



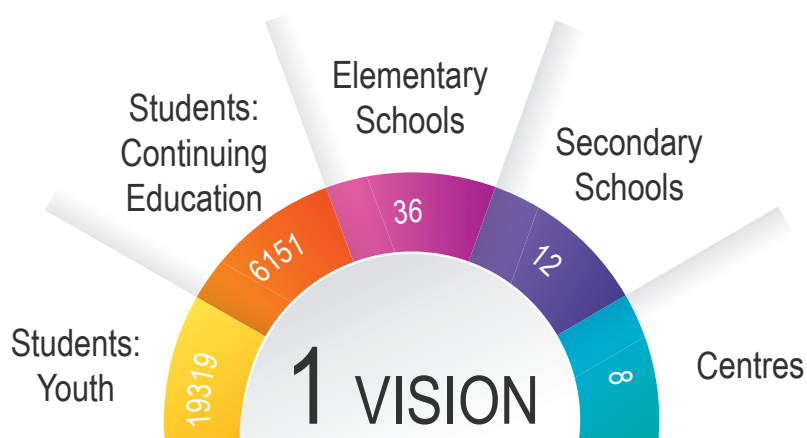
Lester B. Pearson School Board
Commission scolaire Lester-B.-Pearson
1925 Brookdale Ave., Dorval, QC, Canada
www.lbpsb.qc.ca

ANNUAL REPORT

1 IMPROVING Achievement

2 ENSURING Wellness

3 STRENGTHENING Engagement



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INTRODUCTION

The Lester B. Pearson School Board serves over 19,000 students in the youth sector and 6000 students in the adult sector on a territory that extends from Verdun in the east to the Quebec-Ontario border in the west. Our school board is extremely proud of our accomplishments over the course of the past two decades and continues to be a leader in education through a comprehensive network of 36 elementary schools, 12 secondary schools, 3 adult education centres, and 5 vocational training centres.

By far, the predominant activity of the 2020-2021 academic year was our response to the challenges presented by the COVID-19 pandemic. Schools reopened to students in August 2020 with a range of public health measures that required ingenuity and flexibility on the part of educators to ensure as safe a return as possible. Throughout the year, a number of changes were imposed by the Ministry of Education designed to help schools best meet the needs of students in light of the ever-changing public health situation. Innovation and adaptability were key to ensuring that students continued on their learning journey, whether they were in a classroom or at home.

For the first time in our history, our organization created an online academy for students who were unable to attend classes in person. From Kindergarten to Grade 11, across our entire territory, over 700 students received educational services in a virtual space, supported by dedicated teachers and staff. The project was spearheaded by our team in Educational Services and was operated in collaboration with the New Frontiers School Board. In this case, there is truth to the saying that necessity is the mother of invention. Despite very short time delays to organize classes and train teachers to work exclusively in an online environment, we were most pleased with the result: an offer of high quality services for LBPSB students that reflected best practices in virtual learning.

Despite COVID-19, our school board continues its core work. Our Commitment to Success Plan remains anchored in three strategic directions: achievement, wellness, and engagement. Each aspect is equally important to the growth of students and one complements the other. This annual report chronicles our continual efforts to improve achievement, emphasize wellness and encourage engagement for each student. We remain committed to helping our students develop skills that will equip them to live in an ever-changing world; collaboration, character, citizenship, communication, critical thinking and creativity are more important than ever. For this reason, we continue to nurture these deep learning skills in our classrooms and view student success as a combination of achievements that speak to academic growth, wellbeing, and engagement for all learners.

We wish to express our appreciation to the entire LBPSB community for rising to the challenges of the 2020-21 school year. To our students, our *raison d'être*, we congratulate you for continuing to persevere during a difficult school year. We salute the grit and resilience you displayed in the face of a school year like no other. To our staff, we recognize the creativity and determination that you demonstrated while caring for students and maintaining high standards for instruction. We continue to be impressed by your dedication and professionalism. To our parents and families, we say a heartfelt word of thanks for your support, trust, and understanding during such unprecedented and uncertain times.

Despite extremely difficult circumstances, we are very proud of all that was accomplished during 2020-21. There are heroic acts that take place in education every day, and the 2020-21 school year was filled with examples of this dedication and heroism. As you read this annual report, you will no doubt be impressed by the achievements of the Lester B. Pearson School Board.

Noel Burke
Chair, Council of Commissioners

Cindy Finn
Director General

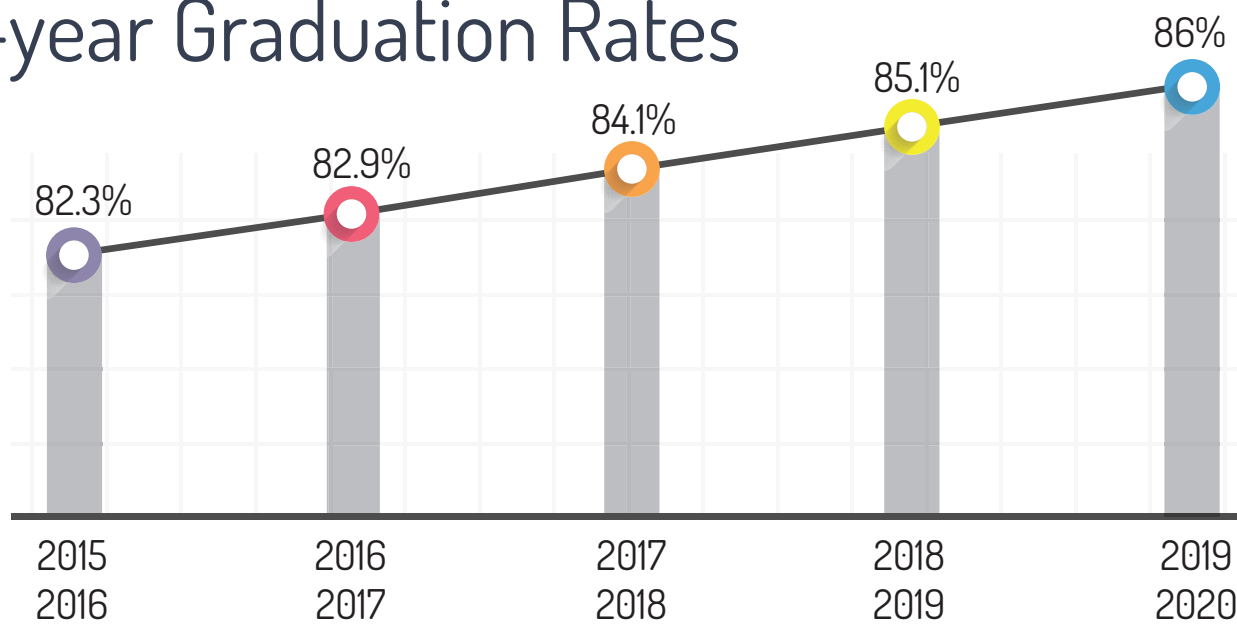
STUDENT SUCCESS SUMMARY

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 2013

All of Québec

81.8%

Québec Public Schools

78.6%

Québec Private Schools

93%

Lester B. Pearson School Board

90%

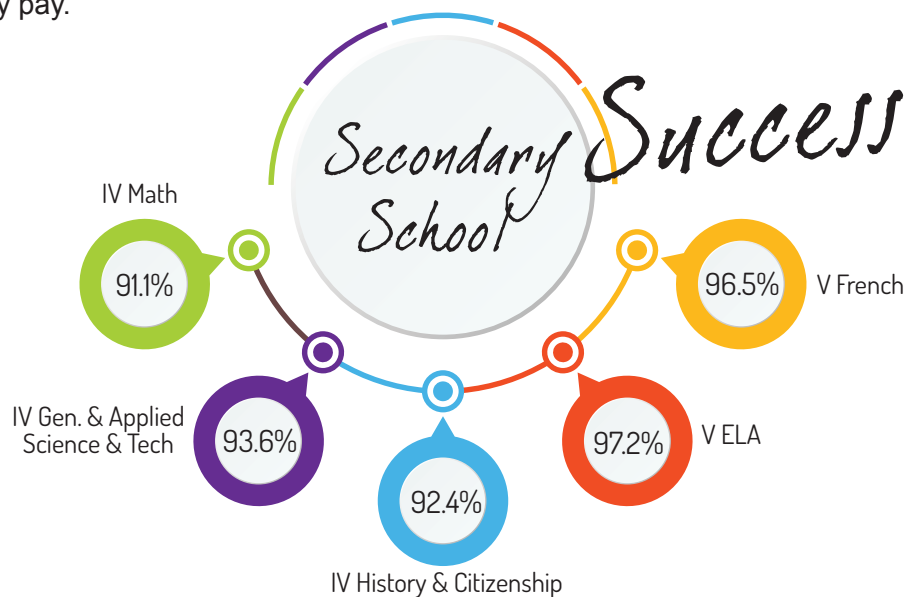
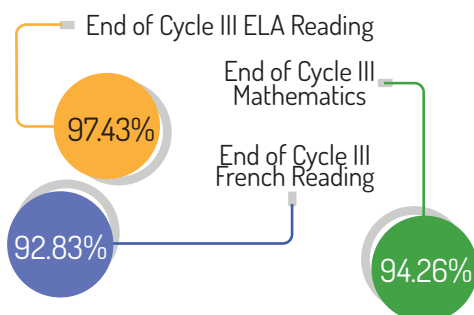
The Lester B. Pearson School Board continues to have one of the highest rates of secondary leaving success (five-year cohort) in Québec public schools. We do this while serving a diverse population that has access to a wide range of innovative pathways.



