

Sir Wilfrid Laurier School Board

2024-2025

ANNUAL REPORT



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COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

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Message from the Chairperson



The 2024–2025 school year was my first full year serving as Chairperson of the Sir Wilfrid Laurier School Board (SWLSB), and it has been a year marked by progress, collaboration, and renewed commitment to our students and communities. As someone who was educated in this school board and later served for six years as a commissioner, this role is both an honour and a responsibility that I take to heart every day. As a proud SWLSB alumnus, I am honoured to serve alongside seven fellow commissioners who also began their educational journeys in our schools.

Throughout the year, I had the privilege of meeting students, staff, and families across our territory while attending school events, graduations, holiday celebrations, community fundraisers, and countless activities that highlight the strength and spirit of our schools and centres. These moments reminded me of the role our schools play in building welcoming, vibrant, and inclusive communities where students feel supported and valued.

This year, the Council of Commissioners supported several initiatives aimed at strengthening transparency, improving governance, and reinforcing public trust. Working in close collaboration with the senior management team, the Council provided oversight of the responsible management of public funds, reviewed and adopted updated policies to align with evolving provincial requirements, and remained engaged in decisions that contribute to safe, respectful, and equitable learning environments.

We welcomed three student representatives to the Council to ensure that student voices are present in our discussions and reflected in our decisions. Their insight and leadership remind us of why our work matters and whom it ultimately serves.

The achievements highlighted in this annual report reflect the dedication of our teachers, administrators, support staff, professionals, and all those who contribute to the success and well-being of our students. I am grateful for their ongoing commitment, their resilience, and their belief in the potential of every learner.

As we continue advancing the objectives of our 2023–2027 Commitment-to-Success Plan, we remain focused on strengthening student learning, supporting our employees, and ensuring that our schools and centres continue to thrive. The year ahead brings opportunities to build on our progress, deepen our collaboration, and continue shaping an educational environment where every student can succeed.

Thank you to our families, partners, and communities for your trust and support. Thank you as well to the Council of Commissioners for your teamwork and shared dedication. Together, we move forward with purpose and optimism.

Sincerely,

A handwritten signature in black ink that reads "James Di Sano". The signature is fluid and cursive.

James Di Sano, Chairperson
Sir Wilfrid Laurier School Board



Council Highlights 2024-2025

The following council highlights provide a snapshot of the Council of Commissioners' work in 2024-2025, focusing on governance, student well-being, responsible management, and continued alignment with the objectives of the Commitment-to-Success Plan (CTSP).

School Elections 2024

In the November 2024 school elections, a new chairperson and two commissioners were elected, and seven commissioners were acclaimed. They were all sworn in on November 13, along with the parent commissioners, marking the start of a new mandate. At the same meeting, the Council elected its vice-chairperson, alternate vice-chairperson, and the members of its Executive Committee. Leadership roles were also confirmed for the various advisory committees.

Focus on Student Voice

The Council reaffirmed its commitment to student engagement by appointing two student representatives and two substitute representatives to participate in their discussions. This initiative stems from the policy on *Student Representation at the Sir Wilfrid Laurier School Board* and ensures that student perspectives remain part of governance conversations.

Financial Accountability

The Council approved the 2024 2025 Capital Projects Plan, which totalled more than \$18 million. Later in the year, increased cost estimates from the Ministère de l'Éducation required the Council to adopt a revised list of projects. These investments support the ongoing maintenance of safe, functional, and welcoming facilities.

The Council also adopted the 2025 2026 Risk Management Plan related to corruption and collusion risks, and continued to strengthen financial oversight through the work of the Audit Committee.

Strengthening Ethics, Integrity, and Compliance

Several important decisions enhanced the school board's ethical and regulatory framework:

- Appointment of the Secretary General as the person responsible for managing ethics and integrity, in line with new provincial legislation
- Appointment of an ethics commissioner and alternate ethics commissioner
- Adoption of a new *Code of Ethics* for staff members and persons working with minor or special needs students, as required under the *Education Act*

These measures reinforce the school board's ongoing commitment to ethical leadership and the protection of students.

Policy and By-Law Updates

Throughout the year, the Council launched or completed consultations on several key documents:

- *By-Law Establishing the Procedure for the Examination of Complaints*
- *Policy on Safe, Caring Schools and Centres* (updated to include civility and respect)
- Policy regarding *Enrolment Criteria* (updated to provide more flexibility during registration periods)
- Working-condition policies for management personnel

Feedback from committees, unions, governing boards, and associations was carefully considered before adopting final versions.

In 2024-2025, the Council focused on supporting student success, keeping schools and centres safe, recognizing the importance of healthy work environments, and making sure that all decisions were aligned with ministerial regulations and good governance practices. The Council worked closely with senior management to review policies, approve projects, and move important initiatives forward. The Council looks forward to continuing the work started in collaboration with all stakeholders.

Sir Wilfrid Laurier School Board Overview

Sir Wilfrid Laurier School Board (SWLSB) schools range in enrolment from 87 students in two of our elementary schools located in a rural setting of the Laurentides to close to 1,300 students in our largest secondary school in Laval. Illustrated below is our enrolment overview.

Sir Wilfrid Laurier School Board (100%)

Student Enrolment as of September 30, 2024

26 Elementary Schools	7,846 students
9 High Schools	4,835 students
Total enrolment YOUTH SECTOR (excluding homeschooling)	12,681 students
Homeschooling	430 students
2 Adult Education and 2 Vocational Training Centres	2,485 students
1 Nature and Science Centre	
1 Business Training Services (Qualification)	

Laval (46%)

11 Elementary Schools	3,588 students
3 High Schools	2,157 students
Total enrolment YOUTH SECTOR	5,745 students
1 Adult Education and 1 Vocational Training Centre	

Laurentides (41%)

11 Elementary Schools	2,755 students
5 High Schools	2,401 students
Total enrolment YOUTH SECTOR	5,156 students
1 Adult Education and 1 Vocational Training Centre	
1 Nature and Science Centre	

Lanaudière (13%)

4 Elementary Schools	1,503 students
1 High School	277 students
Total enrolment YOUTH SECTOR	1,780 students

Sir Wilfrid Laurier School Board - Employees

Management	106
Professionals	111
Teachers	1,460
Support Staff	766
Maintenance	103
TOTAL	2,546





Vision

The Sir Wilfrid Laurier School Board believes that all students deserve its complete commitment to their success.

