

Western Québec School Board Annual Report

2018-2019

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Table of Contents

PREAMBLE.....	3
WESTERN QUEBEC SCHOOL BOARD OVERVIEW.....	3
CHALLENGES.....	4
WQSB ALIGNMENT WITH THE MEES' STRATEGIC PLAN 2019-2023.....	5
COMMITMENT TO SUCCESS PLAN	6
EDUCATIONAL SERVICES DEPARTMENT.....	11
COMPLEMENTARY SERVICES.....	13
ADULT EDUCATION AND VOCATIONAL TRAINING.....	14
TEACHER INDUCTION PROGRAM.....	14
ADMINISTRATIVE DEPARTMENTS	
Human Resources	15
Finance and Taxation.....	16
Buildings and Equipment.....	18
Information, Communications, and Technology.....	19
School Organization.....	20
Transportation	21
SECRETARY GENERAL	22
LAW 19–COMPLAINTS CONCERNING BULLYING OR VIOLENCE REPORT.....	22
CODE OF ETHICS REPORT.....	23
OMBUDSMAN REPORT	24

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 on student achievement and professional development 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 OVERVIEW

The Western Québec School Board comprises 25 schools and five adult education and vocational training centres across two administrative regions, 07 and 08. The board's territory is large, covering more than 90,000 square kilometers and spread over 155 municipalities. Schools and centres are located throughout this territory with the largest located in the urban tract of Gatineau. The sheer size of our territory and the dispersion of the English speaking population within that territory have required an organization of schools and centres to meet this challenge and ensure access to 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 kindergartens to secondary V schools. WQSB operates three joint adult general education and vocational training centres, one adult general education centre and one vocational training centre.

The Western Québec School Board's youth sector population is approximately 7400 students from Kindergarten through Secondary V. Over 90 percent of this enrolment is in the Outaouais region, with the remainder situated in three schools in the northern region. Enrollment in the Adult and Vocational sector is more than 600 full-time students with the majority in two centres in Gatineau.

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 General English programs, French Immersion and Enriched French academic programs, transition and induction programs, Work Oriented Training programs, Life skills programs, along with several full-time four-year old kindergartens and daycare services. Adult general education, vocational training programs, customized training and workplace upgrading are also offered as well as career counselling and referral services to adults. We also engage students by offering a wide range of extra-curricular opportunities in sports, cultural, character building, and community-oriented activities along with a variety of student-centred services offered in our schools and centres.

CHALLENGES

The following realities, while not all directly influential on student achievement, impact the board's ability to make the most efficient and effective use of its resources. The overarching issues that continue to confront the WQSB include distance and dispersion (impacts the organization of schools and centres to ensure accessibility), a high mobility rate (impacts retention and success of students and skews statistics from MEES), socio-economic factors (impacts student achievement), recruitment and retention of qualified teaching staff in our rural schools and centres (impacts the quality of teaching and learning).

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 because some high school students move out of the province prior to receiving a Québec high school diploma or certification. As well this has created a problem with 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 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 assigned based on mothers without high school diplomas and parents being inactive in the work force. A higher ranking means a higher socio-economic disadvantage, and that presents more challenges for students to achieve success. In schools with rankings of 8, 9, or 10, additional grants are allocated to support educational initiatives and programs.

Retention and recruitment

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

In alignment with the MEES Strategic Plan, the WQSB has undertaken the following:

Orientation 1 – Offrir à toutes et tous, dès l’enfance, les meilleures conditions pour apprendre et réussir tout au long de leur vie (Provide to all, from childhood, the conditions to learn and succeed throughout life)

Axe 1 – Prevention and Accompaniment

- The board has implemented 10 full time four-year-old kindergarten programs in Socio-economic disadvantaged areas
- Early intervention professionals (transition agents, literacy consultants, social services officers etc.) work in all our elementary schools
- Partnerships solidified with outside agencies to ensure collaboration and support for students and families

Axe 2 – Qualification and Graduation

- Strategies for student success are in place in each school and centre and supported by the board’s commitment to success plan orientations.
- Programs in place to ensure quality teaching and learning to positively impact student success – these include The Teacher Induction Program, Outstanding Teaching Programs, teacher subject networks, New Approaches, New Solutions school networks and networks to support implementation of culturally relevant curriculum and Indigenous pedagogy

Axe 3 – Physical Activity, Sports, Recreation, Outdoor Activities - Pertains to the Sports sector

Orientation 2 – Offrir des milieux de vie et d’apprentissage innovants, stimulants, accueillants, sains et sécuritaires (Offer stimulating, innovative, welcoming safe and secure e-learning environments)

Axe 1 – Well-being and Engagement at School

- There are 8 WQSB schools involved in *Ça bouge à l’école* to promote daily physical activity
- The WQSB runs an environmental Awareness and Outdoor Education program
- All WQSB secondary schools are benefitting from the parascolaires grants to engage students in one hour a day of activity

Axe 2 – Teaching Personnel

- The WQSB has a two-year Teacher Induction Program that provides mentors/coaches to all new teachers to the board. This program supports retention and ensures quality of teaching.
- The WQSB has developed a recruitment strategy to help fill positions in both urban and rural schools.

