teachers participated in five days each of lesson design routed in authentic texts. These resources are available to all teachers and provide rich and meaningful learning experiences for students.

WQSB was also a part of an inter-provincial PDIG project which created the "Hacking Talk Guide" that is now available on the [Literacy Today website](#) and has been shared widely across the province. Marking centres were held for the grade 6 and Secondary V English Language Arts exams, as well as a board-wide common assessment at the Grade 4 level. Grade 6 teachers worked in a hybrid fashion, anchoring papers virtually and marking together in person. Secondary V teachers came together for five days of in-person marking in June. The ELA consultant participated virtually in the Directors of English Education Network (DEEN) Language Arts Network (LAN) and the Ministry of Education (MEES) *Programme d'action communautaire sur le terrain de l'éducation* (PACTE) and contributed to the focus group of provincial consultants studying trends in early literacy.

Early Literacy and Numeracy

The Early Literacy and Numeracy consultant focused mainly on NANS schools, with particular presence in region 8 of the WQSB. The consultant worked alongside teachers, modeling creative, engaging, and innovative teaching and learning strategies that promote a love of learning at the Kindergarten and Cycle 1 levels.

The consultant worked closely with school administrators to address school specific needs and goals with an emphasis on increasing understanding of play-based learning at the Kindergarten level, and developmental approaches to planning and assessment in Cycle 1.

French Second Language

French Second Language consultants focused heavily on supporting the large number of new FSL teachers to WQSB, while also encouraging the growth of experienced teachers. Alongside responsibilities tailored to WQSB, the consultants maintained their representation of our school board at the provincial level on the DEEN Language Network (LAN).

The FSL team provided individualized support to new teachers, including school visits, classroom modeling and follow-up throughout the year. Sessions to familiarize teachers with curriculum and assessment tools were offered to TIP (Teacher Induction Program) teachers, as well as planning and hosting a provincial training day for new FSL teachers.

In addition to supporting new teachers, FSL consultants collaborated with experienced educators to enhance the delivery of FSL programs. They focused on connecting teachers to share best practices and develop resources. These initiatives included a working session for elementary teachers in WQSB's urban core, a common assessment for all Elementary grade 4 teachers, a PDIG with 4 other school boards to support the writing competency at the Secondary level, participation in provincial marking centres, training for Elementary teachers in Approche SigNature, and a Secondary teachers' network to develop materials and learning activities.

The FSL consultants empowered teachers through the creation of useful and organized resources and improved channels of communication to maximize their impact. Trousses pédagogiques were created at the Elementary and Secondary level to provide teachers with easy access to reference documents and resources. A Teams group was established and is constantly updated with practical tools to improve the quality of instruction. A *Quoi de neuf au secondaire?* newsletter (3 issues in 2023-2024), was created to keep teachers informed and engaged in their work.

Culture and Citizenship in Quebec

During the 2023-2024 school year, the Culture and Citizenship in Quebec (CCQ) consultant was a key contributor to the provincial teacher training [website](#) to introduce teachers to the CCQ program. This work informed and supported the development of a WQSB CCQ site as a hub for teachers to access resources.

A network of Secondary 5 teachers came together to develop lesson plans using a critical thinking framework in support of the new program. The consultant contributed and facilitated provincial training for CCQ at the elementary level in French and English, and at the Secondary level. Lead teachers from each WQSB school participated in the training.

Additionally, in-school and virtual workshops were offered to increase teachers' understanding of the program.

Homeschooling

The Homeschooling consultant worked to create a climate conducive to establishing positive collaboration with homeschooling families who require advice and resources.

By providing access to textbooks, instructional materials, complementary student services (academic and career counselling, psychological services, psychoeducational services, special education services, remedial education services, speech therapy services) and resources (library, science laboratory, computer laboratory, auditorium, art rooms, sports and recreational facilities), the consultant helped homeschooling families to better identify and understand the resources, activities or services offered and the conditions for using them.

The consultant oversaw all procedures to be followed by homeschooling parents, including progress assessment, Learning Project requirements and Ministry of Education examination requirements. Moreover, the consultant organized and supervised the qualifying examinations for homeschooling students from preparatory activities to mark communication with the Ministry of Education.