Mission

The Sir Wilfrid Laurier School Board's mission is to provide engaging and innovative learning where everyone achieves success and well-being. To accomplish its mission the school board:

- Supports student success;
- Prepares students for the future;
- Offers equitable and varied educational options.

Values

- Cultivate a positive climate to ensure all members feel safe, respected, nurtured and accepted;
- Recognize the uniqueness of all individuals;
- Promote consistent, transparent and honest interactions with all our stakeholders;
- Recognize the rights of others, the environment and the community;
- Ensure honesty, integrity and accountability in all undertakings from all our employees and commissioners.

2024-2025 Council of Commissioners



James Di Sano*

Chairperson



Donna Anber*

Vice-Chairperson
Electoral Division 1



Désirée Ramacieri

Electoral Division 2



Melissa Wall*

Electoral Division 3



Heather Appleby

Electoral Division 4



Bob Pellerin*

Electoral Division 5

Barbara Barrasso

Alternate Vice-Chairperson
Electoral Division 6



Benny Catania*

Electoral Division 7



Noémia Onofre de Lima

Electoral Division 8



Anick Brunet*

Electoral Division 9



Tara Anderson*

Parent Commissioner
Elementary



Chloée Alary*

Parent Commissioner
Secondary



Elena Ferrato

Parent Commissioner
SEAC



School Elections

The Chairperson and Commissioners hold their current positions since the School Board elections that took place on November 3, 2024.

Prior to that date, some positions were filled as follows:

Chairperson: Paolo Galati

Electoral Division 4: Stéphane Henley

Electoral Division 7: James Di Sano

Electoral Division 8: Vincent Cammisano

*Members of the Executive Committee

2023-2027 Commitment-to-Success Plan

COMMITMENT-TO-SUCCESS PLAN

2023-2027

A great place to
LEARN, WORK and GROW



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

PLAN D'ENGAGEMENT VERS LA RÉUSSITE 2023-2027

L'endroit idéal pour
APPRENDRE, TRAVAILLER et S'ÉPANOUIR

STUDENTS • ÉLÈVES

ORIENTATION

1



Support and increase the success of diverse learners and at-risk students academically, socially, and emotionally.

Soutenir et accroître la réussite éducative, sociale et émotionnelle d'apprenants divers et d'élèves à risque.

EMPLOYEES • PERSONNEL

ORIENTATION

2



Attract, retain, and support quality employees.

Attirer, fidéliser et soutenir du personnel de qualité.

BILINGUALISM • BILINGUISME

ORIENTATION

3



Ensure all students possess strong bilingual competency and proficient French skills by the time they graduate, enabling them to thrive in Québec.

Veiller à ce que tous les élèves possèdent des compétences bilingues et maîtrisent le français au moment où ils obtiennent leur diplôme, afin qu'ils puissent s'épanouir au Québec.

Results of the SWLSB Commitment-to-Success Plan

Orientation 1: Support and increase the success of diverse learners and at-risk students academically, socially, and emotionally.

Objective	Indicator	Target by 2027-2028	Results 2023-2024	Results 2024-2025
Objective 1 Improve board-wide special needs students' reading levels through targeted interventions.	% of students with IEPs being successful (60%) in the ELA reading competency of the Grade 6 exam.	80%	72%	62%
Objective 2 Ensure that SMART goals are fixed and that legal requirements are met when developing a student's Individualized Education Plans (IEP).	Score on IEP appraisal rubric. Rubric assesses both compliance and quality (abilities, needs, SMART goals and means) of IEPs.	Quality 85% Compliance 100%	Quality 72.9% Compliance 42%	Quality 77.9% Compliance 73%
Objective 3 Provide training to enable all categories of employees to better support special needs and at-risk students.	Proportion of professional development (PD) sessions focused on supporting students with special needs.	40%	32.2%	52.1%

Interpretation of results:

Objective 1 | Improve board-wide special needs students' reading levels through targeted interventions.

- To address this objective, the selected indicator was the proportion of students with IEPs achieving at least 60% on the reading competency of the Grade 6 English Language Arts exam.
- In 2024–2025, 62% of students with IEPs met this standard, representing a 7-percentage-point decline from the baseline established at the launch of the Commitment-to-Success Plan. While the reason for this decrease is not yet clear, it may reflect normal statistical variability, differences within this specific cohort, or fluctuations in the annual difficulty level of the Ministry assessment.
- Moving forward, the Pedagogical Services Department will continue to analyze literacy benchmarks such as the DIBELS assessment to better understand the factors contributing to this trend and to refine targeted interventions accordingly.

Objective 2 | Ensure that SMART goals are established and that legal requirements are met in the development of students' IEPs.

During the 2023–2024 school year, the Pedagogical Services Department developed an evaluation index to assess the quality and compliance of IEPs across the SWLSB.

Two key dimensions were measured:

- Quality, which evaluates the clarity, relevance, and contribution to student learning of each IEP;
- Compliance, which assesses the extent to which IEPs meet regulatory standards and legal expectations.

The 2024–2025 IEP audit indicated notable improvements in both areas. The quality index rose by 5%, while the compliance index increased by 31%, reflecting stronger adherence to Ministry guidelines and more consistent alignment with best practices.

To sustain and deepen these gains, the school board has established an IEP Task Force dedicated to enhancing both the development and review processes and the content of IEPs. Continued monitoring and capacity building are expected to further strengthen outcomes in this area.

Objective 3 | Provide training to enable all categories of employees to better support special needs and at-risk students.

- To measure progress toward this objective, the indicator selected was the proportion of professional development (PD) sessions dedicated to supporting students with special needs.
- A baseline of 37.7% was established for the 2024–2025 school year, with a target of 40% to be reached by 2028.
- During 2024–2025, the number of PD sessions focused on this matter increased by 19.9%, bringing the overall proportion to above the 40% target, surpassing the long-term goal by 12.1 percentage points.
- This significant early achievement suggests strong engagement across employee groups and reflects a growing system-wide capacity to support students with special needs and those at risk. Continued efforts will now focus on maintaining this momentum and deepening the quality and impact of these training initiatives.