Axe 3 – Infrastructure

- The WQSB has a plan of action and a comprehensive analysis of the state of buildings.

WQSB COMMITMENT TO SUCCESS PLAN

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

- Graduation and Qualifications
- Equity – reducing the achievement gap between groups
- Language Proficiency – increase proficiency on grade 4
- Educational Path – reduce delay on entry to high school
- Living Environment – all schools in good condition

The table below outlines the Ministry objectives, the WQSB school board data and targets set for 2022 and outcomes to date.

MEES Objective 2030	WQSB Actual Situation		Target - 2022	Indicator	Outcome to date
	2008 cohort	2009 cohort			
Increase to 90% the proportion of students under the age of 20 who obtain a first diploma or qualification, and to 85% the proportion of these students who obtain a first diploma (Secondary School Diploma or Diploma of Vocational Studies)			82%	Graduation and Qualification rate after 7 years of secondary school	2010 cohort after 7 years – 80.9% 2011 cohort after 7 years – 78.7%

Reduce the achievement gap between certain groups of students	Boys: 71.1% Girls: 77.9%	Boys: 78.1% Girls: 72.8%	Reduce the gap between boys and girls by 5%	Graduation and Qualification rate after 7 years of secondary school	2010 cohort Boys: 81.9% Girls: 83.7% 2011 cohort Boys: 74.4% Girls: 88.8%
	EDHAA:53.2% Regular students: 83%	EDHAA:53.6% Regular students:85.7%	Reduce the gap between EDHAA and regular students by 7%		2010 cohort EHDAA: 62.0% Regular: 88.9% 2011 cohort EHDAA: 57.3% Regular 93.5%
	Socio-economically disadvantaged schools:	Socioeconomically disadvantaged schools:	Reduce the gap between the 8, 9 and 10 schools and the 1, 2, 3 schools by 10%		
	Ranking 1, 2, 3:78.3% Ranking 4,5,6,7:74.8% Ranking 8,9,10:66%	Ranking 1,2,3:80% Ranking 4,5,6,7:76.8% Ranking 8,9,10:67.2%			2010 cohort Ranking 1 to 7: 83.6% Ranking 8 to 10: 68.7% 2011 cohort Ranking 1 to 7: 79.8% Ranking 8 to 10: 73.8%

	2015-2016	2016-2017			2018-2019
Reduce to 10% the proportion of students entering secondary school at age 13 or older	13.3%	9.8%	Reduce the proportion of students entering secondary schools at age 13 or older to 8.8%	The proportion of students age 13 or older at entry to secondary school	11.8%
90% success rate on the writing component of Ministry Grade 4 language of instruction exam, public sector	At this time there is no MEES grade 4 exams in language of instruction. WQSB will set a target on the writing component of the Grade 6 exam		85% of students will be successful on the writing component of the Grade 6 English language arts exam	Success rate on the writing component of the Grade 6 Ministry exam	To Come
All school buildings in a satisfactory state	17% of buildings are in good condition		Increase the percentage of buildings in good condition to 83%	Indice d'état des bâtiments du parc immobilier	N/A

Western Québec Objectives, Targets and Indicators

In addition to the MEES objectives, the Western Québec School Board has chosen to set objectives in the following areas: success at end of elementary cycles in core subjects of English, Math and French; success on MEES uniform exams in secondary 4 and 5; proportion of students registered in secondary 5 on September 30 of a given year who obtain a diploma in June of the same year