Technology

The Education Technology consultants worked in conjunction with both the Education and Technology Departments to continue the development of the [Digital Competency](#). Guided by feedback from administrators, supports to teachers and students focused primarily on three elements of the Digital Competency: exercises ethical citizenship in the digital age, develops and mobilizes technological skills, and develops critical thinking with regard to the use of digital technology.

Professional development sessions encouraged and empowered teachers to leverage the use of hardware (Chromebooks, laptops, SMART Boards, etc.) and software (Microsoft 365, Google Workspace, Canva, Lumio, etc.) in classrooms for improved learning outcomes. Hands-on training and in-class support to students focused on developing digital competence and technological skills through coding and robotics. The consultants took a proactive role in supporting teachers and administrators around the current state, role, and application of Artificial Intelligence in education to enhance and enrich teaching and learning.

The consultants continued to facilitate the ICT Teacher Leader network, increasing the capacity and skill of teachers in each school. The network met for two professional learning sessions during the year and benefitted from monthly check-ins with the consultant team. The development and centralization of resources on the WQSB Education Technology website: edtech.westernquebec.ca has increased access to and confidence in using digital tools throughout the school board.

The consultants worked closely with the WQSB Technology department enroll iPads in a central management console to allow school delegates to manage iPads and applications within their schools, creating greater efficiency and efficacy in our system. The team also supported the Complementary Services and School Organization departments by training teachers and students on the use of accessibility software and the implementation of Special Exam Conditions.

Destination Imagination & Destination Leadership

Destination Imagination (DI) is an international organization providing STEM based challenges to students from Kindergarten to Grade 11. At WQSB, DI complements the Science & Technology curriculum, enabling participating students to dig deeper into various concepts. In 2023-2024, Destination Imagination Quebec celebrated its twelfth year of inspiring and connecting students.

Destination Imagination and Destination Leadership (DL) began with a very successful leadership camp, hosting 39 students from six of our high schools. The students spent two days at Camp Awacamenj Mino, near Low, Quebec. The camp featured a variety of activities, including large group team-building challenges and small group discussions, providing opportunities for deeper engagement. There were also group discussions about “how to become a leader”, combined with the opportunity to practice being a leader during teamwork challenges. The goal was to learn about leadership while practicing and developing essential skills related to respect, trust, cooperation, collaboration, compassion, participation, effective communication, a positive attitude, and problem-solving. These students then had the chance put these skills into practice at the Destination Imagination Tournament.

114 students in grades 5-8 participated in the DI tournament. The day was a huge success being launched by Greg Fergus, Speaker of the House of Commons, followed by a day full of presentations, Instant Challenges and activities led by our leadership students.

Western Quebec School Board Teacher Induction Program

The Western Quebec School Board takes great pride in its innovative induction program, which has three guiding principles:

1. To provide opportunities for on-going professional learning for teachers and administrators;
2. To support teachers through a structured Mentor-Coach fellowship rooted in meaningful feedback and professional conversations that encourage growth; and,
3. To maintain a professional standard of high-quality teaching for retention in every region of the Western Québec School Board through a multi-faceted evaluation process.

During the 2023-2024 school year, the Western Québec School Board hired 68 new teachers to add to the 44 teachers in year two of the induction program. Under the leadership of the Coordinator of Induction and Professional Learning Programs, these 112 teachers were supported by a team of two part-time consultants, and 66 Mentor-Coaches in 22 WQSB schools.

In collaboration with WQSB's pedagogical consultants, the TIP team developed and delivered a series of 13 afterschool virtual training sessions for all Year 1 TIP teachers that centred around the professional teaching competencies. Year 1 TIP teachers selected 5 sessions to attend. Each session brought the competencies to life, highlighting instructional strategies that teachers could put into practice immediately. Reflective questions tied to each session were shared with principals and mentor-coaches to encourage follow up and on-going support. Year 2 teachers had the option to attend a two-day workshop that focused on developing instructional strategies and building community in the classroom.

The TIP team supported administrators in 44 formal classroom observations of teachers in year two of the TIP program, both in-person and virtually. The TIP consultants took on a supportive stance with Mentor-Coaches and year one teachers, visiting schools and meeting virtually to conduct informal observations, provide feedback, offer curriculum support, model teaching strategies, and participate in coaching and Reflective Record meetings.