Results of the SWLSB Commitment-to-Success Plan

Orientation 2: Attract, retain, and support quality employees.

Objective	Indicator	Target by 2027-2028	Results 2022-2023	Results 2023-2024	Results 2024-2025
Objective 1 Ensure staff participation to a minimum of two professional development (PD) opportunities yearly.	% of teachers who participated in two or more PD sessions per academic year.	50%	10.4%	9.2%	5.3%

Interpretation of results:

Objective 1 | Ensure staff participation to a minimum of two professional development (PD) opportunities yearly.

Ensure staff participation in a minimum of two professional development (PD) opportunities yearly.

To monitor progress toward this objective, the selected indicator was the proportion of teachers participating in two or more PD sessions per school year.

A baseline of 10.4% was established in 2022–2023, with a target of 50% to be reached by 2028. During 2024–2025, 5.3% of teachers met this threshold. While this figure appears lower than the baseline, it likely underrepresents total participation due to the limitations of the current tracking method.

The current metric draws exclusively from registrations recorded through the Pedagogical Services Department's PD calendar. This excludes:

- Teachers who participate in external PD using Professional Improvement Funds;
- Whole-school PD sessions organized independently on pedagogical days;
- Attendance at major events such as the annual QPAT convention.

As a result, the reported percentage does not fully capture the scope of professional learning activities undertaken by staff. Moving forward, the Pedagogical Services Department will review data collection methods to develop a more comprehensive measure of PD engagement across the system.



Results of the SWLSB Commitment-to-Success Plan

Orientation 3: Ensure all students possess strong bilingual competency and proficient French skills by the time they graduate, enabling them to thrive in Québec.

Objective	Indicator	Target by 2027-2028	Results 2022-2023	Results 2023-2024
Objective 1 At the elementary level: offer French as a Second Language (FSL) immersion in all classes.	Proportion (%) of French as a Second Language (FSL) classes offered as part of the immersion program.	85%	37%	42%
Objective 2 At the secondary level: offer French as a Second Language (FSL) enriched programs in all mainstream high schools, at all levels.	Number of mainstream high schools offering French as a Second Language (FSL) enriched programs at every grade level.	7	2	3

Interpretation of Results:

Objective 1 | At the elementary level: offer French as a Second Language (FSL) immersion in all classes.

To measure progress toward this objective, the chosen indicator was the proportion of FSL classes offered in the immersion stream.

For the 2023–2024 school year, a baseline of 37% was established, corresponding to 150 immersion groups out of a total of 404 FSL groups. In 2024–2025, this proportion increased to 42%, representing a 5-percentage-point rise.

This upward trend signals continued progress toward the long-term 2028 target of 85%, reflecting growing system capacity and school-level readiness to expand access to FSL immersion opportunities.

Objective 2 | At the secondary level: offer French as a Second Language (FSL) enriched programs in all mainstream high schools, at all levels.

Progress toward this objective was measured by the number of mainstream high schools offering enriched FSL at every grade level. With seven mainstream high schools in the school board, this figure represents the full target.

It should be noted that two additional Sir Wilfrid Laurier School Board (SWLSB) schools operate within alternative or atypical settings, making this objective not applicable to them.

The baseline for 2023–2024 was two schools, which increased to three in 2024–2025. This steady expansion reflects positive momentum toward the long-term goal of ensuring that enriched FSL programs are accessible to all secondary students in mainstream settings.



Results of the MEQ Strategic Plan

OBJECTIVE	INDICATOR	MEQ			SWLSB		
		Starting Value 2021-2022	Results 2023-2024	Target 2023-2024	Starting Value 2021-2022	Results 2023-2024	Target 2023-2024
1. Increase student achievement	1 First diploma or qualification attainment rate in seven years after entering high school	84.1%	82.4%	84.7%	88.3%	83.9%	88.7%
	2 Success rate of boys	80.1%	78.2%	80.7%	83.2%	81.9%	84.0%
	3 EHDA student success rate	Public network					
		62.2%	60.5%	62.6%	71.0%	59.9%	71.2%
	5 Proportion of students who obtain between 70% and 100% on the Compulsory Mathematics Test (Solving Situational Problems), Grade 6 Elementary (English and French public network)	66.0%	81.9%	68.0%	49.32%	70.9%	53.0%
	7 Total number of K4 classes		1,647			50	
2. Modernizing and enhancing vocational training	8 Rate of completion of vocational training after three years	80.9%	83.3%	81.9%	72.6%	82.8%	73.6%
3. Renovate and modernize our school infrastructures	10 Proportion of targeted buildings in school network that are in satisfactory condition		See page 13**			See page 13**	
4. Develop new specific educational projects (PPP)	11 Participation rates of secondary school pupils in the public network in a specific educational project	44.6%	46.1%	50.0%	28.0%	23.1%	33.0%
5. Improve the climate of caring, well-being and safety for students	12 Proportion of schools and centres using the Student Well-Being Framework, based on research data, to conduct a situational analysis of their environment	2022-2023 0%	TBD	100%	2022-2023 Not applicable	Not applicable	100%

Sources:

Objectives 1.1, 1.2 and 2.8 – extracted from the [Ministry Dashboard](#) on October 15, 2025. [in French only]

Objectives 1.3 and 1.5 – extracted from the report titled 885000_PEVRIndicateurs_1_2_3_4_5_6_8 *Indicateurs et statistiques* in Charlemagne on 15, 2025. [in French only]

Objective 1.7: [Nombre total de classes de maternelle 4 ans](#) (p. 20) [in French only]

Results of the MEQ Strategic Plan

Interpretation of Results:

Overview of Data and Interpretation

The data used to generate this report are from 2023–2024 academic year. As graduation rates are calculated over a seven-year cohort, the 2023–2024 data represent students who entered Secondary 1 by September 30, 2017.

It is important to recognize that this cohort experienced severe disruption due to the COVID-19 pandemic, which began during their Secondary 3 year and continued throughout Secondary 4, a pivotal period for acquiring graduation credits.

