



Lester B. Pearson School Board  
Commission scolaire Lester-B.-Pearson  
1925 Brookdale Ave., Dorval, QC, Canada  
[www.lbpsb.qc.ca](http://www.lbpsb.qc.ca)

# ANNUAL REPORT

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1 IMPROVING Achievement

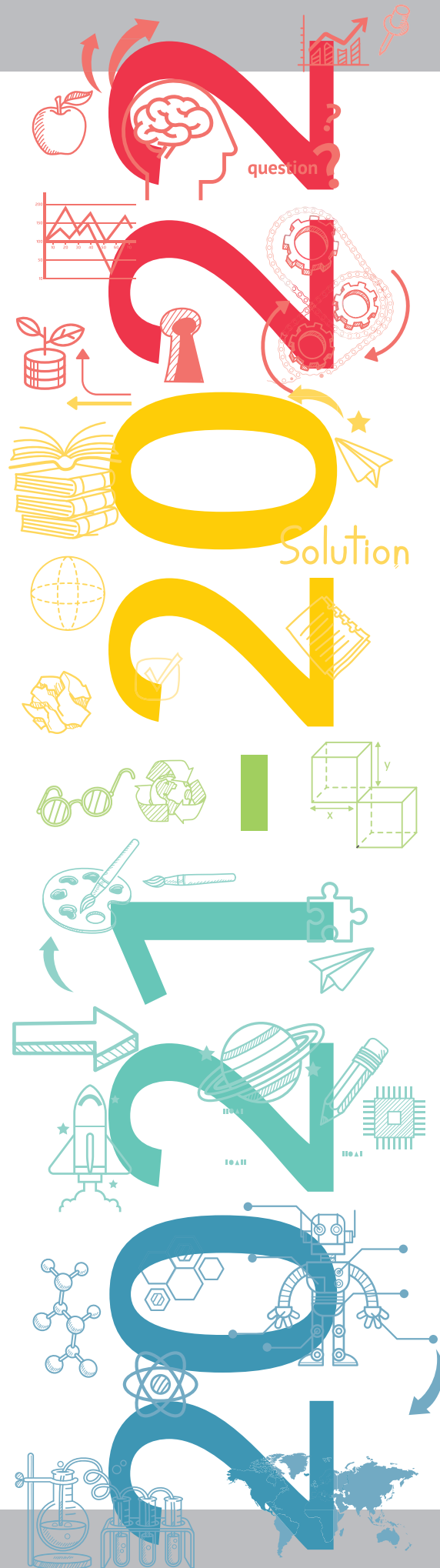
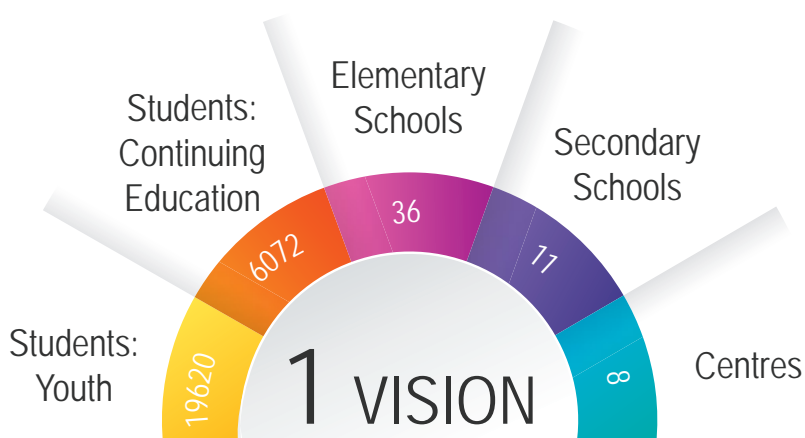
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2 ENSURING Wellness

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3 STRENGTHENING Engagement

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# INTRODUCTION

Established in 1998, the Lester B. Pearson School Board serves the English-eligible population on the western end of Montreal Island and off-island territory in the Montérégie-Ouest. The LBPSB's network of 36 elementary schools, 11 secondary schools and 8 Continuing Education centres welcomed nearly 25,000 students of all ages during the 2021-22 academic year. Despite the challenges they faced and despite another year of disruption and uncertainty, our students persevered. The LBPSB's extraordinary staff met the same challenges head on, adapted their practices and continued to meet the needs of their students. We should all be proud of the strength and resilience shown by students and staff over the past year. We must be equally grateful for the trust and support we received from parents and other members of the community in navigating the challenges of the COVID-19 pandemic.

As in 2020-21, the COVID-19 Pandemic resulted in the provision of online learning services to LBPSB students during the 2021-22 school year. In the Continuing Education Sector, a blended approach prevailed with students in professional programs doing the majority of their theoretical work remotely while their practical modules were carried out in person. The LBPSB again opened an Online Academy for Youth Sector students whose circumstances made attending school in person impossible. Nearly 60% of students who studied in the Online Academy in 2020-21 returned to their schools. The 100 students who remained received exceptional services from a staff of 20 teachers as well as administrators and support staff. The professional support of the LBPSB's Educational Services Department was critical to the success of the Online Academy project.

The fundamental pillars of Achievement, Wellness and Engagement continue to be our focus. We are moving to the end of this cycle of strategic planning as we first established these orientations, directions and targets back in 2016. We adjusted and modified with additional indicators in 2018 following the election of the CAQ Government. Regardless of modifications, we remain steadfast in our commitment to the achievement, wellness and engagement of our students in both the Youth and Adult sectors. We look forward to engaging in anticipated new rounds of strategic planning in 2023.

LBPSB successes are the direct result of the hard work of students, the support of families and the commitment and dedication of staff. In every school and centre, from Preschool to Secondary V to Professional Training, students and staff come together daily to explore their worlds, learn new skills and creatively find ways to demonstrate that they are learning. It is in this spirit of commitment, collaboration and creativity that we present our 2021-22 Annual Report to the community.

Note: Readers should note that indicators marked with an asterisk (\*) relate to outcomes at the end of the 2020-21 school year. References to the "7-Year Cohort" relate to the group of students who entered high school in September 2014 and who may have completed secondary leaving requirements through Continuing Education. References to the "5-Year Cohort" relate to the group of students who entered high school in September of 2016. All other indicators relate to the 2021-22 school year and students active in both the Youth and Continuing Education sectors.



Judy Kelley  
Chair, Council of Commissioners



Cindy Finn  
Director General

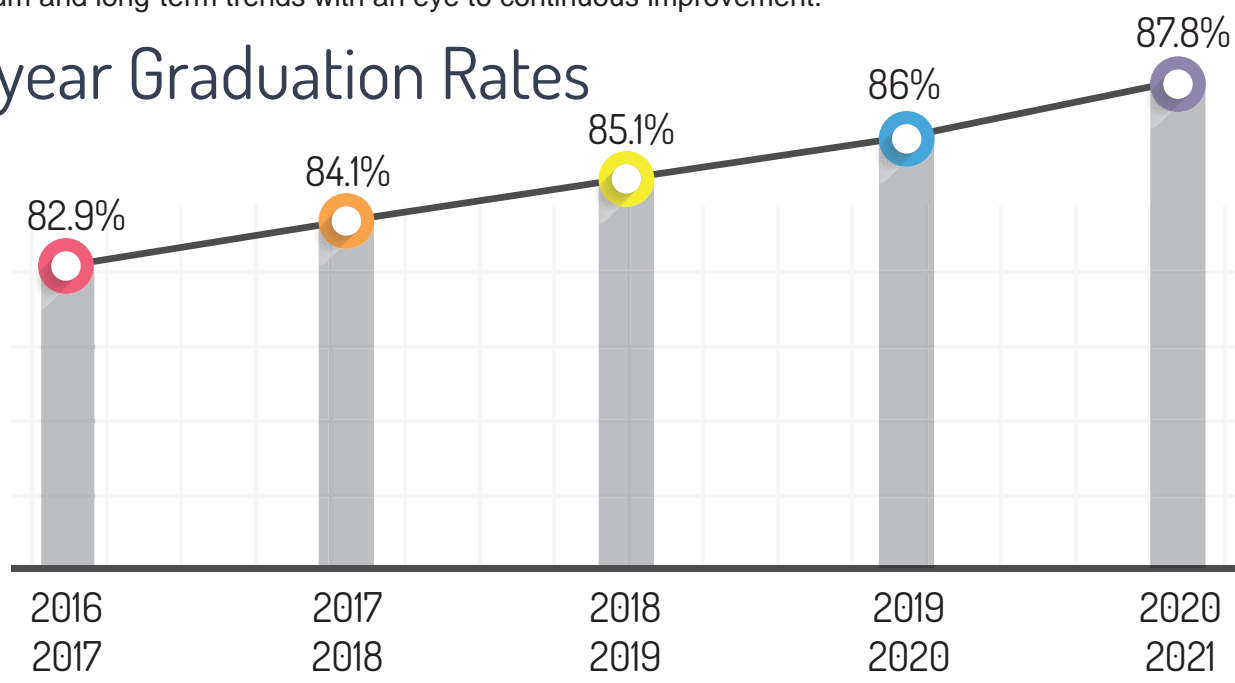
# STUDENT SUCCESS SUMMARY

## Together for Student Success

Success can neither be defined in any single term nor be limited to a single measure. We recognize that success looks different for each and every student in our system. At Lester B. Pearson, we have tried to define success in the three broad categories of Achievement, Wellness and Engagement. We consider each of equal importance and hope that our community recognizes that taken alone those measures are incomplete. Examined together, they fulfill our ongoing mandate to instruct, qualify and socialize the students entrusted to our care.