Mentor Coaches were also supported by a network of Coach-Facilitators. This group of 10 experienced Mentor-Coaches saw 20% of their workloads devoted to developing the skills of Mentor Coaches working in the TIP. A focus on coaching frameworks and questioning skills helped to improve the quality of support TIP teachers receive.

All new mentor-coaches took part in professional learning to develop skill and understanding about how to be an effective coach. Optional professional learning opportunities were provided to experienced coaches during the school year on a variety of topics including observations, feedback, and coaching frameworks.

Of the 68 year one teachers hired in the 2023-2024 school year:

- 38 (56%) were retained
- 25 (37%) left the board for other opportunities
- 5 (7%) were not retained for performance reasons

Of the 44 year two teachers hired in the 2023-2024 school year:

- 44 (100%) were retained

COMPLEMENTARY SERVICES

Individual student success is at the heart of the mission of Complementary Services, ensuring academic challenge, developmentally impactful interventions, and opportunities to reinforce social competence. These services must support the connections and partnerships within and outside the educational community, integrate services that reinforce protective factors and reduce risk factors that impact student development, while reinforcing a healthy school climate that recognizes and celebrates the diversity of our school communities. The Complementary Services Department supports the delivery of learning support services, student life services, assistance services and promotion and prevention services.

Related to the WQSB Commitment to Success Plan, the Complementary Services Department supports and addresses Objective 1.3 (Increase the graduation and qualification rates of HDAA students), and Objective 8.5 (Ensure quality of teaching and learning that reflects, supports and meets the diverse needs of HDAA students.) In support of these objectives there are 7 identified areas of focus:

- Quality professional development
- Focused support from Board professionals
- Program specific teaching and learning support from professionals (elementary and secondary)
- Quality of Teaching and Learning
- Data collection within the dossiers of Complementary Services
- Transition Planning
- External partner support for exceptionalities

The Western Quebec School Board offers a variety of professional services which complement educational services within our school communities. Our range of services include:

- Speech and Language Services that reinforce a collaborative approach to language development
- Substance Awareness, Prevention and Intervention services that support health and well-being
- Psychological Services that provide assessments for learning needs
- Pedagogical Consultant Services that collaborate with school teams and families, provide global perspective and recommendations, MEQ program support or training and guidance for individual student needs.
- Readaptation Services that target strategies and interventions to ensure early learners are equipped with the tools they need for developmental, social, and emotional skills. They also provide readaptation services for autistic students.
- Clinical Consultation Services in medical, health and safety needs.
- Social Work Services that provide prevention and intervention services to support transitions to school as well as individual student needs and referral and service access support.

The WQSB Resource Teachers' Network supports Remedial and Supporting Teachers in the delivery of remedial services. Resource Teacher Modules address the needs of teachers new to the Resource setting with a focus on testing, identification, confidentiality, learning profiles, exceptionalities, well-being, and particular Quebec education Programs. The RTN provides ongoing network support in current research, resources and practices used in working with students who experience or are at risk of academic or social difficulty. Sessions were conducted virtually and onsite during the 23-24 school year and included: Inclusive Practices and Resources, New Resource

Teacher session, Comprehensive Literacy Instruction and Intervention, Pyramid of Interventions, WQSB Social Services, Transforming Trauma: How Schools Become Healing Places, Executive Functioning Supportive Practices, Assistive Technology and Building Inclusive and Strength-Based Individualized Education Plans. RTN also provided a *Shifting the Balance* book study that focused on the Science of Reading research.

The Technician Learning Network (TLN) provides an opportunity for special education technicians to develop skills and broaden their understanding of various educational, social/emotional and developmental topics. RTN and TLN groups joined and networked for many training sessions, while the TLN had an opportunity to network and attend specific training and material development with the WQSB Readaptation Officers.

Our classrooms are diverse and inclusive environments where students have access to a variety of alternative settings that support their days. Break rooms, Sensory rooms, Balanced day rooms as well as Nurturing Support Centres (NSC) can be found in several of our youth sector schools. These alternative spaces support students with opportunities to self and co-regulate, reduce environmental stimulation, manage their big emotions, connect and attach with safe adults, and receive additional or alternative support for learning or social/emotional needs. Hadley Junior High/Philemon Wright Secondary Schools, St. Mike's Secondary School, Buckingham Elementary, Chelsea Elementary and Dr. S.E. McDowell all maintained NSCs with the Centre of Excellence for Behaviour Management providing regular networking, training and support for the staff assigned.