Achievements

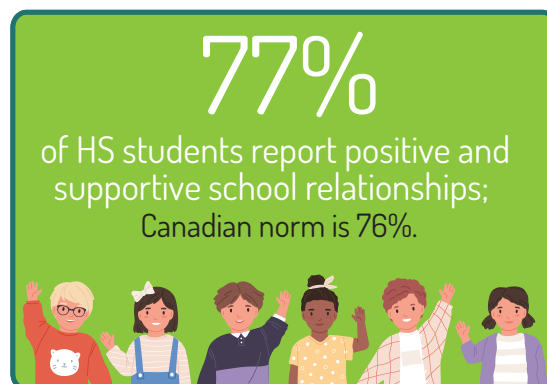
Achievement — The LBPSB prides itself on creating a culture of success for all students and staff. This culture is achieved by leveraging a framework of innovative pedagogy and specific targeted interventions that address the interests and needs of each student. The LBPSB staff consistently puts special 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.



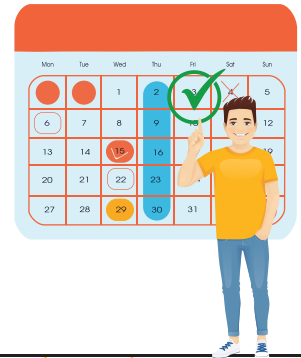
Elementary

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



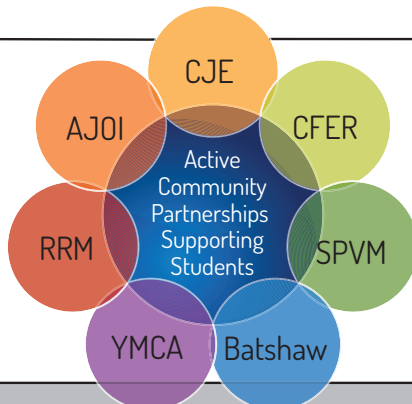
Secondary

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



Vocational

7 Active Industry Partnerships in the Vocational Sector:



Cartier + Allancroft

To be realized in 2021-22!

NEW Adult Center on Ambassador Avenue in Pointe Claire.



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, Borbounnière, Dawson Horizon Macdonald Westwood Jr. Westwood Sr.	Beaconsfield Pierrefonds Community St. Thomas	Beurling John Rennie Lakeside LaSalle Community Comprehensive Lindsay Place

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



Noel Burke

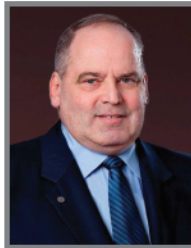
Vice-Chair



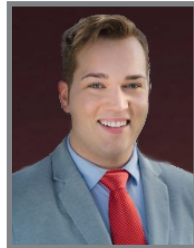
Judy Kelley
Ward 4



Lori Morrison
Ward 1



Frank di Bello
Ward 2



Joshua Arless
Ward 3



Malik Shaheed
Ward 5



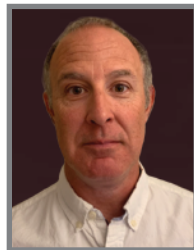
Craig Berger
Ward 6



Jason Doan
Ward 7



Marilyn Boyer
Ward 8



Michel Besner
Ward 9



Daniel Olivenstein
Ward 11



Angela Berryman
Ward 12

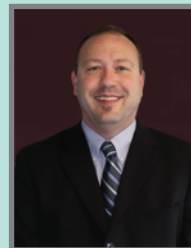
Parent Commissioners



Patricia Ottoni
Elementary
Schools



Susana Lazaro
Students with
Special Needs



Kristoffer de Forest
"At Large"



Sharad Bhargava
Secondary
Schools

Co-opted Commissioner



Allison Saunders

Strategic Plan 2015-2022

Annual Report 2020-2021

In building the 2015-22 Strategic Plan, a conscious effort was made to limit the focus of the plan to easily identifiable and relatable directions. The collaborative effort in building the plan included administrators who continuously returned to their schools and centres to consider the core work of our school board and to discuss that core work with their staff. That focus produced the three clear directions of achievement, wellness and engagement which continue to drive our work at Lester B. Pearson. It is through these three filters that we shall present the contents of our Annual Report to the Community.

Engaging learners for life

Three Strategic Directions for Success

- Improving Achievement
 - Ensuring Wellness
- Strengthening Engagement

Eight General Objectives

26 Reporting Points



Strategic Plan 2015-2022

Annual Report 2020-2021

DIRECTION 1: Improving Achievement



The Lester B. Pearson School Board is proud of the academic accomplishments of its students. Once again, the LBPSB placed near the top of the list of school boards and school service centers in the province with respect to graduation and qualification rates. The 86% graduation/qualification rate of the 5-Year cohort which entered secondary school in 2015 was the highest among boards and service centers on the Island of Montreal and the second highest in the Province of Quebec. Reaching our goal of a 90% success rate for the 7-Year cohort was a remarkable achievement. That is the third highest success rate in the public system.

Of particular note was the contribution made to that success from our Continuing Education sector. In 2019-20 they contributed 10% to the overall success rate, exceeding the 8.5% target of the plan. This achievement reflects their efforts in recruitment and retention, communicating with Secondary Schools about potential students, reaching out, encouraging and sticking with students who fell just short in their first five years of schooling.

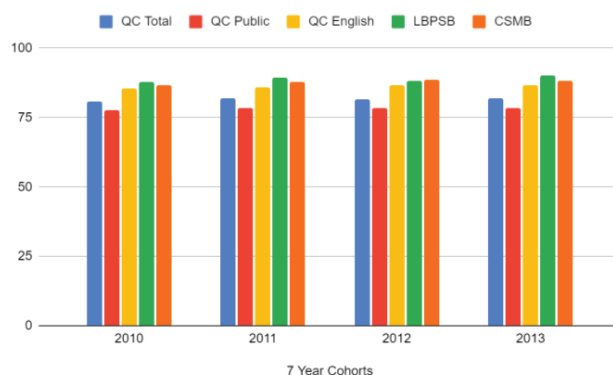
In 2020-21, the COVID pandemic did have some negative impacts on enrollment and recruitment in the adult sector. In many cases, parental responsibilities took precedence as youth sector students were often home because of COVID class closures. Timelines for some training programs were disrupted by pandemic closures and restrictions and most programs had a significant portion of instruction in a virtual environment. In the case of literacy classes, the absence of in-person instruction was felt considerably.

Across the system, we witnessed incredible ingenuity on the part of educators when it came to adapting to pandemic conditions. Amongst other things, moving instruction outdoors to offer a safer and more socially distanced learning environment was a regular practice in many schools and centers. Teachers taught outdoors regularly and frequently, and lessons were adapted for outside spaces. There were no limits to the creativity of all educators over the course of 2020-21 in doing all they could to provide for students in the face of the COVID pandemic.

Despite the disruptions, results from 2020-21 are consistent with those of previous years. It is important to note that there were modifications to the regular regimes of standardized exams at elementary levels and uniform exams at the secondary level. The regular uniform examinations in the second cycle of high school (English V; French V; History IV; Math IV; Science IV) were offered, but with modified weightings and considerable latitude for teachers in the interpretation of results. Similarly, global evaluations at the elementary level were offered but with a great deal of flexibility.

We are again proud to see that students with special needs who depart a LBPSB school do so with a clearly articulated Transition École Vie Actif (TEVA) plan. Once again, 100% of our students between the ages of 18 and 21 years old had a TEVA plan in place before leaving our schools. With the participation of students, families, schools, and community partners, TEVA plans are designed to ensure a continuum of service and personal growth for students leaving our system. It is a source of significant pride that we annually ensure each leaving student has a solid transition for the future.

Graduation and Qualification Rates: 7 Yr. Cohort Comparisons



Strategic Plan 2015-2022

Annual Report 2020-2021

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	2020-2021 Result	Target
Secondary school graduation and qualification rate	87.8%: LBPSB 7yr. cohort June 2015	90%: LBPSB 7 year cohort followed from 2013-2020	90.00%
Continuing education graduation and qualification rate before the age of 20	7.9%: AVE contribution to LBPSB 7yr. cohort June 2015	10.1%: LBPSB 7 year cohort followed from 2013-2020	8.50%
Disparity between percentage of LBPSB students receiving first degree or qualification before age 20 and percentage from disadvantaged areas* receiving first degree or qualification (*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%)	33.7% disparity between 2019-20 first degree/qualification rate for "défavorisation" (57.7%) and "non-disadvantaged" LBPSB (91.4%)	Reduce to 15% by 2022

OBJECTIVE B: Reduce the gap in success rates between students in advantaged and disadvantaged areas.			
Indicator	Baseline	2020-2021 Result	Target
Action plan articulated for SEI 8,9,10 school	Existing Educational Project: Beurling Academy	Beurling LCCHS Lakeside revisions to Educational Projects and Annual Special Needs Plans to specifically address learning gaps	Plan complete by January 2019

OBJECTIVE C: Reduce the gap in success rates between boys and girls receiving first degree or qualification.			
Indicator	Baseline	2020-2021 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%)	6.3% disparity between the first degree/qualification rate for boys (87.2%) and girls (93.5%) for the 7 Year Cohort (2013)	Reduce to 5% by 2022

Strategic Plan 2015-2022

Annual Report 2020-2021

DIRECTION 1 - Objective D, E



OBJECTIVE D: Reduce the gap in success rates between first generation immigrant students and non-immigrant students.			
Indicator	Baseline	2020-2021 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%)	13.2% disparity between 2019-20 first degree/qualification rate for first generation immigrant students (77.6%) and non-immigrant students (90.8%)	Reduce to 12% by 2022