As with any measures, results will vary annually and change over time. We continue to monitor short, medium and long-term trends with an eye to continuous improvement.

### 5-year Graduation Rates



### Success for 7 Year Cohort that Entered Secondary in 2014

All of Québec

82.1%

Lester B. Pearson School Board

90%

Island of Montreal

84.3%

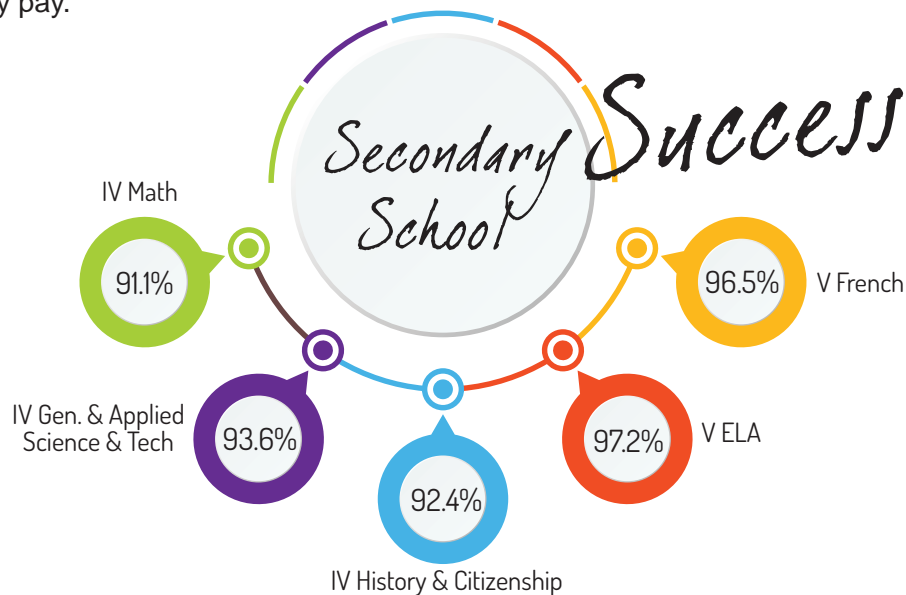
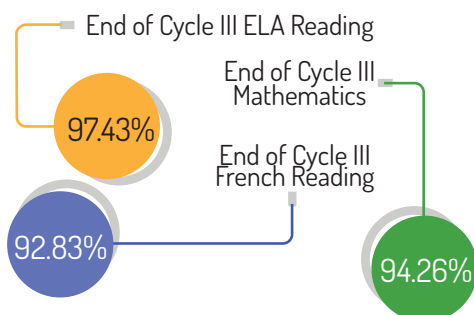
The Lester B. Pearson School Board continues to have one of the highest rates of secondary leaving success (five-year cohort) in Quebec public schools. We do this while serving a diverse population that has access to a wide range of innovative pathways.



# Achievement

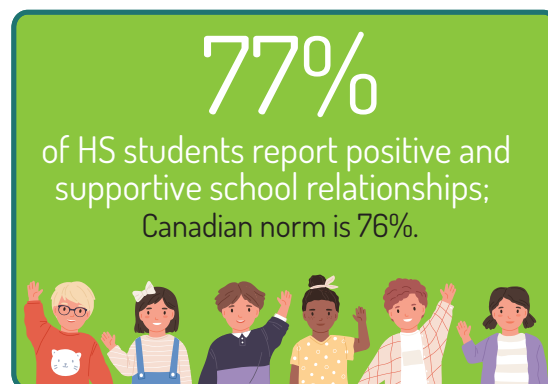
*Achievement* — The LBPSB prides itself on creating a culture of success for all students and staff. This culture is achieved by leveraging a framework of innovative pedagogy and specific targeted interventions that address the interests and needs of each student. The LBPSB staff consistently puts special thought and effort into ensuring that all students experience success. We are proud of their efforts and the dividends they pay.

## Elementary School highlights



# Wellness

*Wellness* — Wellness is part of a life journey for all of us. It is essential for us to help students develop wellness strategies that produce positive results today but also will serve them throughout their lives. The LBPSB has taken a proactive approach in establishing a culture of wellness for all of its stakeholders. Be it physical health or emotional wellness, our philosophy is that prioritizing each should spread across the system.



# 3

# Engagement

*Engagement* — The LBPSB teaching community continues to anchor its teaching practices in the ground-breaking pedagogical framework known as Deep Learning. This framework is anchored in competencies that aim at developing the most relevant skills while offering flexibility and innovation for implementation within each school. Deep Learning is a framework that aims at making a student's educational experience more relevant, dynamic and organic.



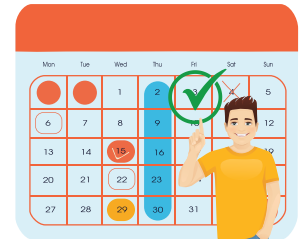
Elementary

82% of Elementary Students report as being interested and motivated in school.

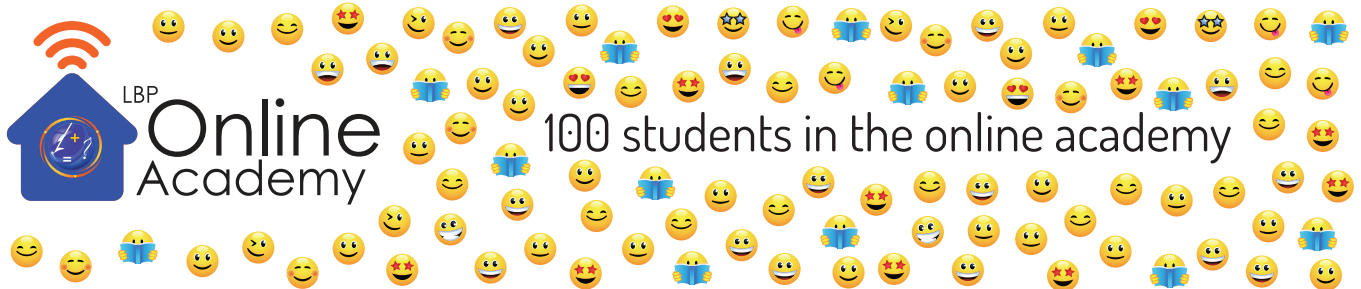


Secondary

91% OF Secondary Students report pursuing activities that are **fun and interesting TO THEM.**



100 students in the online academy



Vocational

7 Active Industry Partnerships in the Vocational Sector:





# Equity, Diversity, *Dignity* and *Inclusion* (EDDI)

In 2021-2022, the Lester B. Pearson School Board published a document titled *Commitment to EDDI* which outlined 4 founding pillars:



## 1 Pillar 1: Professional Development

Support individuals in schools, centres and departments. This pillar focuses on LBPSB employees. Staff members are provided with opportunities for professional and personal development and opportunity for meaningful reflection on equity, diversity, dignity and inclusion.

## 2 Pillar 2: Educational Resources

Create choice and informed opportunity for schools. This pillar focuses on the student educational experience, from the selection of learning materials and experiences that are offered to students, from invited speakers to field trips.

## 3 Pillar 3: Regulations and Policy

Be intentionally inclusive and free from bias. Our written regulations and policies are developed and used to anchor our work in EDDI.

## 4 Pillar 4: Infrastructure

Provide accessibility for all. Basic physical structures, organizational structures and facilities are as accessible as possible to all members of our community.

For each of these pillars it is important to note that they are examined by, but not limited to, the areas outlined by the 2021 Task Force:

- genders
- sexualities
- abilities
- race and ethnicities
- religions

During the 2021-2022 school year, the LBPSB took action by striking various committees to move EDDI work forward. The committees created included a Steering Committee, Working Committees and an Advisory Committee. The Central Students' Committee is also listed as a resource and ally in the planning work.

<b>Steering Committee</b> provides leadership, support and direction. Chaired by the Director General, this committee articulates the process and provides guiding principles to the other committees.	<b>Working Committee</b> one per administrative department. The Working Committee created their work plan based on the recommendations provided by the Task Force. Where appropriate, the Working Committee engaged schools and centres in EDDI planning.
<b>Advisory Committee</b> comprised of various employees with specific expertise and ties to the areas/lenses outlined in the Task Force report.	<b>Central Students' Committee</b> consultative body that represents students at LBPSB. May be consulted.

The 2021-2022 academic year was an important one for the LBPSB work as we created an internal framework to ensure structure, accountability and reporting. Work was carried out according to each of the four pillars described above.

A public facing webpage for Equity, Diversity, Dignity and Inclusion was launched on the LBPSB website to keep the community informed. In January of each year, a video update will be created to summarize the EDDI initiatives across the system.

Moving into the 2022-2023 academic year, we will continue to focus on, and prioritize, EDDI work and initiatives.

Our Commitment to Equity, Diversity, Dignity and Inclusion is not a strategy to help people fit into our system; it is about transforming our system and structures to increase equity and decrease barriers.