Graduation Results

The overall graduation rate for 2023–2024 was 83.9%, falling 4.8 percentage points below the target of 88.7%. The graduation rate for boys was 2.1 percentage points below the established target of 84.0%.

Students with special needs (EHDA) also recorded graduation rates below both the board's target and its historical averages. This pattern likely reflects the disproportionate impact of pandemic-related disruptions on students requiring additional educational support.

Achievement in Mathematics

Encouragingly, performance in mathematics was notably strong. The Sir Wilfrid Laurier School Board (SWLSB) exceeded its 2023–2024 target for the proportion of students scoring between 70 and 100% on the Competency 1 – Solving Situational Problems component of the Grade 6 Ministry exam. The actual result was 17.9 percentage points higher than the target of 53%, demonstrating a marked improvement in problem-solving proficiency at the elementary level.

Specific Educational Projects (PPP)

At the beginning of the Commitment-to-Success Plan (CTSP) process, the Ministère de l'Éducation established a provincial target of 50% of all high school students participating in PPPs by 2027–2028 (see objective 4.11).

As the Ministry's calculation method was not initially available, the SWLSB used its own internal approach in 2021–2022 to estimate the proportion of students in PPP programs. When the Ministry introduced an official, standardized algorithm in 2024–2025, the earlier baseline could no longer be aligned with the new methodology. The revised starting point is therefore 23.1%, as reflected in the 2023–2024 data.

School Climate

The *Référentiel sur le bien-être de l'élève* is a Ministry resource designed to support schools in promoting student well-being and improving school climate. While implementation targets are set through 2026–2027, the tool is currently available only in French due to legal language requirements, and therefore could not be applied in the English sector. This limitation prevented completion of related sections in the plan, although the importance of equitable access remains recognized.

** MEQ Orientation 3, Objective 3 | Renovate and modernize our school infrastructures

Infrastructure Investments in 2024–2025

- Despite investment restrictions imposed during the year, approximately **\$17.4 million** was invested in the improvement and maintenance of **10 buildings**. These investments prioritized schools with the highest levels of disrepair to ensure safe, functional, and welcoming learning and working environments.
- A major highlight in 2024–2025 was the opening of Heritage Elementary School in Saint-Lin-Laurentides in September 2024. This **\$38 million** modern facility represents a significant milestone for the SWLSB and contributes to the revitalization of our infrastructure portfolio.

Building Assessments and Software Implementation

- Following the completion of building inspections across all schools and centres, the school board now has a detailed and realistic portrait of the condition of its facilities. This information will guide future maintenance and investment decisions to ensure sustainable infrastructure planning.
- Taking into account the improvements completed during the summer, **62% of our buildings** are now considered to be in **satisfactory to excellent condition**, while **38% still require improvements**. Given that our buildings have an average age of 60 years, these results reflect stable and responsible management of our infrastructure portfolio.
- Progress continues to be made in addressing outdoor infrastructure, which currently shows **79% in need of improvement**.
- While none of our facilities are in complete disrepair, significant investments are still required to bring outdoor infrastructure to a satisfactory level and to maintain the long-term health of our buildings.

Adult Education

Enrolment	2021-2022	2022-2023	2023-2024	2024-2025
CDC Vimont	693	848	1,067	1,064
CDC Lachute	68	98	84	156
Total	761	946	1,151	1,220

Source: Lumix

Overall enrolment in our adult education centres has increased steadily since 2021:

- Adult education enrolment increased by approximately 46% over the past five years.
- Through our partnership with Francisation Québec, we have expanded our courses offering to better serve this growing population.
- Enrolment in Basic English classes also continues to grow, and we have increased our selection of evening classes by offering a hybrid course to better meet the needs of our student population.
- As well, we have 15 students enrolled in the Social Participation Services program at CDC Vimont, which provides support to adults experiencing adjustment difficulties of a psychological, intellectual, social, or physical nature.
- We have also continued to increase our offering of online adult education classes at both CDC Vimont and CDC Lachute in order to reach a wider student population across our territory and provide flexible learning opportunities.

Students benefit from a shared leadership model with hands-on support from staff members on committees such as the School-Level Special Needs Committee, the multidisciplinary team, the Teacher Council, the Governing Board, and the Educational Project Committee. Professionals, which include our social worker, pedagogical consultants, guidance counselors, and transitions consultant, as well as the SARCA and RÉCIT representatives, provide a multitude of services to enrich the students' experience.

Partnerships with organizations such as AGAPE, the Carrefour jeunesse-emploi, the CISSS de Laval, the CISSS des Laurentides, The Learning Exchange, 4Korners, the Laurentian Literacy Centre, the Table régionale en immigration, diversité culturelle et inclusion de Laval (TRIDIL), and the Table jeunesse de Laval allow us to offer a wide variety of support and resources to students. CDC Vimont also benefits from a partnership with the TRIL (Travail de rue Île de Laval), and an outreach worker is assigned to assist our students.

We have continued to focus on enhancing student life by offering various activities and workshops on topics such as finances, healthy relationships, gambling and addiction, mental health, employment, and nutrition through community partnerships. Activities such as welcome-back events, student breakfasts, nature walks, and sunshine shooters are offered throughout the school year to help integrate students and increase their sense of belonging. The creation of various clubs such as the Student Committee, the Athletic Association, and the Student Hive enhance the student experience by building community, promoting health and well-being, and fostering social connections. Our centres also participate in sporting events with other adult education centres in our network and have proudly brought home several championship titles.

Through local advertising, social media, and various job and career fairs, we have ensured the presence and visibility of our centres and services within the community.

We have seen a steady increase in the number of graduates from both centres. In 2024-2025, approximately 65 students from the adult education sector obtained their high school diploma or completed their pre-requisites for CEGEP/vocational training.



Vocational Training

Enrolment	2021-2022	2022-2023	2023-2024	2024-2025
Students under 20 years	103	145	185	196
Students over 20 years	487	472	665	1,069
Total	590	617	850	1,265*

Source: Lumix

*254 of these students were enrolled at Construc-Plus Vocational Centre

The Sir Wilfrid Laurier School Board (SWLSB) has been actively providing a diverse range of vocational training programs across its centres in Pont-Viau, Saint-Eustache, Lachute, and Terrebonne. The 22 programs offered cater to the varied career needs of adult learners aged 16 and above. The previous year registered a continued increase in student enrolment in popular programs from the Ministère de l'Éducation, notably in the Health, Assistance and Nursing program and in our Commerce and Administration sectors. There were 1,032 students enrolled at CDC Pont-Viau as well as 254 students registered at Construc-Plus, for an overall total of 1,286 students in vocational training programs.