OBJECTIVE E: To increase student success in elementary school Mathematics, English Language Arts and French.			
Indicator	Baseline	2020-2021 Result	Target
Success rate End of Cycle III Elementary Math exam	78%: June 2015 LBPSB Uniform Cycle III Exam	94.26%	83.00%
Success rate End of Cycle III Elementary English Language Arts exam (Reading)	85%: June 2015 LBPSB Uniform Cycle III Exam (new indicator)	97.43%	88.00%
Success rate End of Cycle III Elementary English Language Arts exam (Writing)	93%: June 2015 LBPSB Uniform Cycle III Exam	97.12%	Maintain and Report
Success rate End of Cycle III Elementary French exam (Reading)	90%: June 2015 LBPSB Uniform Cycle III Exam (new indicator)	92.83%	Maintain Rate of Success

Strategic Plan 2015-2022

Annual Report 2020-2021

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	2020-2021 Result	Target
Success rate Secondary IV Math Options	72%: raw success rate across three Secondary IV options (2015)	91.10%	75.00%
Success rate Secondary IV General and Applied Science and Technology	83%: raw success rate across three Secondary IV options (2015)	93.60%	86.00%
Success rate Secondary IV History and Citizenship Education	74%: raw success rate across three Secondary IV options (2015)	92.40%	78.00%
Success rate Secondary V English Language Arts	96% (2015)	97.20%	Maintain Rate of Success
Success rate Secondary V French	95%: raw success rate across three Secondary V options (2015)	96.50%	Maintain Rate of Success

OBJECTIVE G: To improve success for students with special needs.			
Indicator	Baseline	2020-2021 Result	Target
Secondary school qualification rate	1.8%: contribution of WOTP qualifications to LBPSB global qualification rate (June 2015)	3.90%	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%)	18.9% disparity-global success rate and success rate of students with SMLD in 2019-20 (90.8%-71.9%)	Reduce disparity from 32.2% to 24.2% by 2022

Strategic Plan 2015-2022

Annual Report 2020-2021

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	2020-2021 Result	Target
Number of adults registered in English and French literacy classes	NA	72.62 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	2020-2021 Result	Target
Number of schools meeting the objective	0	37 Schools Note: All schools participating in Ecole on bouge	100% of schools by 2022

Strategic Plan 2015-2022

Annual Report 2019-2020

DIRECTION 2 - Ensuring Wellness



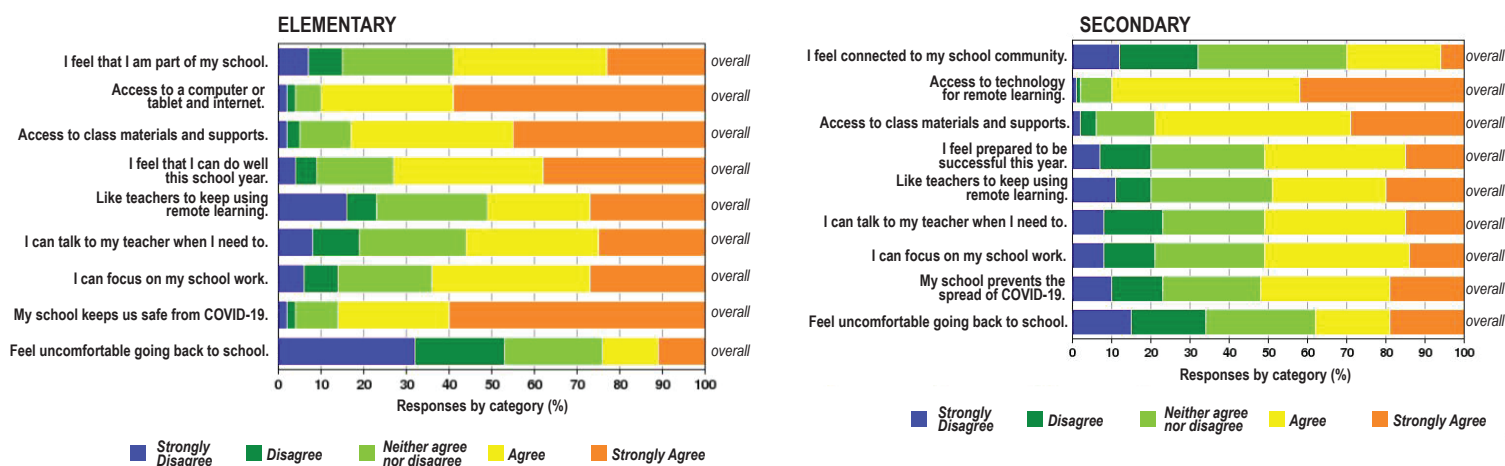
As was the case in 2019-20, the concept of wellness took on a completely different level of meaning to the LBPSB community in 2020-21. While we forged ahead with some of our general wellness orientations, the ever-present shadow of the pandemic, its impacts, its stresses and its disruptions permeated every aspect of life in the system. Above all else, wellness in 2020-21 was about keeping every single member of our community safe.

As winter approached, the capacity of staff in naturally ventilated schools to keep windows open for fresh air exchange became limited. In response, the school board invested over \$500 000 in HEPA Air purifiers for naturally ventilated classrooms. These installations greatly mitigated student and staff risk, allowed for more comfortable learning conditions and brought a degree of assurance to every member of the community.

Additional sanitary measures were outlined by the Ministry of Education upon opening in August and strictly adhered to throughout the year. Those measures included additional caretaking, the provision of procedural masks, the installation of wall-mounted hand sanitizer in every classroom, regulating access to water fountains and the installation of MERV 13 filters in mechanical ventilation systems. Specific protocols were established for classrooms including having desks and chairs sanitized daily. Isolation rooms were created in each school for symptomatic students. Staff protocols for mask wearing and ocular protection were strictly applied and followed in both the youth and adult sectors.

The annual OurSchool Survey was launched in the spring of 2021. It included specific questions to students on the COVID pandemic and their feelings related to it. The results of those surveys are shown in the two charts below. It is notable that despite the disruptions, elementary students still felt strongly that they were “doing well” academically. Understandably, secondary students demonstrated a degree of disconnect from their schools. This is not surprising given the absence of ECA’s, school trips, etc. and the very limited interaction afforded secondary students during the year. It was heartening to see that both elementary and secondary students indicated that they felt their schools had done a good job at keeping them safe during the year.

The Anti-Bullying and Anti-Violence (ABAV) plans which are mandatory for all schools and centres continue to be tweaked and adjusted to reflect daily realities. Our school and center teams continue to respond to issues of conflict in as timely and effective a manner as possible. Similarly, board level employees respond quickly when local interventions require additional insight, guidance or support.



Strategic Plan 2015-2022

Annual Report 2020-2021

DIRECTION 2 - Objective A



Direction 2: Ensuring Wellness			
OBJECTIVE A: To strengthen healthy lifestyles and positive mental health.			
Indicator	Baseline	2020-2021 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	72%	2% above the National average by 2020
	Secondary School 67.00%: 3 y. survey average 2012-15	59%	2% above the National average by 2020
Morneau Shepell Total Health Index (THI) Survey	New Indicator	Sensitization: 1. "Manage the unmanageable" Dr. Amir Georges Sabongui. Presentation offered to all LBPSB staff. 2. Managers: Queens Mental Health Leadership certificate offered to 30 plus managers. 3. Half day sensitization sessions held for all members of the full management team on the topic of Mental health. 4. Mental Health and Wellness newsletter sent quarterly to all employees. Tool/Resources for employees: 1. Energia Platform - online training for all employees on managing stress and Health and wellness. 2. Promote the use of our Employee Family Assistance Program. 3. Offered a wide variety of wellness activities for the 2 weeks employee appreciation (yoga, mediation, online exercise courses, access to meditation app (HEADSPACE)).	Survey available to all staff for 2017-18

Strategic Plan 2015-2022

Annual Report 2020-2021

DIRECTION 2 - Objective B, C, D



OBJECTIVE B: To encourage learners to adopt a healthy and physically active lifestyle.			
Indicator	Baseline	2020-2021 Result	Target
The number of continuing education centres with initiatives promoting a healthy and physically active lifestyle	3 out of 7 centres	8* *Verdun Adult and Career Center added 2016	All centres each year

OBJECTIVE C: To ensure students and staff work in a safe, healthy and adaptable physical environment.			
Indicator	Baseline	2020-2021 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)	38% of buildings classified as being in Satisfactory or Good condition based upon new Maximo asset management standards which has replaced original SIMACS standards.	90% of buildings in Satisfactory, Good or Very Good condition (BSI December 2020)

OBJECTIVE D: To foster safe and caring relationships within the school, the community and the digital environments.			
Indicator	Baseline	2020-2021 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	11.9% boys 14.2% girls	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	10.8% boys 10.5% girls	Girls 10%/Boys 13% by October 2019
Number of complaints of bullying/violence not resolved at the local level	NA	83	Monitor
Ensure all schools monitor and continually update their Anti-Bullying/Anti-Violence Plan (Section 75.1 Education Act)	60% of schools made revisions to their ABAV plans in the spring of 2019 and proceeded to bring those revisions to GB	100%	100% of schools (June 2021)

Strategic Plan 2015-2022

Annual Report 2020-2021

DIRECTION 3 - Strengthening Engagement



Student engagement remains the loftiest of the goals defined in our plan. While student and staff safety was an absolute priority in 2020-21, the challenge of keeping students engaged through the disruptions and restrictions of the academic year were significant. The full effects of these disruptions will not reveal themselves immediately, but all members of the LBPSB community are to be commended for their efforts to keep students engaged in their learning and social development in such trying circumstances.