Other ongoing promotion, prevention and intervention services for students and schools included:

- Itinerant services from Montreal Oral School for the Deaf (MOSD)
- Itinerant visual consultation services from Philip E Layton School
- Crisis Prevention and Intervention training and support (CPI/BMS – Behaviour Management System)
- Guidance Counsellor/Academic advisor support
- Suicide Prevention and Intervention Team

Within the 2023-24 school year, approximately 31% of students in the Western Quebec School Board had Individualized Education Plans (IEP.) IEPs are coordinated plans that outline the goals, strategies, adaptations and modifications that support individual academic and social growth. Ongoing support to school teams in the development and implementation of IEPs is imbedded in the services provided by Complementary Services team members. The following chart demonstrates the number and percentages of IEPs over the past 5 years. EDAA refers to students who are At Risk and who have learning or adaptive difficulties or disabilities. EHDAA refers to students who have specific diagnosis that meet criteria outlined by the Ministry of Education.

ADULT EDUCATION AND VOCATIONAL TRAINING SERVICES

The WQSB Adult Education and Vocational Training Services provided education and training to 1196 learners in 2023-2024 which represents an additional 183 learners when compared to last year. This includes 1 student who received instructional services in a remote indigenous community in region 07 and 175 students in our distance delivery service. The distance education population is up by 17 students compared to 22-23. The six centres continue to remain a key resource to adult learners in region 07 and 08.

Full time in-person learning is still the preferred method of delivery in all centres. However, our distance education service is growing, and the trend of part-time learners continues in our urban and rural Centres, with more learners opting for part-time schedules. The impact is that it takes more students to generate a Full-Time Equivalent student, and this could affect funding. We must continually innovate to ensure that we meet the needs of learners and generate the funding required to operate our Centres. The centres and clientele are benefitting from Ministry of Education grants that target additional support for complementary services (personal support, academic support, resource teachers, SARCA and partnerships with outside organizations).

In Vocational Training, we continue to offer the complement of health care programs as well as our heavier infrastructure programs, automobile mechanics and welding and fitting which continue to do well with good recruitment and retention. Our Commerce programs have been adapted (individualized, distance and blended delivery) to ensure continued viability.

We experienced an increase in demand for training in our Services to Business and Recognition of Acquired Competencies (RAC) offerings in 2023-2024 and expect the demand to continue to be an area of growth. The Services to Business team currently offers custom training to employers in the health care field and the construction industry. Our RAC team provided services to 45 clients in 2023-2024 up from 16 clients in the previous year.

Teacher development and retention was also a focus this year. Vocational training teachers were given the opportunity to enroll in a vocational teacher training program with the University of Sherbrooke to earn their Brevet and become a licensed teacher. Eight teachers are currently enrolled in the program and are being supported locally by five of our seasoned qualified teachers.

HUMAN RESOURCES

The Western Québec School Board employed **1 598** full-time and part-time workers across its vast territory in 2023-2024. Of these, the following regular employees: **66** managers, **782** teachers, **75** professionals and **719** support staff. The Human Resources Department is proud to offer compassionate direction and guidance to all WQSB employees.

The Human Resources Department continued to provide services related to recruitment & staffing, talent management, health & safety, labor relations & compliance, and compensation & benefits. The operational theme for the department remains focused on the improvement of service to support our employees. Our goal is to continually improve and to maintain a high quality of services for all our employees.

The Human Resources Department had two main goals in 2023-2024:

1. Improve diversity recruiting practices.
2. Lead the development of an organizational onboarding and offboarding process.