# Schools and Centres of the Lester B. Pearson School Board

Region 1	Region 2	Region 3
Elementary	Elementary	Elementary
Beacon Hill Birchwood Christmas Park Dorset Edgewater Evergreen Forest Hill Jr. Forest Hill Sr. Mount Pleasant Pierre Elliott Trudeau Soulanges St. Patrick St. Edmund	Beechwood Kingsdale Academy Margaret Manson Sherbrooke Academy Jr. Sherbrooke Academy Sr. Springdale St. Anthony St. Charles Sunshine Terry Fox Wilder Penfield Westpark	Allion Children's World Clearpoint Dorval Maple Grove Riverview St. John Fisher Jr. St. John Fisher Sr. LaSalle Jr. LaSalle Sr. Verdun
Secondary	Secondary	Secondary
MSSS-MEQ Schools: Angrignon, Bourbounnière, Dawson John Rennie Macdonald Westwood Jr. Westwood Sr.	Beaconsfield Horizon Pierrefonds Community	Beurling Lakeside LaSalle Community Comprehensive St. Thomas

Continuing Education	
Adult Centres	Vocational Training Centres
Pearson Adult and Career Centre Place Cartier Adult Centre Sources Adult & Career Centre Verdun Adult & Career Centre	Gordon Robertson Beauty Academy Pearson Adult and Career Centre Pearson Electrotechnology Centre West Island Career Centre Sources Adult & Career Centre Verdun Adult & Career Centre

# COUNCIL OF COMMISSIONERS

Chair of Executive



Eric Bender  
Ward 10

Chair



Judy Kelley

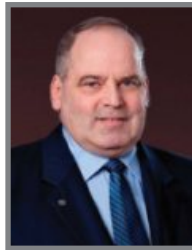
Vice-Chair



Craig Berger  
Ward 6



Lori Morrison  
Ward 1



Frank di Bello  
Ward 2



Patrick Whitham  
Ward 3



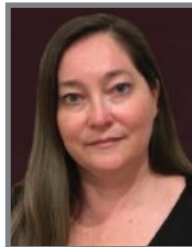
Allison Saunders  
Ward 4



Malik Shaheed  
Ward 5



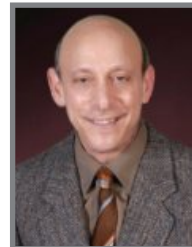
Jason Doan  
Ward 7



Marilynne Boyer  
Ward 8



Michel Besner  
Ward 9



Daniel Olivenstein  
Ward 11



Angela Berryman  
Ward 12

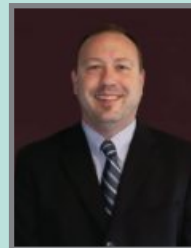
## Parent Commissioners



Patricia Ottoni  
Elementary  
Schools



Susana Lazaro  
Students with  
Special Needs



Kristoffer de Forest  
"At Large"



Sharad Bhargava  
Secondary  
Schools

# Strategic Plan 2015-2022

## Annual Report 2021-2022

The fundamental pillars of Achievement, Wellness and Engagement continue to be our focus. We are moving to the end of this cycle of strategic planning as we first established these orientations, directions and targets back in 2016. We adjusted and modified with additional indicators in 2018 following the election of the CAQ Government. Regardless of modifications, we remain steadfast in our commitment to the achievement, wellness and engagement of our students in both the Youth and Adult sectors. We look forward to engaging in anticipated new rounds of strategic planning in 2023.

*Engaging learners for life*

### Three Strategic Directions for Success

- Improving Achievement
  - Ensuring Wellness
- Strengthening Engagement

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Eight General Objectives

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26 Reporting Points



# Strategic Plan 2015-2022

## Annual Report 2021-2022

### DIRECTION 1: Improving Achievement



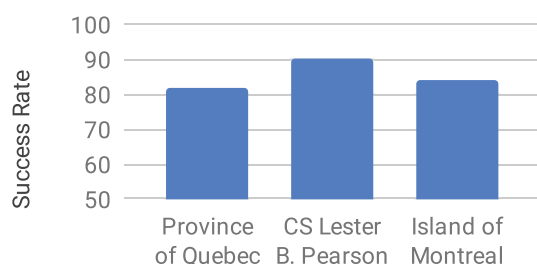
Once again, the LBPSB edged slightly higher in its global graduation and qualification rate. For the second year in a row, our 7 year cohort hit the 90% success rate. This is an enormous source of pride as it represents the second highest rate of success amongst public school boards and service centres in Quebec. For the 5 year cohort which entered secondary school in 2016, the success rate of 87.8% ranks fourth in the province in the public sector. These levels of achievement mean that our students exit our system with options available to them that others may not have such as continuing with post-secondary studies or professional training or entering the labour force with the security of a Secondary Diploma in hand. We are committed to maintaining this level of achievement moving forward.

Pandemic restrictions greatly impacted Continuing Education literacy targets. Anecdotal feedback from Adult centres suggested that literacy classes, the success of which are often dependent upon oral interaction and structured communication, were much less attractive to clients when held virtually. The same centres shared that usual core clients in literacy classes reported being uncertain about being able to commit to regular studies because of the unpredictability of the schooling situation for their children. Disruptions to in-person learning for children translated into parents supervising these children at home. These circumstances left little room for many to commit to regular attendance. The targets in this domain will remain and require renewed focus moving forward.

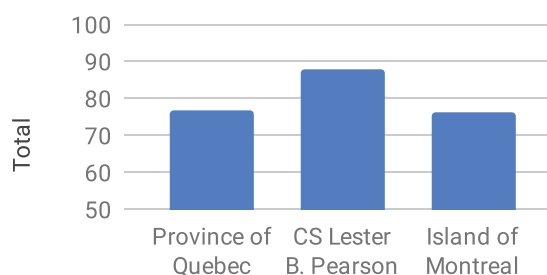
Academic results in particular subject areas were encouraging given the disruptions to learning which students experienced over the past two and a half years. While results based upon outcomes in some uniform evaluations may provide a limited snapshot of student capacity, they do allow for some degree of annual comparison. In most cases, individual course results in 2021-22 were consistent with or higher than in 2020-21. In other cases, there were significant regressions or large gains in rates of success. Of particular note is a general but varied regression in course level outcomes at the elementary level while secondary outcomes were consistently higher. Impacts of pandemic disruptions, affiliated learning gaps and short-term deviations from evaluation standards will likely mean these indicators will report erratically in the coming years.

All students with special needs between the ages of 18-21 exited our system with a clearly articulated TEVA plan. These plans are a collaborative effort coordinated by school teams, but implicating the student (and their family if necessary), community support organizations, the Health and Social Services Network and, in some cases, private sector employers. All come together to support the student with their plan, keeping in mind the ultimate goal of building autonomy and establishing conditions for success after leaving our system. We are proud of the collaborative efforts and contributions of all parties in achieving this critical target.

Global Success 2014 Cohort



Global Success 2016 Cohort



# Strategic Plan 2015-2022

## Annual Report 2021-2022

### DIRECTION 1 - Objective A, B, C



Direction 1: Improving Achievement			
OBJECTIVE A: LBPSB: To increase the number of students under the age of 20 who graduate or acquire a qualification to 90% by 2022.			
Indicator	Baseline	2021-2022 Result	Target
Secondary school graduation and qualification rate	87.8%: LBPSB 7yr. cohort June 2015	90%*	90.00%
Continuing education graduation and qualification rate before the age of 20	7.9%: AVE contribution to LBPSB 7yr. cohort June 2015	DES's Awarded - 212* DEP's Awarded - 1087* ASP's Awarded - 333* AEP's Awarded - 147*	8.50%
Disparity between percentage of LBPSB students receiving first degree or qualification before age 20 and percentage from disadvantaged areas* (*SEI of 8, 9 or 10)	22.9% disparity between 2014-15 first degree/qualification rate for Beurling Academy (67.9%) and "non-disadvantaged" LBPSB (90.8%)	26.3% disparity between 2020-21 first degree/qualification rate for Beurling Academy (64.7%) and "non-disadvantaged" LBPSB (91%)	Reduce to 15% by 2022

OBJECTIVE B: Reduce the gap in success rates between students in advantaged and disadvantaged areas.			
Indicator	Baseline	2021-2022 Result	Target
Action plan articulated for SEI 8,9,10 school	Existing Educational Project: Beurling Academy	BA Project Based Learning in Implementation Phase	Plan complete by January 2019

OBJECTIVE C: Reduce the gap in success rates between boys and girls receiving first degree or qualification.			
Indicator	Baseline	2021-2022 Result	Target
Disparity between percentage of boys receiving first degree or qualification and percentage of girls receiving first degree or qualification before the age of 20	8.4% disparity between 2014-15 first degree/qualification rate for boys (83.7%) and girls (92.1%)	4.7% disparity between 2020-21 first degree/qualification rate for boys (87.7%) and girls (92.4%)	Reduce to 5% by 2022

# Strategic Plan 2015-2022

## Annual Report 2021-2022

### DIRECTION 1 - Objective D, E



OBJECTIVE D: Reduce the gap in success rates between first generation immigrant students and non-immigrant students.			
Indicator	Baseline	2021-2022 Result	Target
Disparity between percentage of first generation immigrant students and non-immigrant students receiving first degree or qualification before the age of 20	18.8% disparity between 2014-15 first degree/qualification rate for first generation immigrant students (69.6%) and non-immigrant students (88.4%)	8.9% disparity between 2020-21 first degree/qualification rate for first generation immigrant students (81.5%) and non-immigrant students (90.4%)	Reduce to 12% by 2022

OBJECTIVE E: To increase student success in elementary school Mathematics, English Language Arts and French.			
Indicator	Baseline	2021-2022 Result	Target
Success rate End of Cycle III Elementary Math exam	78%: June 2015 LBPSB Uniform Cycle III Exam	70.13%	83.00%
Success rate End of Cycle III Elementary English Language Arts exam (Reading)	85%: June 2015 LBPSB Uniform Cycle III Exam (new indicator)	88.98%	88.00%
Success rate End of Cycle III Elementary English Language Arts exam (Writing)	93%: June 2015 LBPSB Uniform Cycle III Exam	92.15%	Maintain and Report
Success rate End of Cycle III Elementary French exam (Reading)	90%: June 2015 LBPSB Uniform Cycle III Exam (new indicator)	93.80%	Maintain Rate of Success