Adapting to market trends, SWLSB offers several vocational training courses through virtual and hybrid delivery models, witnessing increased enrolment in programs like Starting a Business, Professional Sales, Customer Service, Accounting, Secretarial Studies, and Construction Business Management. The hybrid model, combining physical and online instruction, is popular, particularly in the Information Technology program. The centre also offers online (virtual) evening courses, which have increased our student enrolment figures.

The success rate of students in 2023-2024 reached 80.8%, reflecting a 3% improvement from the previous year with a projected target of 86.2% in 2027. Health sector programs, especially Health, Assistance and Nursing remain popular, with waiting lists both locally and internationally. SWLSB is addressing the demand for healthcare attendants through English instruction, focusing on essential courses like Administration of Medications and Invasive Assistive Care Services (Bill 90) as well as a preparation course for the Ordre des infirmières et infirmiers auxiliaires du Québec (OIIAQ) examination.

The construction sector programs offered across our partner centres remain in high demand and continue to meet growing industry needs. At the Construc-Plus Vocational Centre in Saint-Eustache, students have access to a wide range of construction training programs. In addition, two new programs, Stationary Engine Mechanics and Machining, are now available to our students through the Centre de formation professionnelle (CFP) des Moulins at our partner centre, Édifice des Industries.

SWLSB actively engages in career exploration activities, promotional campaigns, and local advertising to recruit students. The high student retention rate is attributed to academic support, guidance, and social service assistance. Numerous career fairs and events have been attended, showcasing our in-demand programs.

In response to student needs, cultural awareness and social activities take place throughout the year to promote student wellness and healthy lifestyle habits. The Pont-Viau centre created promotional videos and capsules to inform potential students about the school and its programs, which are highlighted on our new website.

Partnerships with community organizations such as *Groupe Priorité Travail*, YES (Youth Employment Services), and the *Autorité des marchés financiers* enhance the learning experience and the vitality of the centre. Ongoing collaborations with the Kanata community focus on promoting in-demand programs with an emphasis on providing important training in the community, for the community.

Recognition of Acquired Competencies (RAC) programs continue to grow, with over 100 registered candidates who were officially recognized for credits in their respective programs of study.

SWLSB's dedicated team ensures that students transition into the world of work well prepared and confident, with the necessary technical and workplace skills for success.



International Student Program



Youth Sector

In 2024-2025, the youth sector welcomed 17 international students from Brazil, Finland, New Zealand, Cambodia, Australia, China, Germany, Vietnam, France and Estonia. Of these students, 13 were new and four were returning students from the previous year. Eleven students were registered for the entire school year at SWLSB, and six were registered for only one semester.

The international students were enrolled at the following schools:

- Laval Senior Academy
- Sainte-Agathe Academy
- Rosemère High School
- Laval Junior Academy
- Lake of Two Mountains High School



Vocational Sector

In the vocational sector, we welcomed 32 new international students from Colombia, Syria, India, Egypt, Mexico, Pakistan and Cameroon.

The international students were enrolled in the following programs:

- Information Technology Support
- Health, Assistance and Nursing
- Secretarial Studies

Due to the tightening of immigration rules and government policy changes, we experienced a decline in the enrolment of international students in the vocational sector. We processed 52 international student applications that were later cancelled, primarily due to visa refusals.

Summary

Enrolment in the youth sector remained stable and unaffected by the immigration regulations and government policy changes. However, the vocational training sector was significantly impacted, reflecting the trend across Québec and Canada.

The focus for the upcoming school year will be to promote the youth sector and to develop connections with agencies in strong markets such as Mexico, Brazil and Spain.

The international student program will continue to participate in a collaborative table with other English school boards in Québec and will ensure its visibility at several recruitment events to promote the Sir Wilfrid Laurier School Board abroad and develop partnerships with agents to attract students to our schools and centres.

Testimonials

"I learned a lot throughout my whole Secondary 5 year."

- *Chhenglay Sorn, international student from Cambodia at Rosemère High School*

"This program helped me grow professionally and personally. The teachers were patient and supportive, and studying alongside Canadian students made it easy to immerse myself in the culture."

- *Camilo Andres Bermudez Lucero, international student from Colombia in Carpentry at Construc-Plus*

"CDC Pont-Viau has a great environment and friendly teachers. I learned a lot about software, troubleshooting, and computing support."

- *Ruphak Pokharel, international student from Nepal in Computing Support at CDC Pont-Viau*

"Being international students taught us the power of adaptability. Meeting people from all over the world and sharing cultures was an eye-opening experience."

- *ZeZhen and Zeqi, twin brothers from China, students at Laval Senior Academy*

More student testimonials are available on our website.



Business Training Services

The Sir Wilfrid Laurier School Board (SWLSB) continues to support businesses across the Laval, Laurentides, and Lanaudière regions through its business training division, QUALIFICATION. Since its launch in 2014, QUALIFICATION has delivered customized training and coaching services tailored to the evolving needs of the business community.

In 2024-2025, QUALIFICATION generated \$687,766 in revenue and no profits were recorded. Our Business Training Services faced multiple challenges this year, influenced by the political and economic landscape which created uncertainty and led many businesses to reduce their professional development budgets.

To support businesses during this period and remain proactive, the team launched a series of ten free webinars titled Midis stratégiques. These sessions covered a range of strategic topics, including cultivating leadership, enhancing productivity and employee engagement, and fostering a flexible work culture. They were well attended and received highly positive feedback.

We worked with Francisation Québec for workplace francization courses. Our renewed partnership reflects their continued trust in our expertise, even though funding allocations were reduced. We remain committed to maximizing the impact of the available budgets.

Our collaboration with Services Québec continues to grow. They engage us for a variety of initiatives, including part-time training programs and specialized projects focused on essential skills development, such as literacy, numeracy, and train-the-trainer programs.