Report on Law 17 – Act Respecting Workforce Management and Control

The following table outlines the total number of remunerated hours per employee groups for the period from April 2019 to March 2024. Since April 2019, the total number of remunerated hours for the Western Québec School Board has increased by 215 167,58 hours.

| Category of Personnel | April 2019 to March 2020 | April 2020 to March 2021 | April 2021 to March 2022 | April 2022 to March 2023 | April 2023 to March 2024 |
|------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Management | 102,709.40 | 109,729.99 | 110,735.60 | 115,472.60 | 127,887.50 |
| Professionals | 83,732.04 | 84,879.44 | 90,044.69 | 91,772.86 | 102,839.48 |
| Teachers | 893,982.47 | 918,623.19 | 979,425.74 | 989,566.06 | 974,097.91 |
| Support Staff | 564,353.77 | 557,017.84 | 565,676.47 | 598,688.85 | 642,306.58 |
| Maintenance | 107,369.43 | 115,433.04 | 108,698.60 | 95,648.15 | 120,183.22 |
| Total | 1,752,147.11 | 1,785,683.50 | 1,854,581.10 | 1,891,148.52 | 1,967,314.69 |

The increase in remunerated hours is attributed to:

- a. The youth sector student population increased from **7 738** in 2022-2023 to **7 816** students in 2023-2024.
- b. The Ministry has established significant Grants/Measures that are directed towards educational interventions in schools, resulting in an increase in remunerated hours in direct services to students.
- c. The WQSB benefits from the Ministry early intervention strategy in terms of our K4 classes.

FINANCE AND TAXATION

The finance department is responsible for the financial management of the resources for all sectors of the school board.

It develops an annual budget and distribution models of allocations and revenues through collaboration and consultation in accordance with the Education Act. The consultation process includes the Governing Boards of Schools and Centres, Parent Committee, Resource Allocation Committee, and the Special Education Advisory Committee.

Budget Development

The budget process for 2023-2024 focused on providing the resources to support the objectives described within the board's Commitment to Success plan as referenced previously in this report. Consideration of basic school regulation, collective agreements, and equitable educational services across Western Québec school board territory is also an essential part of the process.

The Resource Allocation Committee continued to meet and exercise their role in the budget process.

The distribute on of dedicated and protected funds respected their designations outlined in the budget rules and parameters issued by the Ministry of Education.

The schools' and centres' base operational budgets continue to include socio-economic ranking, distance from our urban cores, school programs and the school/centre's population. Safe and healthy environment for students and staff is recognized as imperative to teaching and learning.

The 2023-2024 budget was presented with a deficit considering the MEQ regulations allows up to 15% of the available accumulated surplus to be accessed. The budget planned for 53.4% use, that being \$966,949 of the \$1,811,606.

Details of the 2023-2024 budget can be found on our website at: <https://westernquebec.ca/>

Training, Support and Reporting

The finance department provided training and support to staff throughout the board who are implicated in financial activities. It ensured the accurate recording and reporting of expenditures. It continued to elaborate and maintain a coding structure of recording transactions in accordance with the regulations of the Ministry of Education, as well as for the analyzing and reporting needs of the centre and school administrators.

School board taxes:

For the 2023-2024 school year, tax rates were published by the MEQ for the French School Board's territories and the Western Québec School Board, as with all English School Boards, were required to use the same rate as the French school board on common territory. This continued to protect disparity between the French and the English school boards on the shared territory, however, as a result the Western Québec School Board had 10 different taxation rates to calculate the invoice of its various sectors of territory.

Taxation revenues are calculated by applying a formula set forth by the ministry in the provincial budget rules to ensure equity in the operating budgets across all school boards in the province.

More on school board taxation can be found on our website at <https://westernquebec.ca/>

Financial statements 2023-2024

The department completed the reporting mandates of the Ministry of Education, the Auditor General, the Ministry of Revenue, Canadian Revenue Agency, and other organizations as requested. It collaborated with its external auditors from the firm of Raymond Chabot Grant Thornton to fulfill the year-end audit. The finance department also informed the audit committee of the financial activities of the school board.

On December 17, 2024, the Council of Commissioners received the school board's 2023-2024 financial statements. MEQ repeated the 15% of the accumulated surplus regulation in 2023-2024.

The 2023-2024 Financial Statements are available on the school board's website at <https://westernquebec.ca/>

BUILDINGS AND EQUIPMENT

The Building Department remains steadfast in its mission to provide a safe, healthy, and inspiring environment for all students and staff. Our dedicated team—including caretakers, maintenance personnel, and other skilled professionals—works diligently to ensure our buildings are clean, well-maintained, and conducive to comfort and productivity.