# Strategic Plan 2015-2022

## Annual Report 2021-2022

### DIRECTION 1 - Objective F, G



OBJECTIVE F: To increase student success in secondary school Mathematics, Science and Technology, History and Citizenship, English Language Arts and French.			
Indicator	Baseline	2021-2022 Result	Target
Success rate Secondary IV Math Options	72%: raw success rate across three Secondary IV options (2015)	78.20%	75.00%
Success rate Secondary IV General and Applied Science and Technology	83%: raw success rate across three Secondary IV options (2015)	83.30%	86.00%
Success rate Secondary IV History and Citizenship Education	74%: raw success rate across three Secondary IV options (2015)	88.00%	78.00%
Success rate Secondary V English Language Arts	96% (2015)	97.40%	Maintain Rate of Success
Success rate Secondary V French	95%: raw success rate across three Secondary V options (2015)	91.60%	Maintain Rate of Success

OBJECTIVE G: To improve success for students with special needs.			
Indicator	Baseline	2021-2022 Result	Target
Secondary school qualification rate	1.8%: contribution of WOTP qualifications to LBPSB global qualification rate (June 2015)	3.6%*: contribution of WOTP qualifications to LBPSB global qualification rate (June 2021)	2.00%
Percentage of students with special needs aged 18-21 exiting the youth sector with a Transition école vie active (TEVA) plan	0	100%	100%
Percentage of students with handicaps, social maladjustments or learning difficulties obtaining a first diploma or qualification before age 20	32.2% disparity-global success rate and success rate of students with SMLD in 2014-15 (92.7%-60.5%)	Data Not Available at Time of Publishing	Reduce disparity from 32.2% to 24.2% by 2022



# Strategic Plan 2015-2022

## Annual Report 2021-2022

### DIRECTION 1 - Orientation 1, 2



#### Orientation 1: Adult Literacy

**OBJECTIVE:** Increase the proportion of the adult population of Quebec who demonstrate high-level literacy skills according to PIAAC 2022 by contributing to enhancing and maintaining the literacy skills of the adult population located on the territory of the school board. \*\*

Indicator	Baseline	2021-2022 Result	Target
Number of adults registered in English and French literacy classes	NA	90.87 ETPs	350 ETPs by June 2022

#### Orientation 2: Have elementary students physically active at least 60 minutes per day

**OBJECTIVE:** Have all elementary students physically active at least 60 minutes per day

Indicator	Baseline	2021-2022 Result	Target
Number of schools meeting the objective	0	36 Schools	100% of schools by 2022

# Strategic Plan 2015-2022

## Annual Report 2021-2022

### DIRECTION 2 - Ensuring Wellness



In the spring of 2018, the LBPSB introduced a standardized timeline to Youth Sector treatment of Anti-Bullying/Anti-Violence plans. This timeline ensured that all schools would commit to the required annual review of their plans, make revisions to those plans if deemed necessary and present the plan to their Governing Boards for annual approval prior to the end of each school year. We are pleased to report that all of our schools adhered to that standardized timeline in 2021-22. Additionally, between 2020 and 2022 centre teams in the Continuing Education sector have worked to build similar Anti-Bullying/Anti-Violence plans for the adult milieu. All centres in the LBPSB are anticipated to have approved and operational ABAV plans in place by the spring of 2023.

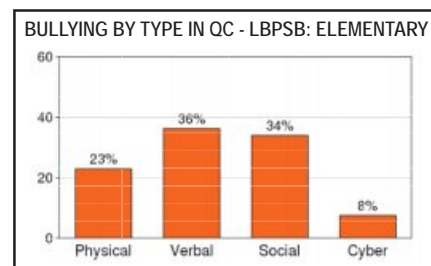
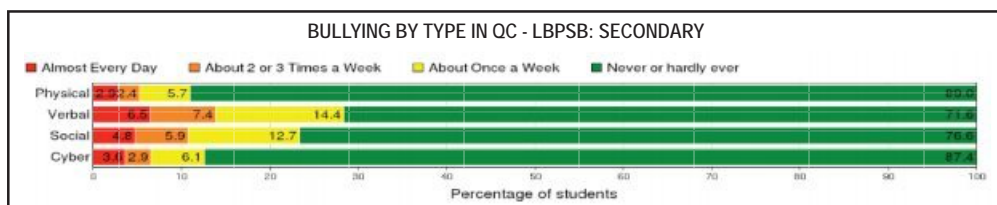
The LBPSB's Student Services Department engages numerous community partners to support in-school/centre initiatives designed to promote student wellness and orient students to success. The LBPSB, through its association with Réseau Réussite Montréal (RRM) and in partnership with the YMCA of Canada, has supported the operation of offsite alternatives to suspension programs for secondary students in Verdun/Lasalle and Pointe-Claire since 2010. In 2021-22, the LBPSB and YMCA were able to expand this program to a third location in Hudson to serve our off-island population.

Together, the Student Services Department and the YMCA have worked to bring the YMCA's "Projet-Toxico" to the LBPSB's secondary network in 2021-22. This program, in operation in other parts of the Island of Montreal since 2012, provides for a trained intervention worker in each of our high schools between 2 and 5 days per week. The workers have a broad addiction prevention mandate which includes work in both the school (during the school year) and the community (during the summer months). Workers are trained for both prevention/addiction awareness as well as for direct intervention and support for students in crisis. The project is jointly funded by RRM and the LBPSB.



The LBPSB Wellness Committee is made up of personnel who represent the four syndical organizations, the three management associations and the Director General of the school board. In 2021-22, the committee met 6 times and addressed many topics related to workplace wellness with a focus on two main areas: fostering a sense of belonging and improving work-life balance. A Wellness Committee icon was created within SSO and 3 newsletters were produced throughout the year. These channels of communication allowed for the sharing of free resources available to all LBPSB staff such as the Energia wellness and stress management program, the Employee Assistance Program, as well as virtual fitness classes and wellness workshops that were offered online. The annual Pearson Family Fun/Walk returned in person this year with a Celebration Station event that took place on the grounds of Sherbrooke Academy Sr. on May 1, 2022.

The LBPSB closely monitors information from schools and centres regarding potential problems of bullying and/or violence. Like all organizations, we are troubled by the rise of violent incidents on our streets and the clear escalation island wide of incidents involving weapons, particularly amongst youth. We continue to work closely with our partners in the SPVM as they partner with school boards and service centres on this dossier. In total, 61 complaints involving bullying and/or violence were escalated beyond the local (school/centre) level and brought to the attention of the school board. There were 38 complaints received from the elementary network, 23 from the secondary network and none from Continuing Education. This number represents a decline from 2020-21 when 83 complaints were registered. Of the 61 complaints, only one remained unresolved at the level of Regional Director.



# Strategic Plan 2015-2022

## Annual Report 2021-2022

### DIRECTION 2 - Objective A, B, C



#### Direction 2: Ensuring Wellness

**OBJECTIVE A:** To strengthen healthy lifestyles and positive mental health.

Indicator	Baseline	2021-2022 Result	Target
Tell Them From Me Survey (TTFM) Social Engagement Indicator: Sense of Belonging in School	Elementary School 84.00%: 3 yr. survey average 2012-15	69%	2% above the National average by 2020
	Secondary School 67.00%: 3 yr. survey average 2012-15	55%	2% above the National average by 2020

**OBJECTIVE B:** To encourage learners to adopt a healthy and physically active lifestyle.

Indicator	Baseline	2021-2022 Result	Target
The number of continuing education centres with initiatives promoting a healthy and physically active lifestyle	3 out of 7 centres	8	All centres each year

**OBJECTIVE C:** To ensure students and staff work in a safe, healthy and adaptable physical environment.

Indicator	Baseline	2021-2022 Result	Target
Provincial Building State Index (Buildings in Satisfactory, Good or Very Good condition)	53% of buildings in Satisfactory, Good or Very Good condition. (BSI December 2016)	43% of buildings in Satisfactory, Good or Very Good condition. (BSI November 2022)	90% of buildings in Satisfactory, Good or Very Good condition (BSI December 2020)
Percentage of schools with active building inspection teams.	New Indicator: 0 schools/centres January 2018	Nil	

# Strategic Plan 2015-2022

## Annual Report 2021-2022

### DIRECTION 2 - Objective D



OBJECTIVE D: To foster safe and caring relationships within the school, the community and the digital environments.			
Indicator	Baseline	2021-2022 Result	Target
Tell Them From Me (TTFM) Elementary School Indicator: Feel Safe Attending School (Bullying and School Safety Report)	Girls 8.10%/Boys 8.10% Feeling unsafe at school June 2015	Girls 10.7% Boys 12.6% Feeling unsafe at school June 2022	Girls 5%/Boys 5% by October 2019
Tell Them From Me (TTFM ) Secondary School Indicator: Feel Safe Attending School (Bullying and School Safety Report)	Girls 13.90%/Boys 16.3% Feeling unsafe at school	Girls 19.3% Boys 18.2% Feeling unsafe at school	Girls 10%/Boys 13% by October 2019
Number of complaints of bullying/violence not resolved at the local level	NA	61	Monitor
Ensure all schools monitor and continually update their Anti-Bullying/Anti-Violence Plan (Law 19)	60% of schools made revisions to their ABAV plans in the spring of 2019 and proceeded to bring those revisions to GB	All schools	100% of schools (June 2021)

# Strategic Plan 2015-2022

## Annual Report 2021-2022

### DIRECTION 3 - Strengthening Engagement



The disparity between achievement levels (Graduation/Qualification Rate) and engagement levels (OurSchool Indicators) remains significant, particularly at the Secondary Level. Engagement levels for both secondary students (28%) and elementary students (80%) remain relatively unchanged from 2020-21 when they were 29% and 82% respectively. The persistent and significant drop in national averages from elementary (86%) to secondary (40%) raises questions about our collective approach to secondary education. The LBPSB continues to encourage innovative approaches to learning, the fostering of creativity and authentic learning experiences for students. This will be a critical direction of focus in the coming years.