WQSB Objective	Actual Situation	Target - 2022	Indicator	Outcome to date
Increase success rate in Cycle 2 Elementary English	Benchmark to be established June 2018	90%	Overall success and proficiency in subject	N/A
Increase success rate in Cycle 2 Elementary Math	Benchmark to be established June 2018	90%	Overall success and proficiency in subject	Overall success: 87% Proficiency: 74%
Increase success rate in Cycle 2 Elementary French second Language	Benchmark to be established June 2018	90%	Overall success and proficiency in subject	Overall success: 74% Proficiency: 68%
Increase success rate on Cycle 3 Elementary English exam	88%	90%	Overall success and proficiency on exam	Success rate on exam: 83% Proficiency on exam: 67%
Increase success rate in Cycle 3 Elementary Math exam	66%	85%	Overall success and proficiency on exam	Success rate on exam: 63% Proficiency on exam: 65%
Increase success rate in Cycle 3 Elementary French second Language exam	80%	90%	Overall success and proficiency on exam	Success rate on exam: 62% Proficiency on exam: 64%
Increase success rate on Secondary 4 History and Citizenship Uniform Exam	67.2%	80%	Success rate on Secondary 4 History and Citizenship Uniform Exam	No Uniform exam in 2018-2019

Increase success rate in Secondary 4 Math Uniform Exam	CST – 71.1% Science – 66.7%	80% 85%	Success rate in Secondary 4 Math Uniform Exam	CST – 72.9% Science – 82%
Increase success rate in Secondary 4 Science Uniform Exam	Applied – 79.1% General – 76.9%	85% 85%	Success rate in Secondary 4 Science Uniform Exam	Applied – 66.7% General – 77.8%
Increase success rate on Secondary 5 English Language Arts Uniform Exam	Production – 95% Reading – 89.7%	95% 95%	Success rate on Secondary 5 English Language Arts Uniform Exam	Production – 95.7% Reading – 95.5%
Increase proficiency on Secondary 5 English Language Arts exam (average mark)	Production – 74.3% Reading – 72%	78% 75%	Proficiency on English Language Arts Exam	Production – 72.9% Reading – 73.6%
Increase success rate in Secondary 5 French Second Language Uniform Exam	Production – 74% Comprehension – 72.2% Interaction – 94.3%	80% 78% 96%	Success rate in Secondary 5 French Second Language Uniform Exam	Production – 70% Comprehension – 77.4% Interaction – 90.8%
Increase the rate of Secondary 5 students registered on September 30 who obtain a Secondary Studies Diploma	88%	95%	The rate of Secondary 5 students registered on September 30 who obtain a Secondary Studies Diploma	To Come
Increase the rate of vocational training students who obtain a Vocational Studies Diploma	Benchmark will be determined using 2016-2018 period	80%	Success rate of students obtaining Vocational Studies Diploma (by program)	To Come

EDUCATIONAL SERVICES DEPARTMENT

The Western Quebec School pedagogical consultants continue to support the school learning communities during the year 2018-19. English, French, and Math teacher networks were facilitated by the pedagogical consultants in all schools in support of their school's educational projects. All school's educational projects are in alignment with the Western Quebec Commitment to Success Plan 2018-2022.

Depending on the school's professional development plan support was emphasized with regard to:

- Priority/Challenge
- Teacher Learning Goal
- Teacher Learning Activities
- Impact – Evidence of Teacher Learning
- Impact on Students

English Language Arts

Teacher professional development this year included an author and educator Penny Kittle who is known the world over for her novel approach to supporting literacy in the secondary classroom. With over one hundred teachers, from Cycle 3 Elementary to Secondary V, in attendance this session helped to set the tone for instruction rooted in authentic reading and writing experiences.

The focus on teaching and learning was evenly distributed through direct in-school professional development and in-class support, as well as through opportunities for teachers to collaborate centrally at the school board. Support for school-level PD plans focused on supporting student response and comprehension, incorporating authentic talk in the classroom, strategies for increased vocabulary instruction, evaluation, and the teaching of grammar and word-study. Cross-school central professional development included initiatives such as professional book clubs, a sub-committee tasked with the analysis of a response continuum tool, various cycle-level networks, and exam marking centres.

In addition to tasks specific to WQSB, we continued to represent our school board provincially on the DEEN Language Arts Network (LAN), the MEES' *Programme d'action communautaire sur le terrain de l'éducation* (PACTE), and both MEES Evaluation validation committees. This year, WQSB sat on a PACTE sub-committee tasked with studying talk in the classroom. This three-year project is tasked with developing tools to support the teaching of the talk competency. In addition, WQSB was one of three school boards to collaborate on the creation of the Cycle 3.2 Provincial Exam Anchor package, involving teachers from two elementary schools. This task is rotated amongst boards every three years at the Cycle 3.2 and Sec V level.

French Second Language

Professional Development with teachers in schools continued in the TIP (Teacher Induction Program) program with emphasis on evaluation, planning, curriculum and teaching strategies. Yearly follow-up in Cycle 1, 2 & 3, and continued presentations of a new rubrics in writing were also a focus.