As mentioned earlier, the experiences of secondary school students were particularly impacted by pandemic protocols. Many were present on adjusted schedules, half-time schedules, or limited timetables. Students were not permitted to circulate freely in their buildings. Cafeterias, libraries, and other common areas were inaccessible. Field trips and extracurricular activities were not permitted. This was not a usual experience for any student in 2020-21 and it is difficult to assess how engaged students were with the limited measurement tools. At the elementary level, students were kept in closed “class bubbles” with limited interaction with other groups, restricted school movement and contact with outside resources primarily via video conferencing.

Normally there are many guest speakers who visit schools and centers to share career choices and life experiences with students or to lend their particular expertise to learning opportunities. They sometimes arrive with projects, creative activities or extracurricular opportunities designed to peak student interest. Field trips to industry or other areas where they would be exposed to career options are normal parts of a school experience. Sadly, in 2020-21, such activities were suspended.

Similar partnerships exist in vocational education, tied to a specific program of study and necessary for students to complete their training programs. While there may not have been centre visits by industry experts, connections were facilitated virtually to explore critical elements of the job training. Students still had to fulfill the *stage* hours necessary to complete their training which implied a direct connection to the industries involved. While not ideal, students in Vocational Education programs did benefit from these opportunities, albeit in a modified form.

The LBPSB’s new Communications and Community Development Department allowed schools and centers to maximize the use of digital platforms to inform parents of new guidelines and special announcements. The LBPSB community is heavily engaged in social media and the Communications Department worked diligently to be responsive in providing real-time and accurate information to the public on changing protocols and procedures related to the pandemic on other board initiatives.

On June 22, 2020, the LBPSB’s Council of Commissioners passed a “Declaration of Anti-Racism and Anti-Discrimination” that not only reaffirmed the school board’s anti-racist position, but went further by establishing a *Task Force on Equity, Diversity and Inclusivity*. The task force was comprised of community members, staff, students, parents, commissioners and administrators and was challenged to develop a comprehensive action plan to address all forms of racism and discrimination in the LBPSB.

The task force was led by Dr. Myrna Lashley of McGill University and worked throughout the 2020-21 school year. The final report and recommendations were deposited with the Council in June 2021. An executive summary of the report can be found in the appendices of this document.

Strategic Plan 2015-2022

Annual Report 2020-2021

DIRECTION 3 - Objective A, B



Direction 3: Strengthening Engagement			
OBJECTIVE A: To have our students intellectually engaged in their learning.			
Indicator	Baseline	2020-2021 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 20-21	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	LBPSB (82%) 4% below Three Year National Average Composite (86%)	10% Above the National average 2017-20 Composite National Average
	Secondary School Baseline: 4% above the Three Year National Average Composite 2013-2015	LBPSB (29%) 11% below Three Year National Average Composite (40%)	6% Above the National average 2017-20 Composite National Average

OBJECTIVE B: To have our students engaged in the world around them.			
Indicator	Baseline	2020-2021 Result	Target
The number of Digital Citizenship Program (DCP) workshops offered	3 per year	Bold Project for virtual learning developed	Maintain 3 per year
The number of Educational Technology Summer Institute days	3 days per year	Nil: Institute Cancelled	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 & Technology; Media and Entertainment; Health Sciences; Environmental Sciences; Business and Entrepreneurship; Law and Public Safety; Industries aligned with vocational programs; Sports & Recreation; Community Service.</small>	NA	ESD - NA (COVID)	2 partnerships per domain each year
	NA	7 of 9	
The number of high schools offering a LBPSB Bilingual Certificate (DALF Orientation)	NA	Additional 28 Teachers trained in DALF Orientation	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 2012 et 2013

Écarts entre les garçons et les filles	Âge à l'entrée du secondaire (au 30 septembre)	Cohorte 2012 suivie jusqu'en 2018-2019						Cohorte 2013 suivie jusqu'en 2019-2020					
		Nombre de nouveaux inscrits au 30 septembre 2012	5 ans	6 ans	7 ans			Nombre de nouveaux inscrits au 30 septembre 2013	5 ans	6 ans	7 ans		
			Total	Total	Total	Maculin	Féminin		Total	Total	Total	Maculin	Féminin
Ensemble du Québec	12 ans et moins	67,834	75.5	82.8	85.3	81.2	89.5	67,502	76.7	83.1	85.2	81.2	89.3
	13 ans et plus	9,087	39.2	49.7	54.4	52.4	57.4	8,894	42.0	51.1	54.8	53.0	57.3
	Total	76,921	71.3	78.9	81.7	77.3	86.4	76,396	72.7	79.4	81.8	77.5	86.3
Réseau public	12 ans et moins	51,026	70.6	79.2	82.3	77.6	87.2	51,056	72.4	79.8	82.4	77.7	87.1
	13 ans et plus	8,152	37.8	48.2	53.0	51.1	56.9	7,987	41.0	50.1	53.7	52.1	56.0
	Total	59,178	66.1	75.0	78.4	73.4	83.6	59,043	68.2	75.9	78.6	73.9	83.7
Commission scolaire Lester-B.-Pearson	12 ans et moins	1,768	83.9	97.8	89.2	85.8	93.1	1,600	85.4	90.2	91.0	88.6	94.0
	13 ans et plus	64	51.6	56.5	56.5	53.5	63.2	56	48.4	57.1	60.7	61.0	60.0
	Total	1,832	82.8	86.8	88.2	84.4	92.6	1,656	84.1	89.0	90.0	87.2	93.5

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 2012 suivie jusqu'en 2018-2019						Cohorte 2013 suivie jusqu'en 2019-2020					
		Nombre de nouveaux inscrits au 30 septembre 2012	5 ans	6 ans	7 ans			Nombre de nouveaux inscrits au 30 septembre 2013	5 ans	6 ans	7 ans		
			Total	Total	Total	Maculin	Féminin		Total	Total	Total	Maculin	Féminin
Réseau public	Élèves ordinaires	43,568	76,5	83,8	86,2	82,8	89,1	43,142	78,7	84,6	86,6	83,3	89,6
	Total EHDAA	15,610	36,8	50,0	56,1	54,2	59,6	15,901	39,3	51,5	56,2	54,9	58,5
	Total	59,178	66,1	75,0	78,4	73,4	83,6	59,043	68,2	75,9	78,6	73,9	83,7
Commission scolaire Lester-B. Pearson	Élèves ordinaires	1,337	91,6	93,7	94,4	93,2	95,7	1,207	92,8	96,2	96,7	96,3	97,0
	Total EHDAA	495	59,2	68,1	70,8	67,9	77,5	451	60,8	69,6	71,9	69,4	77,2
	Total	1,832	82,8	86,8	82,8	84,4	92,6	1,658	84,1	89,0	90,0	87,2	93,5

Écarts entre les élèves immigrants de première génération et les autres élèves	Statut des élèves (immigration)	Cohorte 2012 suivie jusqu'en 2018-2019						Cohorte 2013 suivie jusqu'en 2019-2020					
		Nombre de nouveaux inscrits au 30 septembre 2012	5 ans	6 ans	7 ans			Nombre de nouveaux inscrits au 30 septembre 2013	5 ans	6 ans	7 ans		
			Total	Total	Total	Maculin	Féminin		Total	Total	Total	Maculin	Féminin
Ensemble du Québec	Immigrants de première génération	8,107	67.2	76.6	79.8	75.5	84.0	8,236	69.8	77.9	80.7	76.7	84.6
	Autres	68,814	71.7	79.2	81.9	77.4	86.7	68,160	73.1	79.6	81.8	77.5	86.4
	Total	76,921	71.3	78.9	81.7	77.3	86.4	76,396	72.7	79.4	81.8	77.5	86.3
Réseau public	Immigrants de première génération	6,098	63.1	74.5	78.4	74.3	82.7	6,200	66.5	76.3	79.7	75.2	84.5
	Autres	53,080	66.5	75.0	78.3	73.3	83.7	52,843	68.4	75.8	78.4	73.7	83.5
	Total	59,178	66.1	75.0	78.4	73.4	83.6	59,043	68.2	75.9	78.6	73.9	83.7
Commission scolaire Lester-B.-Pearson	Immigrants de première génération	80	66.2	74.0	77.9	68.6	85.7	103	72.4	76.5	77.6	79.6	75.0
	Autres	1,752	83.7	87.4	88.6	85.0	93.0	1,555	84.9	89.9	90.9	87.9	94.6
	Total	1,832	82.8	86.8	88.2	84.4	92.6	1,658	84.1	89.0	90.0	87.2	93.5

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 2012 suivie jusqu'en 2018-2019						Cohorte 2013 suivie jusqu'en 2019-2020							
		Nombre de nouveaux inscrits au 30 septembre 2012	5 ans		6 ans		7 ans		Nombre de nouveaux inscrits au 30 septembre 2013	5 ans		6 ans		7 ans	
			Total	Total	Total	Maculin	Féminin	Total		Total	Total	Maculin	Féminin		
Réseau public	Milieux défavorisés	17,664	58,6	69,2	73,5	67,8	79,4	17,304	60,5	70,1	73,8	68,6	79,4		
	Autres	40,949	70,1	78,1	81,0	76,3	86,2	41,399	71,7	78,5	80,7	76,2	85,6		
	Total	59,178	66,1	75,0	78,4	73,4	83,6	59,043	68,2	75,9	78,6	73,9	83,7		
Commission scolaire Lester-B.-Pearson	Milieux défavorisés	98	58,1	66,7	67,7	59,5	74,5	73	50,7	57,7	57,7	61,0	53,3		
	Autres	1,734	84,3	88,0	89,3	85,5	94,0	1,585	85,5	90,4	91,4	88,6	94,9		
	Total	1,832	82,8	86,8	88,2	84,4	92,6	1,658	84,1	89,0	90,0	87,2	93,5		

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'égale pas le total du réseau public puisqu'aucun indice n'est calculé pour les élèves des centres de services scolaires / commissions scolaires à statut particulier.