The LBPSB continues its French Second Language orientation towards the Council of Europe's Common European Framework of Reference for Languages (CEFRL). COVID-19 restrictions limited our capacity for both training and student evaluation sessions in 2021-22 but we are committed to student CEFRL certification as long-term objective. The Educational Services Department supports a team of 33 DELF/DALF certified teachers across the Elementary, Secondary and Continuing Education networks and our LBPSB Career Development Services Team continued to provide DELF/DALF preparation and evaluation to adults in 2021-22 with nearly 100 clients registering for certification testing.

Active links between industry and professional training programs in our Adult and Vocational Sector were maintained despite pandemic restrictions. Seven of the nine designated domains of interest had at least two active partnerships with related industries in 2021-22. These partnerships serve not only to keep training relevant to students, but facilitate practicum placements and future employment possibilities. Of particular note is the West Island Career Centre's provision of specific training in the maintenance of electronic vehicles, the first English centre on the Island of Montreal with a certified instructor in this domain. Such innovation and industry connection keeps a very "in demand" program even more relevant in the current labour market.

In the spring of 2021, the Student Services and Educational Services departments collaborated on planning for a particular intervention for students in the first cycle of elementary school. The initiative, simply identified as "structured literacy", offered schools access to professional development, support from consultants and speech and language pathologists, professional networking, and selected learning materials to initiate structured, research based literacy intervention for younger students. This initiative was a specific response to pandemic disruptions and the recognition of the particular vulnerability created for Cycle I students. Research is clear that those early years are critical for the development of literacy skills. Students entering Grades 2 and 3 in September 2021 would have missed a significant portion of that critical developmental window, for which the long-term effects could be significant. Twenty-one schools participated in the structured literacy initiative in its first year, with a specific focus on Grades 2 and 3 as mentioned above. The initiative will continue in 2022-23 with an orientation to Cycle I Elementary.

In response to calls for literary diverse texts, a group of 12 Black and brown educators from across the board's territory came together to form the LBPSB EDDI Literary Advisory Committee in the spring of 2021. This group, which included both teachers and an Educational Services Department professional, met regularly to lend voice to the decision making process involved in the selection of literary texts in our board. The committee curated a list of diverse literary texts to promote and share with fellow educators. In addition, the group collaborated to produce anthology guides and novel study units for the thirteen recommended texts across multiple grade levels. Those guides and units were made available to all educators in our system via email. A dedicated EDDI webpage designed to promote a dignity centered, diverse educational experience for all our students and to house the recommendations, and future recommendations, in development.

# Strategic Plan 2015-2022

## Annual Report 2021-2022

### DIRECTION 3 - Objective A, B



Direction 3: Strengthening Engagement			
OBJECTIVE A: To have our students intellectually engaged in their learning.			
Indicator	Baseline	2021-2022 Result	Target
Tell Them From Me Survey Intellectual Engagement Indicators: Skills Challenge (secondary only) Interest and Motivation	Tell Them From Me Secondary Challenge: 6% above the National Average 2014-15	Data not available 21-22	10% Above the National average 2017-20 Composite National Average
Tell Them From Me (TTFM) Socio-Emotional Outcome Students Interested and Motivated	Elementary School Baseline: 8% above the Three Year National Average Composite 2013-2015	National Average 86%  LBPSB 80%	10% Above the National average 2017-20 Composite National Average
	Secondary School Baseline: 4% above the Three Year National Average Composite 2013-2015	National Average 40%  LBPSB 28%	6% Above the National average 2017-20 Composite National Average

OBJECTIVE B: To have our students engaged in the world around them.			
Indicator	Baseline	2021-2022 Result	Target
The number of Digital Citizenship Program (DCP) workshops offered	3 per year	100% Integration in all Professional Development	Maintain 3 per year
The number of Educational Technology Summer Institute days	3 days per year	NA - Pandemic	Maintain 3 days per year
The number of schools/centres with active social media links integrated into their home web page (Twitter, Facebook, blogs, etc.)	37% of schools and centres	100%	100% of schools and centres by June 2020
The number of active partnerships by domain of interest <small>**Domains of Interest: Science &amp; Technology; Media and Entertainment; Health Sciences; Environmental Sciences; Business and Entrepreneurship; Law and Public Safety; Industries aligned with vocational programs; Sports &amp; Recreation; Community Service.</small>	ESD - NA	NA COVID Restrictions	2 partnerships per domain each year
	AVE - NA	7 of 9	
The number of high schools offering a LBPSB Bilingual Certificate (DALF Orientation)	NA	DEL/DALF Evaluation available in all secondary schools	All high schools by June 2020

# TAUX DE DIPLOMATION ET QUALIFICATION

## Objectif 2: Réduire de moitié les écarts de réussite entre différents groupes d'élèves

In 2016, the Ministry of Education and High Education identified very specific objectives for School Boards/Service Centres for closing the achievement gaps between different groups of students. The tables below outline some of those gaps at Lester B. Pearson and compare them to both the province as a whole and to the public system specifically.

**Source : Taux de diplomation et de qualification par cohorte de nouveaux inscrits au secondaire selon la durée des études (5 ans, 6 ans et 7 ans), cohortes de 2013 et 2014**

Écarts entre les garçons et les filles	Âge à l'entrée du secondaire (au 30 septembre)	Cohorte 2013 suivie jusqu'en 2019-2020						Cohorte 2014 suivie jusqu'en 2020-2021					
		Nombre de nouveaux inscrits au 30 septembre 2013	5 ans	6 ans	7 ans			Nombre de nouveaux inscrits au 30 septembre 2014	5 ans	6 ans	7 ans		
			Total	Total	Total	Maculin	Féminin		Total	Total	Total	Maculin	Féminin
Ensemble du Québec	12 ans et moins	67 502	76.7	83.1	85.2	81.2	89.3	67 642	76.9	83.0	85.7	81.4	90.0
	13 ans et plus	8 894	42.0	51.1	54.8	53.0	57.3	9 201	40.8	49.7	54.8	52.9	57.6
	Total	76 396	72.7	79.4	81.8	77.5	86.3	76 843	72.7	79.1	82.1	77.6	86.8
Réseau public	12 ans et moins	51 056	72.4	79.8	82.4	77.7	87.1	51 281	72.7	79.7	82.9	78.0	87.9
	13 ans et plus	7 987	41.0	50.1	53.7	52.1	56.0	8 263	39.7	48.3	53.6	51.9	56.0
	Total	59 043	68.2	75.9	78.6	73.9	83.7	59 544	68.1	75.4	79.0	74.0	84.2
Commission scolaire Lester-B.-Pearson	12 ans et moins	1 600	85.4	90.2	91.0	88.6	94.0	1 514	86.3	90.0	90.9	88.9	93.1
	13 ans et plus	58	46.4	57.1	60.7	61.0	60.0	69	58.2	59.7	67.2	68.2	65.2
	Total	1 658	84.1	89.0	90.0	87.2	93.5	1 583	85.1	88.7	90.0	87.7	92.4

Écarts entre les élèves HDAA et les élèves ordinaires	Groupes d'élèves selon qu'ils avaient ou non un plan d'intervention actif à leur entrée au secondaire	Cohorte 2013 suivie jusqu'en 2019-2020						Cohorte 2014 suivie jusqu'en 2020-2021							
		Nombre de nouveaux inscrits au 30 septembre 2013	5 ans		6 ans		7 ans		Nombre de nouveaux inscrits au 30 septembre 2014	5 ans		6 ans		7 ans	
			Total	Total	Total	Maculin	Féminin	Total		Total	Total	Maculin	Féminin		
Réseau public	Élèves ordinaires	43,142	78.7	84.6	86.6	83.3	89.6	43,260	78.5	84.2	86.8	83.3	89.8		
	Total EHDA	15,901	39.3	51.5	56.2	54.9	58.5	16,284	40.2	51.6	57.5	55.7	61.0		
	Total	59,043	68.2	75.9	78.6	73.9	83.7	59,544	68.1	75.4	79.0	74.0	84.2		
Commission scolaire Lester-B.-Pearson	Élèves ordinaires	1,207	92.8	96.2	96.7	96.3	97.0	1,164	93.6	95.5	96.3	95.5	96.9		
	Total EHDA	451	60.8	69.6	71.9	69.4	77.2	419	61.4	69.3	71.6	71.4	71.9		
	Total	1 658	84.1	89.0	90.0	87.2	93.5	1 583	85.1	88.7	90.0	87.7	92.4		