In Secondary Education, exam creation teams in partnership with GRICS (Gestion du Réseau Informatique des Commissions Scolaires) continued for the FSL BASE & ENRICHI board-wide exams. Secondary V exam and Grade 6 exam anchoring sessions and marking centers were held.

A project under the MEES Programme de formation collective en didactique des langues secondes

was undertaken: *Formation sur les ressources SigNature en FLS de base – complément à l'enseignement de la lecture et de l'écriture* was carried out over the year.

A NANS – New Approaches New Solutions – Northern Schools network was formed. Cycle 1 teacher sessions focused on Vocabulary Enhancement. Lesson Activities continued during the year.

In-school level support in the elementary and high schools, individual teacher support and cycle team support was emphasized. Elementary and high school exam roll out sessions in each elementary school and secondary school continued upon request.

Board level support and commitments with Data Focus groups examined current data collection practices aimed to improve the collection processes. Consultant Coaching and Mentoring Team (CCMT) included all subject consultants to ensure aligned practices and support.

Provincial level representation included sitting on the Language Network – Réseau des langues: These meetings with provincial consultants were a part of the yearly work plan.

The annual Concours d'art oratoire – French public speaking competition was held at the elementary and secondary levels for FSL students.

Mathematics

It is clear that the quality of teaching and learning that occurs in the mathematics classroom directly affects student achievement. Therefore, continual focus has been placed on ongoing support to WQSB teachers growing their understanding and application of teaching mathematics.

Teacher Professional Development

This year, energy was focused in four principal domains; TIP teachers, Cycle 2 NANS teachers, Elementary Math Focus teachers and school's PD plans. One-on-one meetings with TIP math teachers took place in the Fall. Evaluation tools, planning documents, curriculum expectations and teaching strategies were shared. Expanding new teacher's instructional strategies repertoire was done during the 4 day TRIBES training and PD on evaluation. The Cycle 2 NANS network grew to 16 teachers this year and we met 3 times. Our primary focus, which was unanimously accepted, is to develop student's math fact fluency. This initiative continues into the 2019-2020 school year. In terms of innovative mathematics pedagogy, a team of five teacher leaders was put together to develop a guide book to expand the math focus initiative. WQSB has 30 teachers who participate(d) in the LCEEQ summer math institute which takes place over 3 years and totals 9 days of PD in Montreal as well as 2 days of professional development at the board office each year. This initiative was only in Elementary, but this year expanded into the Secondary level (5 Secondary teachers). The objectives outlined in the school's PD plans were met in a variety of support offerings such as after school sessions, workshops, individual teacher supports and dialog with principals and teachers.

Building Common Assessments and Curriculum Resources

Teachers continue to share their teaching materials, course outlines and other curriculum documents on the board math drive. Teacher teams explored more common formative assessment tools and developed a bank of rich math tasks to engage students. In conjunction with GRICS, WQSB contributed to the development and validation of 4 common provincial June 2019 evaluation tools for Grade 10 SE and CST, Gr 11 SN Math and Gr 11 CST Math.

At the local level the development of end of year evaluation tool takes considerable time, but the learning and dialog that occurs during these creation sessions is significant professional development. Teachers created over 23 end-of-year common assessment tools for Grades 2, 3, 4, 7, 8, 10 and 11 Mathematics, Gr. 7/8 Science, Physics and Chemistry.

Representing WQSB Provincially

WQSB continues to represent our school board provincially on several Director of Education (DEEN) sub-committees; MaST, CARE, and the EMF. Math, Science and Technology Committee (MaST) developed evaluation tools, explored alternatives to assess student learning and developed PD session on using rich mathematically tasks. As well, the Committee for Assessment Reporting and Evaluation (CARE) focused on all provincial matters related to evaluation the educational projects and commitment to success plans. The Elementary Math Focus (EMF) committee's mandate was to support the professional development of math consultants (1 PD session was provided this year) along with ongoing decision making organizing the summer math institute and reporting on the impact of this PD on teaching and learning.

In this reflective process, the pedagogical consultants reviewed and planned potential professional development opportunities by reviewing the school's professional development plans. Educational projects were reviewed frequently so that services were aligned to each school's unique learning community.

COMPLEMENTARY SERVICES

The WQSB Resource Teachers' Network had a focus on Wellness, ensuring our understanding and our practices are contributing to a positive, and safe learning environment. Through a better understanding of Social Emotional Learning and positive mental health and wellness, our students will be more available for individual success. Universal Design for Learning (UDL) and Response to Intervention (RTI) will continue to act as frameworks within which we strive for inclusion, both academic and social. Sessions this year included Social Emotional Learning, Autism Spectrum Disorders and best practices, Emotional Regulation, as well as our annual sessions for new and nearly new Resource Teachers and those to support the development of Individual Education Plans.