N/A : 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 2021 :
L'âge des élèves à l'entrée au secondaire

		Total				Masculin				Féminin			
		2017-2018	2018-2019	2019-2020	2020-2021	2017-2018	2018-2019	2019-2020	2020-2021	2017-2018	2018-2019	2019-2020	2020-2021
Ensemble du Québec	12 ans et moins	89.2	90.2	90.8	91.6	87.7	88.7	89.5	90.3	90.8	91.8	92.1	92.9
	13 ans et plus	10.8	9.8	9.2	8.4	12.3	11.3	10.5	9.7	9.2	8.2	7.9	7.1
	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	87.7	88.8	89.6	90.4	86.1	87.2	88.1	89.0	89.4	90.5	91.1	91.9
	13 ans et plus	12.3	11.2	10.4	9.6	13.9	12.8	11.9	11.0	10.6	9.5	8.9	8.1
	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	96.1	95.9	96.8	95.9	95.2	95.8	95.9	94.4	97.3	96.1	97.8	97.7
	13 ans et plus	3.9	4.1	3.2	4.1	4.8	4.2	4.1	5.6	2.7	3.9	2.2	2.3
	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

Définition :
 Parmi les élèves qui sont inscrits pour la première fois en 1^{er} 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 2020 à mars 2021

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, 2020 and March 31, 2021, the level of staffing was 0,98% above the assigned level.

888000 Lester-B.-Pearson

	AVRIL 2020 À MARS 2021			
	Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1 Personnel d'encadrement	282 143,00	0,00	282 143,00	175
2 Personnel professionnel	233 954,67	1,56	233 956,23	177
3 Personnel infirmier	0,00	0,00	0,00	0
4 Personnel enseignant	2 586 876,62	3 919,37	2 590 795,98	2 464
5 Personnel de bureau, technicien et assimilé	1 766 310,39	5 316,11	1 771 626,50	2 094
6 Agents de la paix	0,00	0,00	0,00	0
7 Ouvriers, personnel d'entretien et de service	483 707,23	3 091,86	486 799,08	399
8 Étudiants et stagiaires	0,00	0,00	0,00	0
Total	5 352 991,90	12 328,89	5 365 320,80	5 309

Lester B. Pearson School Board

Statement of Financial Position

June 30, 2021

	2021	(Restated) 2020
	\$	\$
FINANCIAL ASSETS		
Cash	1,679,434	996,549
Operating grants receivable (Note 5)	30,518,124	29,824,216
Grants related to the acquisition of property and equipment	272,959,625	254,271,771
Financing grants receivable	1,342,672	1,226,034
Accounts receivable (Note 6)	8,275,785	8,818,751
	<u>314,775,640</u>	<u>295,137,321</u>
LIABILITIES		
Accounts payable (Note 7)	93,602,528	50,017,258
Deferred contributions related to the acquisition of property and equipment (Note 8)	262,496,976	242,177,118
Deferred revenues	4,206,564	5,969,089
Allowance for employee benefits (Note 9)	16,567,877	16,304,563
Environmental liability	1,371,029	1,254,391
Other liabilities (Note 10)	229,441,120	237,847,217
	<u>607,686,094</u>	<u>553,569,636</u>
NET DEBT	<u>(292,910,454)</u>	<u>(258,432,315)</u>
NON-FINANCIAL ASSETS		
Property and equipment (Note 11)	289,618,241	269,579,337
Prepaid expenditures	123,368	89,674
	<u>289,741,609</u>	<u>269,669,011</u>
ACCUMULATED OPERATING SURPLUS	<u>(3,168,845)</u>	<u>11,236,696</u>

Lester B. Pearson School Board

Statement of Operations

Year ended June 30, 2021

	2021	(Restated) 2020
	\$	\$
Revenues		
Ministère de l'Éducation (MEQ) operating grants	234,010,790	207,340,118
School taxes	63,023,130	63,911,102
Other operating revenues	21,835,329	25,651,205
Transportation grants – MEQ	6,413,031	5,618,528
	<u>325,282,280</u>	<u>302,520,953</u>
Expenditures		
Teaching services	152,025,878	145,825,954
Educational support activities	75,348,363	75,980,004
Extracurricular activities	12,931,135	13,988,392
Transportation	14,463,382	12,250,289
Administrative activities	13,411,859	13,139,808
Energy	4,575,457	4,379,358
Amortization of property and equipment	17,016,160	14,932,233
Maintenance and caretaking	18,643,807	17,057,996
Financing costs	723,162	244,292
Subsidized schools in the public interest	11,648,631	11,261,238
Other	18,463,020	1,949,695
Net change in the provision for fringe benefits	263,314	(704,588)
Amortization of financing fees	173,653	173,405
Loss on disposal of property and equipment		329
	<u>339,687,821</u>	<u>310,478,405</u>
Excess of expenditures over revenues	<u>(14,405,541)</u>	<u>(7,957,452)</u>

Statement of Accumulated Operating Surplus

Year ended June 30, 2021

	2021	(Restated) 2020
	\$	\$
Balance, beginning of year		
Balance, as previously reported	20,974,841	28,932,293
Restatement (note 3)	(9,738,145)	(9,738,145)
Balance, as restated	<u>11,236,696</u>	<u>19,194,148</u>
Excess of expenditures over revenues	<u>(14,405,541)</u>	<u>(7,957,452)</u>
Balance Surplus (Deficit), end of year	<u>(3,168,845)</u>	<u>11,236,696</u>

Lester B. Pearson School Board

Supplementary Information

Year ended June 30, 2021 (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>2021</u>	<u>2020</u>
	\$	\$
BREAKDOWN OF OPERATING EXPENDITURES		
Teaching services		
Kindergarten	11,681,841	9,564,346
Elementary	55,766,505	54,801,206
Secondary	49,328,035	48,659,150
Technical vocational	22,382,323	22,310,501
Educational intervention	6,267,550	3,953,813
Adult education	6,599,624	6,536,938
	<u>152,025,878</u>	<u>145,825,954</u>
Educational support activities		
Management of schools and centres	20,774,124	20,337,104
Educational material	4,690,109	4,932,862
Complementary services	34,429,114	32,627,143
Pedagogical services	11,834,191	12,310,783
Animation and pedagogical services	1,311,838	2,200,037
Professional development	177,578	466,892
Social, cultural and sports activities	2,131,409	3,105,183
	<u>75,348,363</u>	<u>75,980,004</u>
Extracurricular activities		
Living allocation	30,300	35,250
Food services	459,442	651,963
Transportation	14,463,382	12,250,289
Daycare	12,441,393	13,301,179
	<u>27,394,517</u>	<u>26,238,681</u>
Administrative activities		
Council of Commissioners	414,221	370,016
Management	9,770,952	9,757,339
Corporate services	3,213,872	2,959,378
Professional development	12,814	53,075
	<u>13,411,859</u>	<u>13,139,808</u>

Lester B. Pearson School Board

Supplementary Information

Year ended June 30, 2021 (Unaudited)

	2021	2020
	\$	\$
<i>BREAKDOWN OF OPERATING EXPENDITURES</i>		
<i>(Continued)</i>		
Property and equipment activities		
Furniture and equipment	110,668	78,571
Amortization of material and equipment	5,852,553	4,875,216
Building upkeep	5,759,673	5,012,798
Amortization of buildings	11,163,607	10,057,017
Caretaking services	11,743,316	10,976,771
Energy	4,575,457	4,379,358
Rental	237,759	436,456
Computer development – Not capitalized	379,725	383,220
Security	412,666	170,180
	<u>40,235,424</u>	<u>36,369,587</u>
Other		
Financing costs	723,162	244,292
Amortization of financing fees	173,653	173,405
Special projects	463,879	505,396
Subsidized schools in the public interest	11,648,631	11,261,238
Retroactivity	16,418,732	5,439
Allowance for doubtful account variation	341,313	599,328
Environmental liability – Revaluation	133,798	(132,611)
Loan of service	1,027,631	865,577
Miscellaneous	77,667	106,566
	<u>31,008,466</u>	<u>13,628,630</u>
Net change in the accrued provision for fringe benefits	263,314	(704,588)
Loss on disposal of property and equipment		329
	<u><u>339,687,821</u></u>	<u><u>310,478,405</u></u>

Independent Auditor's Report

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

**Raymond Chabot
Grant Thornton LLP**
Suite 2000
National Bank Tower
600 De La Gauchetière Street West
Montréal, Quebec
H3B 4L8

T 514-878-2691

Opinion

We have audited the financial statements of Lester B. Pearson School Board (hereafter "the School Board"), which comprise the statement of financial position as at June 30, 2021, and the statement of earnings, the statement of accumulated deficit, the statement of changes in net debt and the statement of cash flows for the year then ended, and notes to 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, 2021, and the results of its operations, the changes in its net debt 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.

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.

Raymond Chabot Grant Thornton LLP

Montréal
October 12, 2021





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

Montreal, October 1st, 2021

To the attention of the Council of Commissioners

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

OBJECT: Student Ombudsperson Annual Report – School year 2020-2021

It is my pleasure to submit the Student Ombudsperson 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 1st, 2020 to September 30th, 2021.