We take pride in upholding the highest standards across several key areas:

- **Air Quality Management:** Following the *Reference Document on Air Quality in Educational Institutions* issued by the Ministère de l'Éducation du Québec, as well as conducting air duct

cleaning, systematic air filter replacements, and implementing rigorous housekeeping protocols to promote optimal air quality.

- **Water Quality Management:** Addressing all issues related to lead, conducting comprehensive water quality testing, and ensuring the prompt resolution of any detected concerns to maintain safe and reliable water systems.
- **Safety Management:** Addressing a wide range of building safety measures such as the inspection and maintenance of fire protection systems, regular playground inspections and repairs, maintaining Automated External Defibrillators (AEDs).

Our approach is built on collaboration, adherence to best practices, and a steadfast focus on the well-being of our communities. By addressing both immediate priorities and long-term sustainability, we aim to create environments that inspire learning, innovation, and growth while maintaining a high level of comfort for all building occupants.

Investment Highlights:

For the 2023-2024 academic year, we received approval from the Ministry of Education for several building projects. Among these, the most prominent projects are outlined in the chart below:

| <i>Building</i> | <i>Description</i> | <i>Allocated Budget</i> |
|-----------------------------|--|-------------------------|
| Noranda | Renovation of the exterior finishing | \$ 3,350,000.00 |
| Philemon Wright High School | Renovation of the parking - Phase 3 | \$ 1,300,000.00 |
| Greater Gatineau | Ventilation of the old section and replacement of the elevator | \$ 1,240,000.00 |
| Dr. S.E. McDowell | Heating System - Convert Oil to Electric | \$ 1,100,000.00 |
| Philemon Wright High School | Roof Renovation - Phase 2 | \$ 1,000,000.00 |
| Onslow | Renovation of the boilers (electric & oil) | \$ 900,000.00 |
| Hull Adult Education Center | Renovation of boilers | \$ 800,000.00 |
| Chelsea | Renovation of the heating system - phase 2 | \$ 700,000.00 |
| Dr. Wilbert Keon | Renovation of the elementary washrooms, 6 classrooms and corridor | \$ 650,000.00 |
| Multiple Schools | Upgrade protective surfacing in all playgrounds for LAS, LAJ, Greater Gatineau, Buckingham and Maniwaki Woodland | \$ 260,000.00 |
| Lord Aylmer Junior | Renovation of the the boiler | \$ 200,000.00 |
| Maniwaki woodland | Reconfiguration of the school yard | \$ 180,000.00 |
| Philemon Wright High School | The addition of an anti-vibration device for water pipes | \$ 150,000.00 |
| St-John's | Installation of Blinds | \$ 110,000.00 |

Information and Technology

IT Infrastructure & Security, and Support Services ensures its mission within the organization by providing a functional, innovative and secure IT environment for all students and staff. Our team of Support Technicians, Senior Technicians and Specialized IT Analysts work with dedication to enable the use of tools and systems that improve productivity, communication and decision-making, while ensuring the security and reliability of operations. In this way, we contribute to ensuring a technological environment that supports the organization's mission.

Investments and maintenance

- Installation of over 100 up-to-date Wireless Access Points in schools
- Overhaul of electrical protection for network equipment in 8 of our highest-risk schools.

Enabling Innovation

- Transfer of administrative applications to cloud computing
- Installation of over 80 SmartTVs in some of our Schools
- Add / Replace over 500 Chromebooks and 56 carts in all Schools
- Add / Replace over 400 new up-to-date Windows devices in all Schools

TRANSPORTATION

The 2023-2024 school year marked the successful finalization of new transportation contracts, a significant milestone for the Transportation Department. Despite facing challenges such as a shortage of drivers, the department remained committed to providing efficient, reliable, and safe transportation for all students.

Throughout the year, the school board engaged in negotiations with transportation companies to enhance communication channels, particularly concerning student safety. These efforts included a commitment to ensuring that buses were equipped with high-functioning cameras and GPS systems to improve safety and accountability.