An additional specialized classroom was created for the elementary population in the Outaouais region. This classroom is located in Lord Aylmer Elementary and supports students with complex or special needs who are recommended for or require an alternative setting and intensive supports.

The MEES' Sexuality Education learning content was developed to meet the needs of children and adolescents and takes into account the students' age and level of development. Two WQSB support staff have facilitated and coordinated training and support for teachers and staff as they began to implement the content in the 2018-19 school year.

Continuing our implementation of the CASP (Competency Based Approach to Social Participation) program, a revised Individual Education Plan template was initiated for the following 2019-20 school year, with a focus on SMART goals that support the competencies of the curriculum.

Early Intervention and the transition to school have been a focus for WQSB, with the initiation of a number of focused interventions. Kindergarten screeners for language development and speech were completed with all kindergarten students in 2018-19. A questionnaire was developed for parents to support the transition to school and to help with the identification of particular concerns or needs of our new learners. The EQDEM results for each school and region were used to assist early intervention efforts. Re-adaptive supports and strategies have focused on the social emotional needs

of young students. Supporting and intervening with our students early in their education will support sustainable and long term efforts to achieve individual success.

ADULT EDUCATION AND VOCATIONAL TRAINING SERVICES (AEVT)

The WQSB Adult Education and Vocational Training Services provided education and training to approximately 1000 learners in 2018-2019. The five centres continue to remain a key resource to adult learners in region 07 and 08.

In Adult General Education, the trend of part-time learners continues in our urban areas, with more learners opting for part-time schedules. The impact is a decrease in the generation of Full-Time Equivalent student funding but a need to continue to offer service to meet the needs in our five centres. The centres and clientele are benefitting from Ministry of Education grants that target additional support for complementary services (personal support, academic support and partnerships with outside organizations). In 2018-2019 we were able to engage a professional and a social work technician to support learners.

In Vocational Training, we have maintained service in our rural centres through the offering of Accounting Studies and Secretarial via video conferencing. Pontiac Centre is the hub for this delivery with Maniwaki Centre and Val D'Or being the satellites. This delivery mode has allowed for small numbers of students to participate in the programs. We continue to offer a complement of Health care programs although we are monitoring the changing labour market needs in this area and therefore will be adjusting our delivery to stay aligned. Our heavier infrastructure programs, automobile mechanics and welding and fitting continue to do well with good recruitment and retention.

In 2018-2019, AEVT continued to welcome international students to the Western Québec Career Centre although in reduced numbers. In 2018-19, approximately 20 international students undertook studies in Industrial Drafting, Residential and Commercial Drafting, Auto Mechanics and Welding.

TEACHER INDUCTION PROGRAM

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

To provide opportunities for on-going professional learning for teachers and administrators;

To support teachers through a structured Mentor-Coach fellowship rooted in meaningful feedback and professional conversations that encourage growth; and,

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 2018-2019 school year, the Western Québec School Board hired 55 new teachers to add to the 55 teachers in year two of the induction program. Under the direction of the Director General, these 110 teachers were supported by a team of two part-time consultants (80% and 50% workloads), and 52 Mentor-Coaches in 25 of our schools.

The TIP team conducted 60 formal classroom observations and evaluations of teachers in year two of the program. The consultants took on a supportive stance with Mentor-Coaches and year one teachers, spending a total of 57 days (outside of formal observations) in schools conducting informal observations, providing feedback, offering curriculum support, modelling teaching strategies and participating in coaching and Reflective Record meetings.

Tribes training was offered to TIP year one and two teachers, with 29 teachers taking advantage of four days of rich professional learning. The TIP consultants facilitated large and small-scale professional learning sessions for Mentor-Coaches throughout the school year, with a particular focus on questioning strategies and coaching conversations. TIP's most experienced coaches participated in professional learning facilitated by Richard Lockyer, of the OLEVI group.

The TIP consultants led lessons at Management Advisory Committee meetings with a focus on improving the quality of feedback provided to teachers. Support was provided to administrators to develop skill in using observation data and the Reflective Record to inform teacher evaluation. The TIP team led a professional book club for administrators that focused on promoting resilience and well-being in teachers.