I have been nominated by the Council of commissioners in October 2019. Due to a parental leave, my colleague and substitute Ombudsperson Me Isabelle Turgeon acted on my behalf in the beginning of the last school year, until my return on January 1st, 2021.

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

The Student Ombudsperson does not provide legal opinions. I usually intervene when a complainant has exhausted all remedies within the School Board administration itself. Exceptionally, I can intervene earlier in the process to prevent a serious prejudice to a student. When an investigation is open about a complaint, I can give my opinion on the merits of a complaint to the Council of commissioners and, if needed, recommend corrective measures.

During all school year, I benefits 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 2020 – 2021, ending September 30th, 2021.

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 Association¹.

Please note that when a complaint concerned more than one aspect, the main issue was chosen to compile the categories of complaints.

You can also note that the total number of complainants in the first chart (100) does not correspond to the number of complaints as per the second chart (101). This can happen if a complainant makes two separate complaints in the same school year.

Review of the school year 2020 - 2021

Firstly, I want to emphasize the context of the past school year, affected by the rebounds of the global pandemic of COVID-19. Even if my position brings me to be more aware of conflictual situations, I was still able to appreciate the incredible adaptability of the students / parents and all professionals working within the School Board.

There was an increase of complaints for the past year, going from 72 for the school year 2019-2020 to 101 this year. The numbers for the previous years are 100 in 2016 – 2017, 69 in 2017 – 2018 and 64 in 2018 – 2019.

In my opinion the context of the COVID-19 pandemic is related to this increase in complaints. A significant number of complaints was received about administrative decisions or the application of rules by the school administrations (application of sanitary measures, admissions to virtual schooling, etc.). There were also complaints made about the grading process in the adapted context of the pandemic.

None of the complaints received in 2020-2021 resulted in an investigation by the Student Ombudsperson. The complainants were listened to (or read in the case of complaints received by email or in writing). I provided explanations to the complainants about their options according to 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. In most situations, I also invited the complainants to fill out the official complaint form and forward a copy by email if necessary. Some complainants were also directed to other instances if needed (as the Ministry of Education or the *Protecteur du citoyen*).

Secondly, I want to mention that I was contacted at two occasions by professionals working with children with disabilities outside of the school board (acting as “whistleblowers”) whose intent was to communicate a lack of resources and a reduction of services offered to the children in two specific schools within the school board. Although very empathetic to this situation, I did not open an investigation based upon the claims, as neither the

¹ INTERNATIONAL OMBUDSMAN ASSOCIATION, *Uniform reporting categories*, second version, October 2007, online: <https://facultyombuds.ncsu.edu/files/2015/11/IOA-Uniform-Reporting-Categories.pdf>

Education Act or *By-Law 9-A* give power to the ombudsperson to open an investigation on her own initiative. In both situations, I invited the professionals to contact Me Geneviève Dugré and offered to discuss with concerned parents to provide information about the complaint procedure. To my knowledge, no complaints were filed after this initial contact either within the school board or at my office.

Thirdly, I want to address the question of complaints about acts of bullying and violence, as requested by the section 220.2 of the *Education Act*. Nine complaints were received this past year directly concerning acts of bullying and violence. This is a significant increase from the previous year (where two complaints were received about acts of bullying). More specifically, there was a time of last year, around the winter / spring of 2021 that these complaints got more frequent. The situation was specifically discussed with Me Geneviève Dugré. The information communicated to me by complainants was disclosed to Me Dugré, with as much respect to confidentiality as possible. I was also informed by Me Dugré, as a follow-up, of actions taken by the schools to address the situation (for example, a revision of the anti-bullying plan). There was no intervention request made to the Student Ombudsperson by the complainants after the situation was initially referred to the school board.

Finally, I also approached Me Geneviève Dugré during the winter / spring of last year to verify if the information about the ombudsperson's role and the contact details were easily accessible to higher grades students, as I was preoccupied with the students' well-being and their input on quality of services, grading, etc. in the context of the pandemic of Covid-19. As shown in the first chart below, few contacts are made directly with students. This request was discussed with Me Dugré and we concluded that a reminder about the ombudsperson's role and contact would be included in the documentation for the beginning of the new school year (2021-2022).

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 her assistance during my maternity leave last fall.

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	53	2	55
High School	1	0	26	1	28
Adult / Vocational	6	0	1	1	8
Other / Unknown	1	1	6	1	9
Total	8	1	86	5	

Complaints by category

	Number of complaints
1. Evaluative Relationship / Teacher-Student Relationship	
1a) Priorities, values, beliefs	1
1b) Respect	6
1c) Trust / integrity	1
1d) Reputation	1
1f) Bullying, mobbing, coercive behaviour	9
1g) Diversity related	2
1j) Assignments, schedules	1
1m) Performance appraisal / grading	6
Other: Management of sexual harassment between students	1
2. Services / Administrative Issues	6
2a) Quality of services	1
2b) Responsiveness / timeliness	1
2c) Administrative decisions and Interpretation / application of rules	33
2d) Behavior of service providers	2
3. Legal, Regulatory, Financial and Compliance	6
3d) Discrimination	3
3e) Disability, temporary or permanent, reasonable accommodation	6
3h) Privacy and security of information	1
3j) Other (finances)	2
4. Organizational, Strategic, and Mission Related Issues	
4a) Strategic and mission related strategic and technical management	1
4d) Communication	4
Other (transportation)	9
5. Values, Ethics, and Standards	
5b) Values and culture	2
Other interventions (Follow-ups, general information, references, etc.)	8
Total	101

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.

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 2020-2021 school year, one disclosure was received which was deemed to fall outside the eligibility criteria defined in Section 4 of the Act to Facilitate the Disclosure of Wrongdoings Related to Public Bodies.

ANNUAL REPORT FOR YEAR ENDING JUNE 30, 2021
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

For the year ending June 30, 2021, 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, received one (1) complaint directed at one commissioner dated June 22, 2021 and which as of June 30, 2021 was still under review.

Montreal, October 21, 2021



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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EXECUTIVE SUMMARY

JUNE 2021



of the

Task Force on
Equity, Diversity, and Inclusion
of The Lester B. Pearson School Board

Putting the Learner First



MEMBERS

Dr. Myrna Lashley, Chair
Nimalan Yoganathan, Representing Tamil Community
Fariha Naqvi-Mohamed, Representing Muslim Community
Tiffany Callender, Black Community Leader at Large
Kemba Mitchell, Representing WIBCA West Island
Chad Cowie, Representing Indigenous Community
Matthew Pike, Representing Caucasian Community and Research
Sabi Hinkson, Representing Academics & the Family
Felix Robitaille, Representing LGBTQIA2S+
Colin Jamieson, Representing Disabilities
Khobee Gibson, Representing SPVM
Thomas Rhymes, Assistant Director General, LBPSB
Wusua Mitchell, Elementary School Principal, LBPSB
Carol James, Teacher, LBPSB (until November 13, 2020)
Shari Waldrich, Support Staff, LBPSB
Nathalie Constant, Student Services Consultant, LBPSB
Sharad Bhargava, Parents Committee Member, LBPSB
Lisa Davis Mancini, Special Needs Representative – Parent, LBPSB
Andrew Henry, Superintendent of Services, LBPSB
David Chisholm, Director of Schools – Region 1, LBPSB
Finn Poirier, Student Representative



“Am I privileged or marginalized? I don’t know. I guess it depends how you look at me. Maybe I am both. What I do know is that, when I am in a position of privilege, I am always happy to learn how I can become a better ally, and when I am in a position of marginality, I am always happy to count on allies to be able to feel safe in my work space.”

- Excerpt of a letter to the Task Force

The purpose of this document is to present the results of deliberations and evidence-based recommendations of the Task Force of Lester B. Pearson School Board (LBPSB) on Diversity, Equity and Inclusion.

Chapter 1 • Introduction

1.1 What is the Lester B. Pearson School Board (LBPSB)?

LBPSB oversees 36 elementary schools; 12 secondary schools; and 8 adult education and vocational training centres. Its territory stretches through 32 municipalities from the Vaudreuil-Soulanges area near the Quebec-Ontario border to Verdun in the South-West along the St-Lawrence river and includes 5 boroughs on the island of Montreal. Although the School Board sets the policies, vision and goals for the school district, it does not run individual schools as that duty falls within the responsibilities of the individual school principal or centre director. Thus, each school sets its own tone and ways of daily operation.

1.2 What is the LBPSB Task Force on Diversity, Equity and Inclusion and why was it created?

In the late Spring of 2020, two students at one of the secondary schools coming under the administrative governance of the Lester B. Pearson School Board (LBPSB) were identified as having created a video which, unfortunately, was based on the vilification of a visible ethno-cultural group. In response, the LBPSB Council of Commissioners released the following statement:

Events around the world and more recently in our community have brought issues of systemic racism, inequity, and injustice to the fore. The Lester B. Pearson School Board acknowledges that racism exists in society and has longstanding historical roots. The devastating impact of discrimination and racism can no longer be ignored. The Lester B. Pearson School Board denounces racism and discrimination in all forms. Our school board has always been committed to equity, inclusion, and respect for all. We are actively re-examining the ways in which we live these values, the ways we do not, and the work we must do to honour them. We pledge to work together with our community to lead positive change. We commit to undertake actions that will improve the learning and social experiences for the students and communities we serve. As educators, we must take an active role in addressing racism with students and staff. As citizens, we have a responsibility to raise our level of awareness and join in the collective fight for positive social change.