SCHOOL ORGANIZATION

The Department of School Organization maintained its primary mandate to develop and implement efficient tools and mechanisms that ensure ongoing support for both students and school administrators. Throughout the 2023-2024 school year, the department continued its efforts to deliver technical and administrative support efficiently and effectively. In fulfilling its mission, the Department of School Organization collaborated with other departments to ensure that all schools received optimal support and guidance, keeping students as the primary focus. Notably, the department continued the implementation of the Parent Portal, enabling parents from all WQSB schools to access marks, report cards, student timetables, and other information.

During the 2023-2024 school year, the Department of School Organization supported various dossiers, including student registrations and procedures, student file audits, Bill 101 requirements and certifications, student enrolment, student certification, pedagogical software support for schools, report cards, timetables and scheduling, academic result transmission, management and distribution of exams, cross-boundary requests and approval, Mozaic Portal implementation (Parent, Student, Teacher), archives, and file retention for both the board office and schools.

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 support to the Director General and to all administrators of the school board concerning legal and corporate matters. During the 2023-2024 school year, the Council of Commissioners held a total of ten (10) regular meetings. The Board's Executive Committee held nine (9) regular meetings.

The office of the Secretary General assisted Council and the school board in several legal and procedural matters throughout 2023-2024 including the search and contracting of a new Designated Person, responsible for investigations into cases involving contraventions to the Code of Ethics. Me Vincent Guida was awarded the contract for this position. Preparations for the November 2024 school board elections began early in 2023-2024 with the selection of a return officer, election clerk, division of ward boundaries, contracting of consulting firm, and legal preparations. The secretary general also supported school and centre administration as well as senior administrators and Council with the interpretation and application of new legislation that came into force throughout the year. This includes the *Act Respecting the National Student Ombudsman, Law 25, Bill 47*, and *Order in Council O.C. 1498-2023*, on the use of cell phones in schools, to name a few.

LAW 19 – COMPLAINTS CONCERNING BULLYING OR VIOLENCE REPORT

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:

- an analysis of the situation prevailing at the school
- prevention measures
- measures to encourage parents to collaborate in preventing and stopping 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
- the required follow-up on any report or complaint

All WQSB schools have adopted their anti-bullying and anti-violence plans, which are reviewed on an annual basis with their respective Governing Board.

Because of amendments to the Education Act, school boards are now required to report annually on the following: the nature of complaints reported to the Director General, the measures taken, and the number of complaints filed and received by the Regional Student Ombudsman.

During the 2023-2024 school year, schools and centres reported 207 bullying incidents and 895 incidents involving violence that led to a major intervention or suspension from school.

Of the incidents of bullying or violence, 3 complaints were received by the Director General of the school board. In all three cases, investigations by the person responsible for handling complaints concluded the complaints to be unfounded. Complainants accepted the findings with none proceeding with complaints to the Regional Student Ombudsman.

There were 18

reports of sexual violence reported to principals which were then forwarded to the Director General and Regional Student Ombudsman. For each case, parents were satisfied with the handling of the situation by the school principal and were not interested in filing a signalement or complaint with the school board or regional student ombudsman. Parents and victims were presented with internal as well as external supports. The parents of students who had committed the acts involving sexual violence were also offered supports from the school as well as from outside services. Consequences were applied according to Codes of Conducts and Anti-bullying and Anti-violence plans.

CODE OF ETHICS REPORT

All school board Commissioners are subject to the “Code of Ethics and Professional Conduct for the Commissioners of the Western Québec School Board”. During the 2023-2024 school year, 4 complaints were filed with the Code of Ethics Commissioner. Two investigations were completed by June 30, 2024 by the Designated Person, Me Vincent Guida. For both, Me Guida found that no contravention to the Code of Ethics had taken place and the complaints were rejected. The cost for the first investigation was \$16228.97 and for the second, \$12974.77. Two other investigations were ongoing on June 30, 2024.

The Annual Report Document is available as an annex at the end of this document.

The Code of Ethics and Professional Conduct applicable to our commissioners can be consulted on the school board website.

Annual Report of the Designated Person

<file:///C:/Users/georgesingfield/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/TEN9TJ3A/Annual%20Report%20of%20Designated%20Person%20WQSB%202024.pdf>

Annual Report of the Student Ombudsman



RAA_Région 8 du
Massif-et-des-Forêts |