Of the 55 year one teachers:

85% (47) were retained

9% (5) left the board for opportunities elsewhere

6% (3) were not reengaged due to performance reasons

Of the 55 year two teachers:

93% (50) were retained

5% (3) were not retained due to performance reasons

2% (2) did not complete year 2 due to preventative or parental leave

HUMAN RESOURCES

HR Department Role and Goals

The Western Québec School Board employed approximately 1,985 full-time and part-time people across its vast territory and in 2018-2019. Accordingly, our HR goal was to provide improved services and support to all new and current employees and volunteers and the schools, centres, and departments. We are proud to offer direction and guidance to all employees and management personnel for issues involving staffing and labour relations. In addition, we provide all of our employees with services and advice related to career aspirations, compensation, benefits, disability management, and retirement planning. The operational theme for the HR department is to improve our services to support our employees. Our goal is to continually improve and to maintain a high quality of services for all of our employees.

The HR department had four main key goals in 2018-2019:

- Building mutually beneficial employee-employer solutions;
- Continuous improvement to better understand our performance in relation to processes, efficiencies and improving collective productivity. Our HR department will continue to receive training and guided support to optimize all of our processes, procedures and tasks;
- Recruitment of competent and qualified staff for our schools, centres, and departments. The HR Team has taken on, as a major role, recruiting qualified and professional candidates for all teaching, support staff, professional and management positions as they arise to help ensure that our students achieve their full potential. Recruiting and retaining qualified personnel in rural areas remains a challenging reality, notably in the teaching and professional fields. Initiatives are in place to promote recruitment while new strategies are developed to retain qualified personnel; and;
- Process and share the results of the THI survey we participated in April 2019. The HR

department will review the feedback and formulate the best solution for our employees in our schools, centres, and departments.

As we continue our journey, all members of the HR 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.

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 December 2014 to March 2019. In comparing three columns, the total number of remunerated hours for the Western Québec School Board has increased by 260,664 hours.

Category of Personnel	Jan. 2014 to Dec. 2014	April 2016 to March 2017	April 2018 to March 2019
Management	91,738.80	88,075.59	93,185.90
Professionals-	43,639.13	53,232.34	64,528.47
Teachers	774,020.66	847,118.77	888,202.16
Support Staff	405,255.53	446,060.88	516,627.62
Maintenance	92,318.58	106,083.67	105,092.45
TOTAL	1,406,972.69	1,540,571.26	1,667,636.60

The increase in remunerated hours is due to:

The youth sector student population increased from 6679 (2014) to 7134 (2017) to 7259 (2018) (**a net gain of 580 students over three years**) causing an increase in remunerated hours covering all areas of employment, except in the management category.

MEES has established a significant increase in Grants/Mesures that are directed towards educational interventions in schools. Most of the increase in remunerated hours was in direct services to students (teaching and special education support).

Our school board benefited from the MEES new early intervention strategy by adding K4 classes. These student numbers are included.

Increase in the professionals' category due to the following:

- Engagement of a pedagogical consultant;
- New funding from MEES for targeted interventions in schools, i.e. early literacy;
- Maternity and medical leave replacement;
- Part-time professional positions in guidance and new teacher program.

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 2018-2019 focused on providing the resources to support the objectives described within the board's Commitment to Success plan as referenced previously in this report.

The Resource Allocation Committee contributed in the development of a transparent distribution model for resources in teaching and student support. This included the consideration of basic school regulation, collective agreements, and equitable educational services across Western Québec school board territory. Students with special needs was an important part of the staffing discussions held with the Resource Allocation Committee.

The distribution 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 considered 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 and led to a review of the administrative support staff allotment in schools. Recommendations made by the Resource Allocation Committee were retained. This in response to certain needs expressed by the school senior administrators.

2018-2019 budget was presented with a deficit considering the MEES regulations allows up to 15% of the available accumulated surplus to be accessed. The budget planned for 11% use, that being \$1 008 774 of the \$1 341 161.

Details of the 2018-2019 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.

The areas of financial activities include, however are not limited to, teaching activities, professional training for growth, grants, daycares, fundraising activities, user fees, special projects to our schools, centres and department, capital assets, cash flow, school board taxation, bursaries, donations and provision banks.

School board taxes:

For the 2018-2019 school year, tax rates were published by the MEES following the passing of Bill 166. The rates were set per region to the lowest rate of the previous year within each region. This removed disparity between the French and the English school boards on the 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. Administrative regions 07 and 08 was set to \$0.13694 per \$100 of evaluation, while that of 15 was set to \$.10540.

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

Financial statements 2018-2019

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 Samson et Associés to fulfill the year-end audit. The finance department also informed the audit committee of the financial activities of the school board.

On November 26, 2019, the Council of Commissioners adopted the school board's 2018-2019 financial statements. MEES repeated the 15% of the accumulated surplus regulation in 2019-2020.