We deeply regret the anger and pain generated within our community. Our goal is to learn from this experience and move forward in a positive and constructive manner. We will look to provide our students and staff with opportunities, both in and out of the classroom, to learn about and discuss issues that affect disenfranchised communities and highlight the historical context of these important topics.¹

In addition to the above statement, the LBPSB passed the following resolution:

At the special meeting of the Council of Commissioners on June 22, 2020, the Council passed a resolution, “Declaration of Anti-Racism and Anti-Discrimination”, that not only reaffirmed the School Board’s anti-racist position, it went further by establishing a Task Force to be comprised of administrators, commissioners, staff, students, parents, and representatives of minority and disenfranchised communities to oversee the development of a comprehensive action plan to address all forms of racism and discrimination in the LBPSB.²

On 15 July 2020, LBPSB asked Dr. Myrna Lashley to head up at a Task Force to be known as the LBPSB Task Force on Equity and Diversity, hereinafter referred to as the Task Force (TF).³

It is important to note that the TF was not mandated to focus on any specific school but to develop evidence-based recommendations which the school board can present to its schools and which the schools can adapt to their specific populations and needs. However, it is also imperative to recognize that the racist incident in a particular school was a major driving force behind the creation of the TF.

1.3 Mandate

The mandate of the TF was twofold:

1. Evaluate the strengths and weaknesses of existing policies and procedures pertaining to addressing and elimination all forms of systemic racism and discrimination; and
2. Produce actionable recommendations to serve as a foundation upon which individual institutions, based on demographic and educational requirements, can build to promote equity and inclusivity for all students and staff.

¹ <https://www.lbpsb.qc.ca/council-of-commissioners/task-force-on-equity-and-inclusion>

² Ibid

³ The representative of the SPVM, Khobee Gibson, was unable to attend any of the meetings. However, he was made aware that the meeting minutes and other information were always available on the web site of the TF. Also, due to personal reasons Ms. James was unable to attend several meetings. However, as with Mr. Gibson, the information was made available on the website. In this way, the possibility was there for their participation.

This mandate was very particular as it emphasized the fact that addressing issues of diversity, equity and inclusivity is not a binary exercise composed of one group versus another but recognizes that there are several areas in human relations where one or more groups view themselves as being superior to others based on stereotypes and prejudice.⁴ This position is very much in line with that mentioned in the report entitled *Présentation des résultats des travaux de la Table à l'Office de consultation publique de Montréal Dans le cadre des consultations publiques sur le racisme et les discriminations systémiques*⁵ in which it is stated that the term “other” is no longer limited to ‘traditional’ individuals subjected to discrimination such as Indigenous and First Nations peoples; Blacks, refugees and immigrants. On the contrary, LGBTQIA2S+ individuals, genders, and persons with varied abilities are also victimized through exclusion in civic spaces. As stated in the report, these types of exclusions are “trans-historical”. In other words, they transcend historical boundaries.

However, focusing on creating solutions to address these areas as single issues would be remiss as such an approach would necessarily ignore the myriad identities of each individual and the lived reality they face on a daily basis. In other words, issues of intersectionality must be taken into consideration. By way of definition, intersectionality

“is a theoretical framework which maintains that elements such as race and ethnicity, gender, socio-economic status, and sexuality map onto strata within social hierarchies where they interact and intertwine, resulting in unique identities within, and outcomes for, individuals. Intersectionality includes an explicit awareness and recognition of power, oppression, inequality, and social exclusion. The meaning and significance of these social elements vary across time and space, depending on their social contexts, cultures, and historical periods.”
(Muirhead et al., 2020. p.2)⁶

Muirhead et al, adds that recognizing these interactions is not enough, but that concrete ongoing engagements must also be involved. In other words, there must be proposed, and executed, actions to right wrongs.

1.4 Areas on which the TF focused

Given the above considerations, the areas on which the TF focused were: *Genders; Sexualities; Abilities; Race and Ethnicities; and Religions.*⁷

LBPSB has several policies to address many of the issues under discussion. For example, there are policies aimed at: the needs of those with different abilities; safe and caring schools; and intercultural education; among others. However, a major issue is whether these policies are

⁴ <https://www.aclrc.com/>

⁵ https://ocpm.qc.ca/sites/ocpm.qc.ca/files/pdf/P100/8-100_tdild.pdf

⁶ Muirhead et al., (2020). What is intersectionality and why is it important in oral health research? Community Dent Oral Epidemiol. pp.1-7. DOI: 10.1111/cdoe.12573

⁷ This category is not concerned with the religious beliefs of any individual. We are, however, aware that some individuals suffer discrimination and prejudice because of their real, or assumed faith. Moreover, sometimes, faith and ethnicity are conflated.

perceived by users (ex. Employees, students, parents) to be easily accessible. Perhaps more important questions are: Are users aware of the policies? How comprehensible are they? Is the policy written in a form which invites user participation or is it replete with jargon and leans heavily toward the protection of the institution? Another major issue is whether users feel comfortable in seeking redress, should it be necessary. In other words, are the policies *safely* usable?

The concept of safety is not to be underestimated as persons who find themselves in situations in which they must question organizational precepts, or challenge authority, are often fearful of dismissal or repercussions. This is true in most areas of human interactions where power differentials play a major role. For example: hospital personnel and patients; employer and employee; teachers and students; and even parents and children. Moreover, this is a worldwide phenomenon. By way of illustration, consider that Cullen (2015)⁸ states that the Irish Information Commissioner reports that patients are often afraid to complain to authorities about their care because they fear repercussions to themselves and their loved ones. An advice blog curated by Sklover (2012)⁹ responds to a person identifying themselves as Eleanor who speaks about being abused in the workplace; aware that she should file a grievance but being afraid because “people more powerful than myself” will conspire to mount a powerful case against her.

There is no reason to assume that users of the educational sector are exempt from these fears as they are, by definition, in vulnerable (none or limited power) positions – parents because of the need to protect their children; employees to protect their jobs; and students, to procure and protect good grades.

1.5 Methodology

Using data from Statistics Canada, the TF was able to ascertain the ethnic and religious makeup of all the territories served by the LBPSB. This information was then employed to seek individual representatives of those backgrounds to populate the TF. In addition, it was necessary to ensure that those representing the different sectors of the LBPSB were also included. To do this, contact was made with these groups by asking that the Director General, Dr. Cindy Finn advise the recognized representative of each sector to inform their membership of the search for individuals to serve and to have those interested contact the chair, in writing, to discuss their possible inclusion. It was made clear that an individual’s application did not guarantee acceptance, especially in the event that more than one person applied. This was to make sure that the parameters set by the Board were met and that the individual endorsed the mandate and was prepared to work within its boundaries.

⁸ Cullen, P. (2015). Patients ‘afraid to complain’ for fear of repercussions. *The Irish Times*.

⁹ Sklover, A.L. (2012). I fear the consequences of filing a complaint; any suggestions? *Sklover working wisdom*.

1.5.1 Community members

The chair solicited the participation of community members by making appeals through media (radio, television, print) and word of mouth.

The chair interviewed every applicant to the TF to make sure they wanted to work within a structure which promoted Equity, Diversity, and Inclusion; accepted that the work would be intense; were committed to a three hour formal meeting twice per month; committed to working steadfastly within a subgroup outside of formal meeting hours; understood the necessary to work from an evidence-based perspective and make recommendations based on that perspective; and work with the members of their group to produce a document which would be incorporated into the full and final report.

1.5.2 Total

It was important to keep the number on the TF to a manageable level. Therefore, although it is generally recognized that numbers beyond 10 *could* be problematic, in order to ensure diversity, equity and inclusion, the number was set at 20, including the chair.¹⁰

Although on the surface this may seem to be broad, the fact that sub-groups were to be established compensated for the larger number and allowed for the following:

- Greater opportunity for genuine diversity;
- Broader range of skill sets;
- Workload sharing across greater numbers;
- Enhancement of analysis and deliberations;
- Ability to cope with absence of members.¹¹

No member of the Board or the administration had any input into who was chosen to be on the TF.

1.5.3 Establishment of groups

Although formal meetings of the entire TF were held bi-monthly, gatherings of the sub-groups occurred more frequently and formal upgrades were provided by each group to all members at each bi-monthly assembly. Each sub-group was composed of individuals involved with LBPSB in some capacity, and community members. In order to maintain the independence of the TF, each sub-group was chaired by a community member.

1.5.4 Logo

In order to formally and emotionally demonstrate the independence of the TF from the LBPSB, a logo representing the TF was created and all information related to the TF were to be found under the section represented by that logo on the LBPSB site.

¹⁰ It is important to note that particular attention was paid to gender parity.

¹¹ https://www.governancetoday.com/GT/Articles/What_is_the_optimum_Board_size.aspx

1.5.5 Procedure

Before the first meeting, information was gathered concerning the cultural and ethnic breakdown of the LBPSB territory. Those data are shown in Table 1.

Table 1: Ethno-cultural breakdown of population on LBPSB territory.