The Business Training Services team now consists of three dedicated members: the Coordinator and two Project Development Officers. Due to the hiring freeze in place, we were unable to replace our departing secretary. Despite this, the team has remained resourceful and committed, working collaboratively to maintain service quality and delivery standards.

We continue to explore the use of AI tools and automation to enhance our efficiency and output. Additionally, we actively seek opportunities to increase our internal visibility and deliver timely, relevant training to our stakeholders.

You can visit our website at <https://qualification.swlauriersb.qc.ca> and follow us on social media.

SERVICE AUX ENTREPRISES
QUALIFICATION
formations bilingues
bilingual training



Sir Wilfrid Laurier Foundation



The Sir Wilfrid Laurier Foundation is a non-profit organization that partners with businesses, parents, and schools to create meaningful collaborations and raise funds that directly benefit students of the Sir Wilfrid Laurier School Board. Since its creation in 2006, the Foundation has contributed over one million dollars to schools and centres, while also awarding annual citizenship bursaries to graduating students in both the youth and adult sectors. The 2024–2025 fundraising efforts were made possible through a raffle and the annual lobster gala held in June.

In collaboration with the school board, the Foundation also proudly supports the Laurier Gala/Star Fest, a celebration that honours over 200 outstanding students and showcases the musical talents of more than 20 performers from across the school board.

Funds raised in 2024-2025 will help schools acquire sensory tools and equipment designed to foster a positive learning environment and support students' well-being and development. We believe that every student, regardless of their unique needs, should have access to the resources that enhance their educational experience. By contributing to the Foundation, donors play a vital role in turning this belief into reality. In addition, the Foundation will continue to support its Citizenship Bursary Program, which recognizes graduating students from the elementary, high school, adult education, and vocational training sectors of the Sir Wilfrid Laurier School Board.

With the dedication of its board of directors and the continued generosity of its community partners, the Sir Wilfrid Laurier Foundation remains committed to organizing impactful fundraising initiatives that make a lasting difference in the lives of students.

2024-2025 Board of Directors of the Sir Wilfrid Laurier Foundation

President

Archie Cifelli

Treasurer

Steve Ceccolini

Members

Nadia Anwar • Harold Ashenmil • Donald Bergeron • David De Cotis • Samantha Di Lullo • Nick Di Meo
Vasilios Karidogiannis • David Paulozza • Sam Reda • Carl-Henry Volcy

Commissioner members

Benny Catania • Bob Pellerin • Désirée Ramacieri

Non-voting members

Russell Copeman • James Di Sano



Parents' Committee Report



Parents' Committees (PC) have existed across Québec since 1972. In accordance with the province's *Education Act*, every school holds a general assembly before September 30 of each school year. It is at these assemblies that parents/guardians are elected to the school Governing Boards (GB). From among the GB members, each school elects one member (and optionally one substitute) to represent the school on the school board's Parents' Committee. The Special Education Advisory Committee (SEAC) also elects one member to be a part of the PC.

The PC holds a unique role within public education governance, as it is the only committee comprised entirely of parents/guardians. Annually, the PC elects a leadership team and numerous subcommittees to guide it through the year.

The Parents' Committee is consulted by the school board on a wide range of topics that benefit our children. Furthermore, the PC undertakes to advocate for all parents. Aside from monthly meetings which are publicly accessible, the PC maintains contact with its community through a section on the school board's website and a Facebook page.

In 2024-2025, the Parents' Committee held eight meetings. The Sir Wilfrid Laurier School Board (SWLSB) provided a report to the Parents' Committee at every meeting, along with presentations related to the various consultations. In addition, two presentations were delivered to ensure transparency regarding the MEQ budget reductions and the 2021 Census Data Analysis and its implications for the SWLSB. Thank you to the SWLSB for their ongoing collaboration.

Parents' Committee plaques were handed out to graduating students: The *Outstanding Effort Award* is awarded each year to one student in each school that has demonstrated exceptional effort. The graduate is selected on the basis of outstanding effort, not necessarily derived from academic achievement, but through consistent performance, improvement, and attitude. Also, five bursaries from the Parents' Committee were awarded to students at the Laurier Gala.

Kind regards,
Chloée Alary and Tara Anderson
Chairperson and Vice-Chairperson, 2024-2025 school year

EXECUTIVE COMPOSITION	COMMITTEES	CONSULTATIONS
<ul style="list-style-type: none"> Chairperson Vice-Chairperson Alternate Vice-Chairperson Secretary Treasurer Elementary Parent Commissioner Secondary Parent Commissioner SEAC Delegate 	<ul style="list-style-type: none"> English Parents' Committee Association (EPCA) Regroupement des comités de parents 3L - RCP3L Transportation Advisory Committee (TAC) 	<ul style="list-style-type: none"> Deeds of Establishment Three-Year Plan for the Allocation and Destination of Immovables 2025-2026 School Calendars Budget Building Various EPCA Consultations Amendments to the Policy on <i>Program of Studies for Secondary School</i> <i>By-law Establishing Procedure for the Examination of Complaints Relating to the Functions of the School Board</i> Amendments to the Policy on <i>Safe, Caring Schools and Centres</i> Amendments to the <i>Enrolment Criteria</i> Promotion Policy
SUBCOMMITTEES		
<ul style="list-style-type: none"> PC Facebook page PC² - Parents' Committee Publicity Committee 		
PRESENTATIONS		
<ul style="list-style-type: none"> No Time for That (NTFT) Anti-Bullying Society AlloProf LEARN Québec Inspiring Girls Canada SWLSB Secondary Student Leadership Certificate Program 		

Ethics Commissioner and Disclosure of Wrongdoings Reports

Code of Ethics and Professional Conduct of the Commissioners of the Sir Wilfrid Laurier School Board

For the year ending June 30, 2025, the undersigned, in my capacity as Ethics officer charged with the enforcement of the Code of Ethics and Professional Conduct of the Commissioners of the Sir Wilfrid Laurier School Board, handled no complaints.