The 2018-2019 Financial Statements are available on the school board's website at <https://westernquebec.ca/>

BUILDINGS AND EQUIPMENT

The Buildings Department's main goal is to ensure that all students and staff benefit from a safe and healthy environment. Our caretakers and our maintenance team strive to offer clean and well-maintained schools.

In 2018-2019, we invested over 9.3 million dollars in renovation projects to either improve the status of the buildings, to increase their efficiency, or to offer new services. The following table lists the biggest projects started in 2018-2019:

School	Project Description	Budget
Western Quebec Career Centre <i>Gatineau</i>	Roof Renovation	\$ 550,000.00
South Hull <i>Gatineau</i>	HVAC System (Phase 3) Small Gymnasium Renovation	\$ 720,270.00 \$ 450,000.00
Hull Adult Education Centre <i>Gatineau</i>	Interior Renovation	\$ 650,000.00
Lord Aylmer Junior <i>Gatineau</i>	Roof Renovation Exterior Doors Replacement	\$ 160,000.00 \$ 200,000.00
PWHS <i>Gatineau</i>	4 Students Washroom Renovation	\$ 580,000.00
Centre L'Envol <i>Temiscamingue</i>	Main Entrance & Doors	\$ 200,000.00
Onslow <i>Pontiac</i>	Exterior doors and windows	\$ 450,000.00
Pontiac High School <i>Shawville</i>	Interior Renovation – Phase 1	\$ 1,000,000.00
Noranda School <i>Noranda</i>	Interior Renovation	\$ 2,000,000.00
Dr. S.E. McDowell <i>Shawville</i>	Outside Renovation	\$ 600,000.00
Maniwaki Adult Education Centre <i>Maniwaki</i>	HVAC System	\$ 150,000.00

INFORMATION, COMMUNICATION AND TECHNOLOGY

In 2018-2019, the technology department proceeded with an intercom project to validate the functionalities in each school and replace, add or optimize the system where necessary.

The department also continued the migration of the schools to the Centralized IP Phone System and the migration of all the schools to the centralized active directory.

The following table shows the schools where one of the projects mentioned were carried out in 2018-2019.

School	Intercom System	IP Phone System	Centralized Active Directory
Buckingham <i>Gatineau</i>		Migrated	
Chelsea <i>Chelsea</i>	Replace	Migrated	Migrated
Dr. S.E. McDowell <i>Shawville</i>	Replace	Migrated	Migrated
Dr. Wilbert Keon <i>Chapeau</i>	Optimize	Migrated	Migrated
Earldey <i>Gatineau</i>	Replace	Migrated	
Golden Valley <i>Val D'Or</i>			Migrated
Greater Gatineau <i>Gatineau</i>			Migrated
Hull Adult Education Centre <i>Gatineau</i>			Migrated
Lord Aylmer Junior <i>Gatineau</i>		Migrated	Migrated
Lord Aylmer Senior <i>Gatineau</i>	Optimize	Migrated	Migrated
Maniwaki Adult Education Centre <i>Maniwaki</i>	New Installation	Migrated	Migrated
Namur <i>Namur</i>	Replace	Migrated	
Noranda <i>Noranda</i>			Migrated
Onslow <i>Pontiac</i>	Optimize	Migrated	
Pontiac Adult and Vocational Centre <i>Shawville</i>	Replace	Migrated	Migrated
Queen Elizabeth <i>Kazabazua</i>	Optimize	Migrated	
St-John's <i>Campbell's Bay</i>	Replace	Migrated	Migrated
St-Michael's	Optimize	Migrated	

<i>Low</i>			
Symmes / D'Arcy McGee <i>Gatineau</i>	Replace	Migrated	
Val D'Or Adult Education Centre <i>Val D'Or</i>			Migrated
Wakefield <i>Wakefield</i>	Optimize	Migrated	
Western Quebec Career Centre <i>Gatineau</i>		Migrated	Migrated
Board Office <i>Gatineau</i>		Migrated	

Our RECIT organized and delivered several training sessions to the schools on the following subjects:

- Office 365
- Smart Board
- Digital Citizenship
- Adaptive technology
- Robotics and Coding
- GRICS Portal
- iPad/Google Chrome

A group called ICT Leaders that includes teachers from each school and the technology department was created to facilitate the technology integration in the classroom.

Lastly, a student Portal was installed and piloted by four schools. The portal provides parents with their child's information such as report card, absences and other communication.