Écarts entre les élèves immigrants de première génération et les autres élèves	Statut des élèves (immigration)	Cohorte 2013 suivie jusqu'en 2019-2020						Cohorte 2014 suivie jusqu'en 2020-2021					
		Nombre de nouveaux inscrits au 30 septembre 2013	5 ans	6 ans	7 ans			Nombre de nouveaux inscrits au 30 septembre 2014	5 ans	6 ans	7 ans		
			Total	Total	Total	Maculin	Féminin		Total	Total	Total	Maculin	Féminin
Ensemble du Québec	Immigrants de première génération	8,236	69.8	77.9	80.7	76.7	84.6	8,294	70.4	78.9	81.9	77.6	86.1
	Autres	68,160	73.1	79.6	81.8	77.5	86.4	68,549	72.9	79.1	82.0	77.5	86.9
	Total	76,396	72.7	79.4	81.8	77.5	86.3	76,843	72.6	79.1	82.0	77.5	86.8
Réseau public	Immigrants de première génération	6,200	66.5	76.3	79.7	75.2	84.5	6,278	67.6	77.6	81.3	77.0	85.7
	Autres	52,843	68.4	75.8	78.4	73.7	83.5	53,266	68.2	75.1	78.6	73.5	84.0
	Total	59,043	68.2	75.9	78.6	73.9	83.7	59,544	68.1	75.4	79.0	74.0	84.2
Commission scolaire Lester-B.-Pearson	Immigrants de première génération	103	72.4	76.5	77.6	79.6	75.0	85	77.8	80.2	81.5	79.5	83.3
	Autres	1,555	84.9	89.9	90.9	87.9	94.6	1,498	85.6	89.2	90.4	88.0	93.0
	Total	1,658	84.1	89.0	90.0	87.2	93.5	1,583	85.1	88.7	90.0	87.7	92.4

Écarts entre les élèves selon l'indice de défavorisation de l'école fréquentée	Le milieu est défini par l'indice de défavorisation IMSE de l'école où l'élève s'est inscrit au 30 septembre en première secondaire	Cohorte 2013 suivie jusqu'en 2019-2020						Cohorte 2014 suivie jusqu'en 2020-2021					
		Nombre de nouveaux inscrits au 30 septembre 2013	5 ans	6 ans	7 ans			Nombre de nouveaux inscrits au 30 septembre 2014	5 ans	6 ans	7 ans		
			Total	Total	Total	Maculin	Féminin		Total	Total	Total	Maculin	Féminin
Réseau public	Milieux défavorisés	17,304	60.5	70.1	73.8	68.6	79.4	17,292	61.3	70.2	74.6	69.2	80.1
	Autres	41,399	71.7	78.5	80.7	76.2	85.6	41,685	71.6	78.1	81.2	76.3	86.4
	Total	59,043	68.2	75.9	78.6	73.9	83.7	59,544	68.1	75.4	79.0	74.0	84.2
Commission scolaire Lester-B.-Pearson	Milieux défavorisés	73	50.7	57.7	57.7	61.0	53.3	70	57.4	63.2	64.7	68.4	60.0
	Autres	1,585	85.5	90.4	91.4	88.6	94.9	1,512	86.5	89.9	91.0	88.6	93.6
	Total	1,658	84.1	89.0	90.0	87.2	93.5	1,583	85.1	88.7	90.0	87.7	92.4

Notes :

- Les milieux favorisés incluent les écoles ayant un indice de défavorisation IMSE de rangs déciles 1, 2 ou 3.
- Les milieux intermédiaires incluent les écoles ayant un indice de défavorisation IMSE de rangs déciles 4, 5, 6 ou 7.
- Les milieux défavorisés incluent les écoles ayant un indice de défavorisation IMSE de rangs déciles 8, 9 ou 10.
- La somme des nouveaux inscrits en milieux défavorisés et des nouveaux inscrits provenant d'un autre milieu n'est pas égale au total du réseau public puisque aucun indice n'est calculé pour les élèves des centres de services scolaires / commissions scolaires à statut particulier.

NA : Non applicable, puisqu'il n'y a aucun nouveau inscrit qui possède les caractéristiques observées

S.O. : Sans objet, puisqu'aucun indice de défavorisation n'est calculé pour les écoles des centres de services scolaires / commissions scolaires à statut particulier



# TAUX DE DIPLOMATION ET QUALIFICATION

Objectif 6: D'ici 2030, ramener à 10 % la proportion d'élève entrant à 13 ans ou plus au secondaire, dans le réseau public

Source : Indicateurs nationaux - Formation générale des jeunes - Enseignement secondaire, édition 2022 :  
*L'âge des élèves à l'entrée au secondaire*

		Total				Masculin				Féminin			
		2018-2019	2019-2020	2020-2021	2021-2022	2018-2019	2019-2020	2020-2021	2021-2022	2018-2019	2019-2020	2020-2021	2021-2022
Ensemble du Québec	12 ans et moins	90.2	90.8	91.6	91.3	88.7	89.5	90.3	90.1	91.8	92.1	92.9	92.7
	13 ans et plus	9.8	9.2	8.4	8.7	11.3	10.5	9.7	9.9	8.2	7.9	7.1	7.3
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Réseau public	12 ans et moins	88.8	89.6	90.4	90.1	87.2	88.1	89.0	88.8	90.5	91.1	91.9	91.6
	13 ans et plus	11.2	10.4	9.6	9.9	12.8	11.9	11.0	11.2	9.5	8.9	8.1	8.4
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Commission scolaire Lester-B.-Pearson	12 ans et moins	95.9	96.8	95.9	96.9	95.8	95.9	94.4	96.5	96.1	97.8	97.7	97.4
	13 ans et plus	4.1	3.2	4.1	3.1	4.2	4.1	5.6	3.5	3.9	2.2	2.3	2.6
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Définition :

Parmi les élèves qui sont inscrits pour la première fois en 1re secondaire au 30 septembre, proportion de ceux qui ont 12 ans ou moins et ceux qui ont 13 ans ou plus.

N/A : Non applicable, puisqu'il y a aucun nouveau inscrit qui possède les caractéristiques observées

S.O. : Sans objet, puisqu'aucun indice de défavorisation n'est calculé pour les écoles des centres de services scolaires / commissions scolaires à statut particulier

# Loi sur la gestion et le contrôle des effectifs total des heures rémunérées - avril 2021 à mars 2022

Section 20 of the *Act Respecting Workforce Management and control within government departments, public sector and networks and state enterprise* requires the Lester B. Pearson School Board to disclose the staffing information displayed in the chart below in its Annual Report. For the period between April 1, 2021 and March 31, 2022, the level of staffing was 0,99% above the assigned level.

888000 Lester-B.-Pearson

	AVRIL 2021 À MARS 2022			
	Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1 Personnel d'encadrement	288 418,53	0,00	288 418,53	176
2 Personnel professionnel	250 397,55	69,07	250 466,62	184
3 Personnel infirmier	0,00	0,00	0,00	0
4 Personnel enseignant	2 641 444,25	11 557,26	2 653 001,51	2 680
5 Personnel de bureau, technicien et assimilé	1 825 224,35	7 144,98	1 832 369,33	2 139
6 Agents de la paix	0,00	0,00	0,00	0
7 Ouvriers, personnel d'entretien et de service	498 233,48	5 796,02	504 029,50	437
8 Étudiants et stagiaires	0,00	0,00	0,00	0
Total	5 503 718,16	24 567,33	5 528 285,49	5 616

# Lester B. Pearson School Board

## Statement of Financial Position

June 30, 2022

	2022	2021
	\$	\$
<b>FINANCIAL ASSETS</b>		
Cash	1,874,666	1,679,434
Operating grants receivable (Note 4)	42,073,060	30,518,124
Grants related to the acquisition of property and equipment	291,649,834	272,959,625
Financing grants receivable	1,188,842	1,342,672
Accounts receivable (Note 5)	29,563,317	8,275,785
	<u>366,349,719</u>	<u>314,775,640</u>
<b>LIABILITIES</b>		
Temporary loans (note 6)	42,535,292	
Accounts payable (Note 7)	48,809,529	93,602,528
Deferred contributions related to the acquisition of property and equipment (Note 8)	280,230,953	262,496,976
Deferred revenues	3,760,162	4,206,564
Allowance for employee benefits (Note 9)	16,822,220	16,567,877
Environmental liability	1,217,199	1,371,029
Other liabilities (Note 10)	271,180,934	229,441,120
	<u>664,556,288</u>	<u>607,686,094</u>
<b>NET DEBT</b>	<u>(298,206,569)</u>	<u>(292,910,454)</u>
<b>NON-FINANCIAL ASSETS</b>		
Property and equipment (Note 11)	307,582,066	289,618,241
Prepaid expenditures	120,606	123,368
	<u>307,702,672</u>	<u>289,741,609</u>
<b>ACCUMULATED OPERATING SURPLUS</b>	<u>9,496,103</u>	<u>(3,168,845)</u>

The accompanying notes are an integral part of the financial statements.

# Lester B. Pearson School Board

## Statement of Operations

Year ended June 30, 2022

	2022	2021
	\$	\$
<b>Revenues</b>		
Ministère de l'Éducation (MEQ) operating grants	264,300,413	234,010,790
School taxes	62,804,858	63,023,130
Other operating revenues	26,067,980	21,835,329
Transportation grants – MEQ	7,001,571	6,413,031
	<u>360,174,821</u>	<u>325,282,280</u>
<b>Expenditures</b>		
Teaching services	162,094,381	152,025,878
Educational support activities	83,312,471	75,348,363
Extracurricular activities	13,470,152	12,931,135
Transportation	15,043,605	14,463,382
Administrative activities	13,777,426	13,411,859
Energy	5,187,181	4,575,457
Amortization of property and equipment	18,122,486	17,016,160
Maintenance and caretaking	19,764,702	18,643,807
Financing costs	49,815	723,162
Subsidized schools in the public interest	11,936,665	11,648,631
Other	4,316,033	18,463,020
Net change in the provision for fringe benefits	254,344	263,314
Amortization of financing fees	180,611	173,653
Loss on disposal of property and equipment		
	<u>347,509,874</u>	<u>339,687,821</u>
<b>Excess of revenues over expenditures</b>	<u>12,664,948</u>	<u>(14,405,541)</u>

The accompanying notes are an integral part of the financial statements.