Montreal, October 14, 2025



Me Vincent Guida
Person charged with the enforcement of the
Code of Ethics and Professional Conduct of the
Commissioners of the Sir Wilfrid Laurier School Board



(By-Law no BL2009-CA-17: Code of Ethics & Professional Conduct for Commissioners of the Sir Wilfrid Laurier School Board)

Procedure to facilitate the Disclosure of Wrongdoings Policy

For the period July 1, 2024 to November 30, 2024, the undersigned, in my capacity as Designated officer charged with handling Disclosures of Wrongdoings for the Sir Wilfrid Laurier School Board did not handle any disclosures.

As of November 30, 2024 disclosures of wrongdoings are handled by the Protecteur du Citoyen.

Montreal, October 14, 2025



Me Vincent Guida
Person charged with the enforcement of the
Code of Ethics and Professional Conduct of the
Commissioners of the Sir Wilfrid Laurier School Board



Complaint Examination, Bullying and Violence, and Employee Code of Ethics

Complaint Examination

In accordance with section 220 of the *Education Act* and the *Regulation respecting the complaint examination procedure established by a school service centre or a school board*, the Sir Wilfrid Laurier School Board (SWLSB) reports annually on the number, nature, and follow-up of complaints received.

For the 2024-2025 school year, a total of 309 complaints were received and processed at level 2 of the school board's complaint examination procedure. Each complaint was reviewed under the Board's internal procedures, ensuring fairness, diligence, and confidentiality throughout the process. Corrective or preventive measures were implemented when required to resolve the situation or improve practices.

Of the 309 complaints, only four complaints were formally filed with the National Student Ombudsman (Protecteur national de l'élève). Three of the four complaints were well-founded and resolved without escalation, while one was deemed unfounded.

The table below presents the distribution of complaints according to their nature.

CATEGORIES OF NATURE OF COMPLAINTS 2024-2025

	Total	Percentage
Attitude and intervention of school personnel	44	14.2%
Communication between parent and school personnel	44	14.2%
Other (graduation ceremony, broken fence, trees, ball on home property, school bells, etc.)	38	12.3%
Bullying, violence (other than sexual violence)	37	12.0%
Individualized education plan (IEP), plan de service intersectoriel individualisé (PSII) and plan de transition de l'école vers la vie active (TEVA)	36	11.7%
Transportation	19	6.1%
Code of Conduct and disciplinary sanctions (suspension)	16	5.2%
Student classroom placement, level placement or program placement	14	4.5%
Admission and registration	13	4.2%
Teaching (quality of instruction, evaluation, and classroom management)	13	4.2%
Curriculum content and materials	11	3.6%
School fees	5	1.6%
Daycare and lunchtime services	4	1.3%
Discrimination	3	1.0%
External schools (e.g., Summit, Peter Hall, Giant Steps)	3	1.0%
Implementation of a program project or activity	2	0.6%
Governing Board decision or Council decision	1	0.3%
Contracts with a third party	1	0.3%
Maintenance, safety and sanitation of school facilities	1	0.3%
Restraining measures	1	0.3%
Retaliation/threats of retaliation following a complaint	1	0.3%
Extracurricular activities	1	0.3%
Special services (home or hospital teaching/homebound tutoring)	1	0.3%
Total complaints	309	100%

Complaint Examination, Bullying and Violence, and Employee Code of Ethics

Bullying and Violence Prevention and Intervention

In conformity with the *Education Act*, each school's governing board approves an anti-bullying and anti-violence plan on an annual basis. These plans outline preventive actions, intervention protocols, and follow-up measures to ensure that all students learn in a safe and caring environment.

When incidents occur that have been determined as acts of bullying or violence, schools must apply their intervention protocol promptly, considering the context in which the incidents occurred and providing the necessary support to all students involved.

Guided by its *Policy on Civility, Safety and Respect in Schools and Centres*, the Sir Wilfrid Laurier School Board (SWLSB) fosters safe, caring, and inclusive learning environments through positive communication and shared responsibility.

Code of Ethics applicable to staff members and to any person required to work with minor or handicapped students or be in contact with them

In accordance with section 220 of the *Education Act*, the school board must report on any situation brought to its attention that involves a possible breach of its *Code of ethics* and that could pose a risk to the physical or psychological safety of students. The report must include the number and nature of such complaints, how quickly they were processed, and the measures taken to address them.

For the 2024–2025 school year, one report was received by the Human Resources Department concerning the behaviour of an employee toward a student during a school activity. The situation was resolved by the school.



Act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises

Section 20 of the *Act respecting workforce management and control within government departments, public sector and networks and state-owned enterprises* (G-1.011) requires each school board and school service centre to disclose, in its annual report, the staffing information presented in the chart below

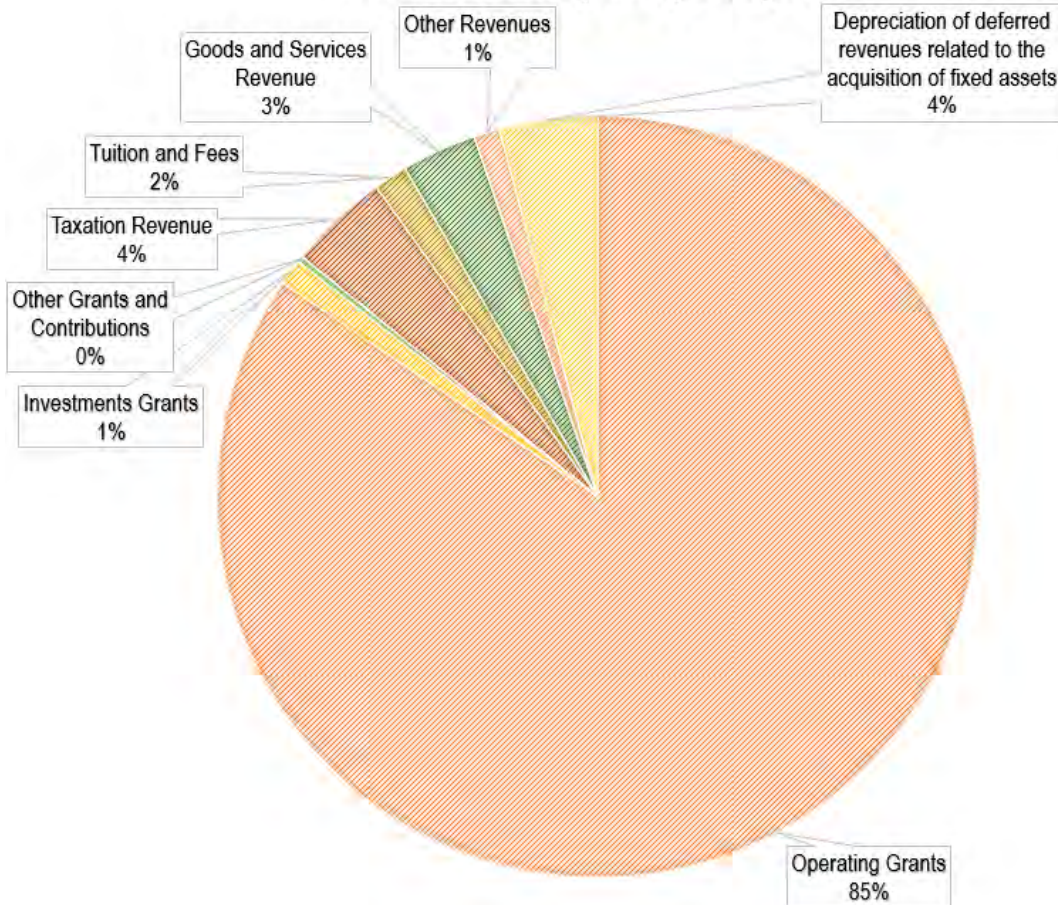
Act respecting workforce management and control Total number of paid hours, April 2024 to March 2025