SCHOOL ORGANIZATION

The Department of School Organization & Transportation maintained as its primary mandate to develop and implement efficient tools and mechanisms that will ensure the ongoing support of both students and school administrators. The Department of School Organization continued with its efforts to efficiently and effectively deliver technical and administrative support to the organization. In fulfilling its mission, the Department of School Organization collaborates with other departments in a sustained effort to ensure that all schools receive optimal support and guidance so as to maintain students as the primary common focus.

Dossiers that the Department of School Organization supported during the 2018-2019 school year:

- Student registrations and procedures
- Student file audit
- Bill 101 requirements and certifications
- Student enrolment
- Student certification
- Support schools with pedagogical software
- Report cards
- Timetables and scheduling

- Academic result transmission
- Data management
- Management and distribution of exams
- Cross-boundary requests and approval
- Transportation Coordination

Enrolment – student population

The student demographic projection indicated an increase in the population which we are currently experiencing. The school board's student population has positively shifted again. For the 2018-2019 year, the board saw an increase in enrolment for a total of 7488 students. This is the fifth consecutive year that the enrolment has increased.

TRANSPORTATION

The Transportation Department continued with its commitment to ensure efficient, reliable and safe transportation for all its students. We continued to strive to improve customer service responding to the ever changing needs of our community.

This year was challenging due to the tornado that hit a few areas on September 21st along with the spring floods in various sectors of our territory. With these two natural disasters, several bus routes had to be re-routed to ensure the safety of our students. Several arrangements were made to provide transportation to all families that were relocated to a temporarily dwelling.

With an 8.3 million budget, for the 2018-2019 school year, 119 buses travelled over **11,238** kilometers daily for a total of more than 2,053,809 kilometers for the year. While most of our students travelled by regular yellow school bus, some students required alternative modes of transportation to meet their specific needs, and were transported using seven-passenger vehicles. In total, 13 vans were in service travelling 868 kilometers daily.

Among our student population, 85 percent of the students were transported to school on a daily basis, which proved to be challenging considering the size of our school board territory. While few accidents are attributed to school bus transportation, nothing can be taken for granted. Once again our department, in collaboration with our carriers, organized an annual safety campaign to promote the continued safety and security of our students. The ultimate goal of the safety campaign is to educate preschool and primary level students on the importance of adopting safe behaviors while being on or around school buses. Professional trainers met with elementary students and made safety presentations where they reviewed the danger zones, safe behaviors, and bus evacuation procedures. Schools also participated in a safety contest where banners, videos and slide show projects were submitted. The selected winners were awarded a free charter offered by the different bus companies.

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 2018-2019 school year, the Council of Commissioners held a total of seven (7) regular meetings and one (1) special meeting. The Board's Executive Committee held seven (7) regular meetings.

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 Governing Board.

Because of amendments to the Education Act, school boards now have 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 Student Ombudsman.

During the 2018-2019 school year, no complaints were received by the Director General of the school board concerning bullying (as per Procedures for the Examination of Complaints: By-Law 18), however schools and centres reported 119 bullying incidents that led to a major intervention or suspension from school.

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 2018-2019 school year, no breach of this code was reported.

During the 2018-2019 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 school board’s website.



Me YVES LETELLIER

Arbitre, médiateur et avocat conseil

January 15, 2020

By email:
mdubeau@wqsb.qc.ca

Me Mike Dubeau
Directeur Général
Commission scolaire Western Quebec
15 Rue Katimavik
Gatineau (Quebec) J9J 0E9

Référence : Ombudsman report 2018-2019

Dear Sir,

I am pleased to inform you of my report as the Western Quebec School Board's student Ombudsman, for the period starting July 1st, 2018 and ending on the 31 of July 2019.

I was involved in 16 cases requiring my exchanging written documentation to the concerned parents. I was also called to give verbal advice to other parents which did not require confirming this is in writing.

None of the files which I opened are still outstanding as of today and I have not heard back either from the School Board or the parents. Out of all these files, only one concerned bullying. This happened on a school bus but was eventually of no consequences and the issue was properly dealt with.

Thank you for your cooperation through out the year in helping me resolve all of the issues.

I remain,

Yours Truly,

A handwritten signature in blue ink, appearing to read 'Yves Letellier', is written over a light blue circular stamp.

Yves Letellier, WQSB ethics commissioner

YL/gbl

C.c.: rvincent@wqsb.qc.ca

A small icon of a telephone handset inside a circle.

819 300-6267

A small icon of an envelope inside a circle.

yletellier@camoutaouais.com

The CAMO logo, consisting of the word 'CAMO' in a bold, sans-serif font inside a speech bubble shape.