## Statement of Accumulated Operating Surplus

Year ended June 30, 2022

	2022	2021
	\$	\$
Surplus (Deficit), beginning of year	(3,168,845)	11,236,696
Excess of revenues over expenditures	12,664,948	(14,405,541)
Balance Surplus (Deficit), end of year	<u>9,496,103</u>	<u>(3,168,845)</u>

The accompanying notes are an integral part of the financial statements.

# Lester B. Pearson School Board

## Supplementary Information

Year ended June 30, 2022 (Unaudited)

The following supplementary information has been compiled. We have not performed an audit or a review engagement in respect of the supplementary information and, accordingly, we express no assurance thereon.

	<u>2022</u>	<u>2021</u>
	\$	\$
<b><i>BREAKDOWN OF OPERATING EXPENDITURES</i></b>		
Teaching services		
Kindergarten	12,560,514	11,681,841
Elementary	59,606,717	55,766,505
Secondary	51,435,647	49,328,035
Technical vocational	23,723,170	22,382,323
Educational intervention	7,014,980	6,267,550
Adult education	7,753,353	6,599,624
	<u>162,094,381</u>	<u>152,025,878</u>
Educational support activities		
Management of schools and centres	20,773,793	20,774,124
Educational material	5,513,304	4,690,109
Complementary services	37,546,113	34,429,114
Pedagogical services	13,291,539	11,834,191
Animation and pedagogical services	1,516,950	1,311,838
Professional development	349,547	177,578
Social, cultural and sports activities	4,321,224	2,131,409
	<u>83,312,471</u>	<u>75,348,363</u>
Extracurricular activities		
Living allocation	29,000	30,300
Food services	505,217	459,442
Transportation	15,043,605	14,463,382
Daycare	12,935,935	12,441,393
	<u>28,513,758</u>	<u>27,394,517</u>
Administrative activities		
Council of Commissioners	304,404	414,221
Management	10,049,261	9,770,952
Corporate services	3,403,180	3,213,872
Professional development	20,582	12,814
	<u>13,777,426</u>	<u>13,411,859</u>

# Lester B. Pearson School Board

## Supplementary Information

Year ended June 30, 2022 (Unaudited)

	<u>2022</u>	<u>2021</u>
	\$	\$
<b><i>BREAKDOWN OF OPERATING EXPENDITURES</i></b>		
<b><i>(Continued)</i></b>		
Property and equipment activities		
Furniture and equipment	193,554	110,668
Amortization of material and equipment	6,441,766	5,852,553
Building upkeep	7,100,709	5,759,673
Amortization of buildings	11,680,720	11,163,607
Caretaking services	11,629,172	11,743,316
Energy	5,187,181	4,575,457
Rental	374,196	237,759
Computer development – Not capitalized	304,828	379,725
Security	162,243	412,666
	<u>43,074,369</u>	<u>40,235,424</u>
Other		
Financing costs	49,815	723,162
Amortization of financing fees	180,611	173,653
Special projects	432,393	463,879
Subsidized schools in the public interest	11,936,665	11,648,631
Retroactivity	1,961,044	16,418,732
Allowance for doubtful account variation	502,691	341,313
Environmental liability – Revaluation	(12,983)	133,798
Loan of service	1,328,902	1,027,631
Miscellaneous	103,987	77,667
	<u>16,483,124</u>	<u>31,008,466</u>
Net change in the accrued provision for fringe benefits	254,344	263,314
Loss on disposal of property and equipment		
	<u><u>347,509,874</u></u>	<u><u>339,687,821</u></u>

## Independent Auditor's Report

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To the Council of Commissioners of  
Lester B. Pearson School Board

### Opinion

We have audited the financial statements of Lester B. Pearson School Board (the "School Board") which comprise the statement of financial position as at June 30, 2022, and the statements of operations, accumulated operating surplus changes in net debt and the cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School Board as at June 30, 2022, and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

### Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the School Board in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Other Matters

Without modifying our opinion, we draw your attention to the fact that we have also expressed an opinion on the financial statements included in the annual financial report presented on the form prescribed by the Ministère de l'Éducation for the year ended 30 June 2022.

The financial statements of the School Board for the year ended June 30, 2021 were audited by another auditor, Québec, Canada, who expressed an unmodified opinion on those statements on October 12, 2021.

### Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the School Board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the School Board or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the School Board's financial reporting process.

### Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.



As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School Board's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School Board's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School Board to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Laval (Québec)  
Le 28 octobre 2022

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<sup>1</sup> CPA auditeur, permis de comptabilité publique n° A116671



**Me Laurence Sarrazin**  
Student Ombudsman / Protectrice de l'élève  
Lester-B.-Pearson School Board

Montreal, October 5<sup>th</sup>, 2022

**To the attention of the Council of Commissioners**

Lester-B.-Pearson School Board  
1925, Avenue Brookdale  
Dorval (Québec) H9P 2Y7

**OBJECT: Student Ombudsman Annual Report – School year 2021-2022**

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It is my pleasure to submit the Student Ombudsman annual report, as required by section 220.2 of the *Education Act* and section 4.3 of the By-Law 9-A (*complaint examination procedure*). This report covers the period from October 1<sup>st</sup>, 2021 to September 30<sup>th</sup>, 2022.

I have been nominated by the Council of commissioners in October 2019 for a three-year mandate. This mandate will be extended for the upcoming school year, until September 2023 when the Student Ombudsman's position will be abolished and replaced by the National Student Ombudsman<sup>1</sup>.

The Student Ombudsman is an independent and impartial individual. I am mandated to provide information to students or parents about the LBPSB *Complaint examination procedure* and direct their inquiries to the appropriate person in accordance with the By-Law 9-A and By-Law 9-B.

I usually intervene when a complainant has exhausted all remedies. Exceptionally, I can intervene earlier in the process to prevent a serious prejudice to a student. During this past school year, there was no intervention made in this exceptional context.

During the school year, I benefit from the valuable collaboration of the School Board's Secretary General, Me Geneviève Dugré, to assist promptly and provide information on the status of any complaint.

***Methodology used to compile data***

You can find two tables below that indicate the profile of complainants and categories of complaints received for the school year of 2021 – 2022, ending September 30<sup>th</sup>, 2022.

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<sup>1</sup> See MINISTÈRE DE L'ÉDUCATION DU QUÉBEC, *National Student Ombudsman*, online :  
<https://www.quebec.ca/en/government/ministere/education/organismes-lies/student-ombudsman>

The second chart breaks down the contacts into different categories. These categories are an adaptation of the categories listed in the *Uniform Reporting Categories* published by the International Ombudsman Association<sup>2</sup>.

Please note that when a complaint involves more than one issue, the main issue was chosen to compile the categories of complaints (for example, a complaint about grading and communication with the teacher would be compiled in the “grading” category).

The total number of complainants in the first chart (95) does not correspond to the number of complaints as per the second chart (96). This can happen if a complainant makes two separate complaints in the same school year.

### ***Review of the school year 2021-2022***

During the past school year, the total number of complaints was stable from the previous years. There were 96 complaints this year, in comparison with 101 complaints in 2020-2021. The numbers for the previous years are 72 for 2019-2020, 100 in 2016 – 2017, 69 in 2017 – 2018 and 64 in 2018 – 2019.

I would like to draw your attention to the following points of interest:

- i. On the 96 complaints received, two complaints were of the jurisdiction of the Student Ombudsman and resulted in an investigation.
- ii. On the 96 complaints received, 26 complaints involved dissatisfaction with an administrative decision or the interpretation / application of rules. These complaints were mainly concerning decisions taken about registrations / placement and the application of the sanitary measures in the context of the pandemic of COVID-19.
- iii. I have decided to create a new category this year for the complaints regarding a sanction imposed to a child by a school employee (mainly school principals or vice-principals). These complaints were made by parents alleging an unfair treatment in the choice of a sanction.
- iv. I have also decided to create a new category this year for complaints regarding security or safety issues. These complaints were mainly about surveillance and, for one complaint, access to chemical products.

I want to address specifically the question of complaints about acts of bullying and violence, as requested by the section 220.2 of the *Education Act*. Fifteen complaints were received this past year concerning acts of bullying and violence. This is an increase from the previous years (nine complaints were filed in 2020-2021 and two complaints were filed in 2019-2020). Complaints about bullying or violence are usually filed by students or parents dissatisfied with the management of the situation at the school level.

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<sup>2</sup> INTERNATIONAL OMBUDSMAN ASSOCIATION, *Uniform reporting categories*, second version, October 2007, online: <https://facultyombuds.ncsu.edu/files/2015/11/IOA-Uniform-Reporting-Categories.pdf>

In my opinion, different factors have contributed to this increase, among which an increase of denunciations of cyberbullying between students and an increase of violent events (or media coverage of these events) involving teenagers as many parents expressly mentioned being afraid of the potential escalation of bullying acts into physically violent altercations. I also received two complaints about bullying which allegedly took place in past school years after the mediatisation of a judgement rendered against the LBPSB in the end of summer 2021<sup>3</sup>.