885000 Sir Wilfrid Laurier	Hours worked	Overtime	Total number of paid hours	Number of employees for the period covered
1 Management	179,230.70	4.75	179,235.45	118
2 Professionals	158,295.63	84.00	158,379.63	111
4 Teachers	1,724,840.35	13,495.05	1,738,335.39	2,163
5 Office, technical, and equivalent staff	1,061,855.05	3,773.38	1,065,628.43	1,263
7 Workmen, maintenance, and service staff	204,035.94	7,330.22	211,366.16	182
Total	3,328,257.66	24,687.39	3,352,945.05	3,837



Finance Statement of Principle

REVENUES: \$255,844,139



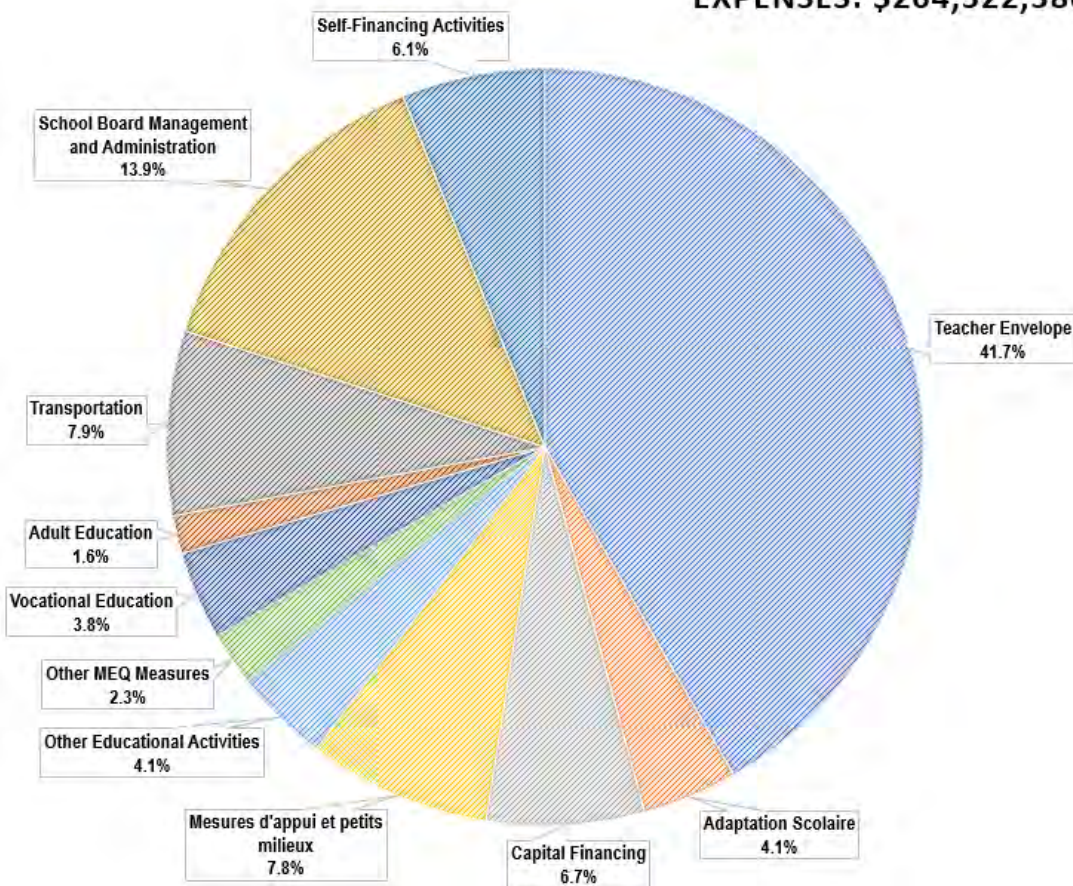
The Sir Wilfrid Laurier School Board allocates the resources at its disposal among its schools and centres in an equitable manner and in consideration of the social and economic disparities, the needs expressed by its institutions, existing partnerships and the Commitment-to-Success Plan. The school board reserves the amount determined necessary for its needs to administer the services entrusted to it by law and for the needs of its committees.

The school board establishes parameters for the equitable distribution of its resources that ensure services to students as required by the provisions of the *Education Act* and school board policy.

These parameters take into account the distinctive features of each school and centre. Allocations are built on a base and/or a per-student allocation adjusted to account for social and economic disparities.

The budgetary process encourages responsibility, accountability, innovation, creativity and transparency.

EXPENSES: \$264,522,386





COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD



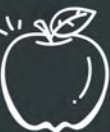
235, montée Lesage, Rosemère (Québec) J7A 4Y6



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