The complainants were listened to. I provided information about the *Complaint examination procedure* (By-Law 9-A) and referred them accordingly to Me Geneviève Dugré, Secretary General, or to the appropriate level of direction. Sometimes, I also referred the complainants to the *Anti bullying and violence plan* of their school. In most situations, I also received the authorization from the complainants to discuss the issue directly with Me Geneviève Dugré in order to confirm the treatment of their complaints by the appropriate director and follow-up on actions taken to address the situation. In situations concerning past issues, I may also refuse to examine a complaint if I have reasons to believe that intervening would clearly serve no purpose, for example if the student is no longer a student of the LBPSB.

Some complaints were also filed alleging an inappropriate behaviour of a teacher, service providers (ex: bus drivers) or employees of the School Board (ex: members of the administration). These complainants were all referred to the appropriate level of direction and none of these complaints were escalated to the Student Ombudsman after their treatment by the School Board.

During the past school year, two complaints resulted in an investigation. In both situations, the complainants escalated their complaints to the Student Ombudsman after having exhausted all remedies.

A first investigation report, dated February 17<sup>th</sup> 2022, was submitted to the attention of the Council of Commissioners. The complaint was found partially founded. A recommendation was made to the Council to improve the treatment of complaints by modifying By-Law 9 in order to plan for a mediation-like procedure. After reviewing the report and considering that Bill 9 on the National Student Ombudsman has provisions on mediation, the Council mandated the Governance and Ethics Committee to follow the progress of Bill 9 and review the LBPSB's *complaint examination procedure* as appropriate (Resolution 2022-03-#06).

A second investigation report, dated August 23<sup>rd</sup> 2022, was submitted to the attention of the Council of Commissioners. The complaint was found partially founded. A recommendation was made to the Council to invite the administration of the John Rennie

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<sup>3</sup> See : Jesse FEITH, "Lester B. Pearson School Board ordered to pay \$29,400 in bullying case", *Montreal Gazette* (August 31<sup>st</sup>, 2021), online: <https://montrealgazette.com/news/local-news/lester-b-pearson-school-board-ordered-to-pay-29400-in-bullying-case>

High School to plan for conflict management resources expressly when planning ahead the Model UN project with the teachers in charge for the upcoming years. The Governance and Ethics Committee reviewed this recommendation, the specific situation and the actions taken and decided that no further action be recommended (resolution 2022-09-#5).

On a personal note, I would like to express my gratitude to the people within the School Board who responded to my requests for assistance in a promptly manner. I wish to express a special thank you to Me Geneviève Dugré for her assistance and availability. Also, I would like to thank my colleague Me Isabelle Turgeon for acting as a substitute student ombudsman during my annual leave this summer.

I want to express my gratitude to the parents and students who put their trust in me by sharing their concerns and difficulties.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read 'Laurence', with a stylized, flowing script.

Me Laurence Sarrazin

## Profile of the complaints

Level of Education	Students	International Students	Parents	Other	Total
Elementary	0	0	33	1	34
High School	2	0	39	0	41
Adult / Vocational	6	2	1	0	9
Other / Unknown	0	0	8	3	11
Total	8	2	81	4	95

## **Complaints by category**

	<b>Number of complaints</b>
<b>1. Teacher-student relationship</b>	
Respect	1
Bullying, Mobbing, Violence (between students or teacher intervention)	15
Diversity related	0
Assignments, Schedules	0
Performance appraisal /Grading	4
Inappropriate Behaviour of the Teacher	4
<b>2. Services /Administrative issues</b>	
Quality of services	2
Administrative decisions and interpretation /application of rules	26
Behavior of service providers or school employees (other than teachers)	4
Security and Safety Issues	3
Sanctions	8
Communication	5
<b>3. Legal, Regulatory, Financial and Compliance</b>	
Discrimination	0
Disability and Reasonable accommodation	7
Privacy and Security of Information	0
Finances	3
<b>4. Organizational, Strategic, and Mission related issues</b>	
Strategic and mission related strategic and technical management (Leadership)	2
Transportation	2
Values and culture	3
<b>Other interventions (Follow-ups, General Information, References, etc.)</b>	<b>7</b>
<b>Total</b>	<b>96</b>

# Code of Ethics & Conduct

## Section 175.1 of the Education Act



The council of commissioners must, by by-law, establish a code of ethics and professional conduct which is applicable to the commissioners.

The code shall set out the duties and obligations of the commissioners, and may prescribe standards that vary according to the various classes of commissioners or that apply only to certain classes of commissioners. The code must, among other things,

- (1) include preventive measures, in particular rules for the disclosure of interests;
- (2) deal with the identification of situations of conflict of interest;
- (3) regulate or prohibit practices relating to remuneration;
- (4) specify the duties and obligations of commissioners even after they leave office;
- (5) include enforcement mechanisms, in particular the designation of the persons charged with the enforcement of the code and provide for penalties.

No member of the council of commissioners or employee of a school board may be responsible for determining if the code has been contravened or for imposing a penalty.

The school board must ensure public access to the code, and publish it in its annual report:

[https://www.lbpsb.qc.ca/wp-content/uploads/BY-LAW-5-Code-of-Ethics-and-Professional-Conduct\\_Adopted-RES\\_2021-06-09.pdf](https://www.lbpsb.qc.ca/wp-content/uploads/BY-LAW-5-Code-of-Ethics-and-Professional-Conduct_Adopted-RES_2021-06-09.pdf)

The annual report shall, in addition, state the number of cases dealt with and the follow-up thereon and set out any breaches determined during the year by the disciplinary authorities, the determination thereof, any penalties imposed by the competent authorities and the names of any commissioners divested of office by a court during the year. This section must not be construed so as to restrict the freedom of speech inherent in a commissioner's function.

## Section 25 of the Act to Facilitate the Disclosure of Wrongdoings

Section 25 of the Act to Facilitate the Disclosure of Wrongdoings requires the Lester B. Pearson School Board to report any disclosures of wrongdoing submitted to the board in its Annual Report.

*The Council of Commissioners of the Lester B. Pearson School Board designated the Secretary General as Officer responsible for dealing with the disclosure of wrongdoings.*

*For the 2021-2022 school year, no disclosure of wrongdoing was received by the Lester B. Pearson School Board.*



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**ANNUAL REPORT FOR YEAR ENDING JUNE 30, 2022**  
**Of the Ethics officer charged with the enforcement of the Code of Ethics and Professional**  
**Conduct of the Commissioners of the Lester B. Pearson School Board**

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For the year ending June 30, 2022 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 Lester B. Pearson School Board, dealt with two complaints:

1. A complaint, directed at one commissioner, received on June 22, 2021 decided by a decision rendered on October 20, 2021, concluding that the complaint was well-founded and for which the Commissioner was issued a written reprimand (without a request for an apology).
2. One complaint dated January 13, 2022, directed at 5 commissioners, decided by a decision rendered on April 20, 2022, which dismissed the complaint as being unfounded and without merit.

Montreal, Effective September 30, 2022



Me Vincent Guida  
Person charged with the enforcement of the  
Code of Ethics and Professional Conduct of the  
Commissioners of the Lester B. Pearson School Board.

***Me Vincent Guida***



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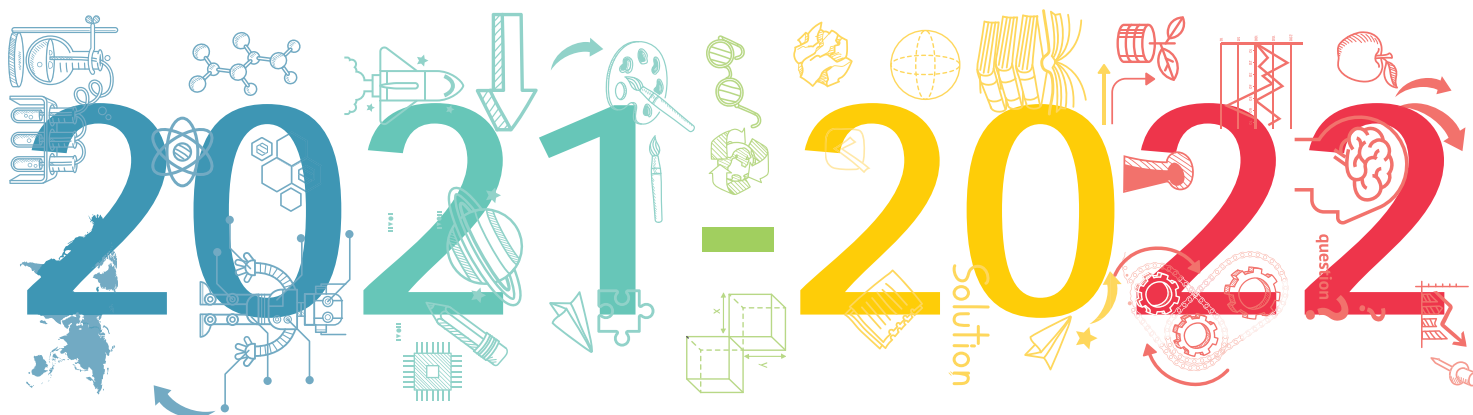
Lester B. Pearson School Board

Commission scolaire Lester-B.-Pearson

1925 Brookdale Ave., Dorval, QC, Canada

[www.lbpsb.qc.ca](http://www.lbpsb.qc.ca)

# ANNUAL REPORT



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