MUNICIPALITY	TOT POP	VS POP	VS POP %	% POC / #	% B / #	% A / #
Baie-d'Urfé	3 800	430	11.60%	2.7% / 100	1.2% / 45	1.1% / 40
Beaconsfield	19 300	2 450	12.90%	3.4% / 645	1.9% / 360	0.05% / 100
DDO	48 900	18 700	38.80%	13.5% / 6 500	6.8% / 3 300	0.2% / 100
Dorval	19 000	4 350	23.40%	3.7% / 680	4.3% / 805	1.4% / 260
Hudson	5 200	180	3.50%	0.9% / 45	0.5% / 25	0.5% / 25
Kirkland	20 100	4 800	24.20%	7.3% / 1 445	2.7% / 535	0.5% / 100
Lachine MTL	42 505	10 255	24.10%	3% / 1 500	11% / 4 800	1.5% / 625
Lasalle MTL	75 150	27 845	37.10%	9% / 7 200	15% / 11 400	0.9% / 700
Pfds-Rox MTL	68 800	29 670	43.10%	18% / 12 300	11% / 7 800	0.6% / 420
Pincourt	14 500	2 160	14.90%	2.8% / 395	5.6% / 815	1.3% / 195
Pointe-Claire	31 400	6 600	22.10%	5.4% / 1 635	3.3% / 995	0.7% / 205
St-Télesphore	760	10	1.30%	0 / 10	0 / 0	0 / 0
St-Lazare	19 900	1 300	6.40%	0.9% / 180	1.5% / 290	1.3% / 250
Ste-Anne-de Bellevue	4 900	645	14.40%	5.2% / 230	1.7% / 75	2% / 90
Vaudreuil-Dorion	38 100	7 410	20%	7.3% / 2 705	4.7% / 1 725	0.9% / 325
Verdun MTL	67 300	14 000	20.80%	4% / 2 900	3.8% / 2 600	1.1% / 710
	479 615	130 805	24.60%	8% / 38 470	7.4% / 35 570	0.8% / 4 145

STATISTIC SOURCES: Districts without "MTL": <https://www12.statcan.gc.ca/census-recensement/index-eng.cfm?MM=1>
Districts with "MTL": http://ville.montreal.qc.ca/portal/page?_pageid=6897,67845597&_dad=portal&_schema=PORTAL

LEGEND	POC = South Asian, Southeast Asian and West Asian B = Black A = Aborigines (*STATCAN terminology prior to this report) % / # = Percent / Total Number TOT POP = Total Population VS POP = Visible Minority Population VS POP % = Visible Minority Percentage	STATCAN DEFINITION OF VISIBLE MINORITY Visible minority refers to whether a person belongs to a visible minority group as defined by the <i>Employment Equity Act</i> and, if so, the visible minority group to which the person belongs. The <i>Employment Equity Act</i> defines visible minorities as "persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour". The visible minority population consists mainly of the following groups: South Asian, Chinese, Black, Filipino, Latin American, Arab, Southeast Asian, West Asian, Korean and Japanese.

As is shown in table 1, the data break the stereotypes of the LBPSB as lacking cultural and ethnic diversity. It also shows that the diversity is not limited to the areas bounded by the municipalities of Lachine and Verdun, but extends into what is commonly referred to as the West Island and beyond to the border of the province of Ontario. Thus, as it demonstrates, the demographics of the West-Island of Montreal is much more diverse than may be generally assumed. Obviously, not every student will be attending a school within the system of LBPSB as some will be in the French language system and some in private schools. It is, therefore, important to underscore that the data speak to the total population in these districts and not the population of enrolled students.

We also looked at the age distribution (5 - 19) within the territory served by LBPSB. These data are shown in table 2.

Table 2: Breakdown of individuals aged 5 - 19 living on the territory served by LBPSB.

MUNICIPALITY	TOT POP	VS POP	VS POP %	AGE 5-19#	AGE 5-19%	LA#	LA%	CHIN#	CHIN%
Baie-d'Urfé	3 800	430	11.60%	790	20.80%	55	1.50%	135	3.60%
Beaconsfield	19 300	2 450	12.90%	4 185	21.70%	195	1%	590	3.10%
DDO	48 900	18 700	38.80%	9 135	18.70%	990	2.10%	1 715	3.60%
Dorval	19 000	4 350	23.40%	2 740	14.40%	675	3.60%	820	4.40%
Hudson	5 200	180	3.50%	820	15.80%	20	0.40%	55	1.10%
Kirkland	20 100	4 800	24.20%	4 045	20%	195	1%	1 440	7.20%
Lachine MTL	42 505	10 255	24.10%	6 005	16.20%	990	2.30%	1 360	3.20%
Lasalle MTL	75 150	27 845	37.10%	11 975	16%	2 620	3.50%	3 755	5%
Pfds-Rox MTL	68 800	29 670	43.10%	13 615	19.80%	1 545	2.20%	2 180	3.20%
Pincourt	14 500	2 160	14.90%	2 960	20.40%	190	1.30%	270	1.90%
Pointe-Claire	31 400	6 600	22.10%	5 280	16.80%	400	1.30%	1 805	5.70%
St-Télesphore	760	10	1.30%	140	18.40%	10	1.30%	0	0.00%
St-Lazare	19 900	1 300	6.40%	4 095	24.60%	155	0.07%	220	1.10%
Ste-Anne-de Bellevue	4 900	645	14.40%	865	17.60%	90	2%	110	2.50%
Vaudreuil-Dorion	38 100	7 410	20%	7 465	19.60%	565	1.50%	315	0.90%
Verdun MTL	67 300	14 000	20.80%	8 155	12.10%	2 545	3.80%	2 990	4.40%
	479 615	130 805	24.60%	83 080		11 240		17 760	

STATISTIC SOURCES: Districts without "MTL": <https://www12.statcan.gc.ca/census-recensement/index-eng.cfm?MM=1>
Districts with "MTL": http://ville.montreal.qc.ca/portal/page?_pageid=6897,67845597&_dad=portal&_schema=PORTAL

LEGEND	AGE 5-19# = Total number of individuals in age bracket	CHIN# = Number of Chinese minorities
	AGE 5-19% = Percentage of total population in age bracket	CHIN% = Percentage of Chinese minorities
	LA# = Number of Latin American minorities	TOT POP = Total Population
	LA% = Percentage of Latin American minorities	VS POP = Visible Minority Population
		VS POP % = Visible Minority Percentage

As is shown in table 2, the distribution does not merely refer to the population of municipalities but also the ethnic breakdown of the districts.

These data centered the foundations of our evidenced based arguments and recommendations and helped to advocate for a comprehensive report to assist LBPSB and its schools to utilize resources in a manner best suited to promote and encourage the inclusion of even the smallest population of ethno-cultural groupings.

In order to involve the general public in the process, media appearances (radio, television, print) were made by the Chair soliciting the participation of parents, both current and past; students of the LBPSB, current and past students; as well as both current and past employees. An open letter was also placed on the dedicated web space of the TF to that effect.¹² The outreach called for the public to acquaint the TF with issues – both negative and positive – which their children encountered while attending schools under the jurisdiction of Lester B. Pearson School Board (LBPSB). In addition, they were asked to make recommendations to remedy negative situations they highlighted and/or provide support for positive observations. In addition, the Chair made several media appearances to advertise, and report on, the progress of the TF.

¹² <http://www.lbpsb.qc.ca/council-of-commissioners/task-force-on-equity-and-inclusion>

1.5.6 Meetings

To date there have been 20 formal bi-monthly meetings of the full TF held. During these meetings, although all issues were discussed collectively, members were expected to always present the perspectives of the group they represented (ex. parent, community, principal etc.) particularly in the creation of recommendations. In this manner, focus was maintained on the inclusive nature of the deliberations and assisted in the creation of a comprehensive report.¹³

The minutes of all formal meetings were made available to the public through the dedicated web space, already mentioned.

The TF in general, and the subgroup in particular, undertook to examine what is being done not only in LBPSB, but also elsewhere. This step, and the collection of letters from the community, made sure that data were being collected. Furthermore, having data allows individuals and groups to engage in discussions and make policy and procedural decisions based on verifiable information. Moreover, since everyone was working from the same set of data, it removed some elements of personal interpretations, feelings and biases. Of course, this did not mean that anecdotes would be discounted, but it did provide a foundation which could be employed to decode anecdotes and personal interpretations.

It was determined that all formal recommendations must be evidenced-based, and such evidence must be cited and appropriately referenced. Non-evidenced-based recommendations which, by general consensus, were deemed to be valid would be placed in an addendum.

It should be mentioned that although TF tried in several ways (social media outreach, presentations to adult centres, word of mouth, etc.) to encourage the participation of adult students, it was unable to gather specific substantial information regarding this population. Nonetheless, we did gather enough evidence-based information from school board professionals to include topics of importance to adult students in some of the chapters and recommendations.

1.6 Overview of subjects discussed in the report

1.6.1 Genders

Gender and sex are often used interchangeably and indeed, they are complementary.¹⁴ However, their interpretation and significance demand different emphases. For clarification, we subscribe to the definitions of sex and gender as stated by the Canadian Institute of Health Research (CIHR). Namely: “**Sex** refers to a set of biological attributes in humans and animals. It is primarily associated with physical and physiological features including chromosomes, gene expression, hormone levels and function, and reproductive/sexual anatomy” and is usually viewed as a binary

¹³ Participants brought the same sensitivity to the sub-group to which they were assigned.

¹⁴ University of Minnesota. M Libraries . “Understanding Sex and Gender”. Chapter 11, section 11.1.
<https://open.lib.umn.edu/sociology/chapter/11-1-understanding-sex-and-gender/>

choice between male and female. Conversely, “**Gender** refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people. It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society”.¹⁵

The above definition allows us to focus on the social and environmental aspects of genders and their intersectionalities with other variables which affect the lives of individuals. This is very important for the well-being of children, especially those who are in the process of questioning their rights associated with genders. This would include how gender is defined, as well as its associated stereotypes. For example, referring to how women are portrayed and referenced in the on-line world of social media, Felmlee, Rodis and Zhang (2020)¹⁶ state that in a review of tweets, they identified 2.9 million tweets in one week (representing 419,000 slurs per day) denigrating women through gendered and sexist language.¹⁷ As pointed out by these investigators, such tweets are meant to condone a strategy which “aim to promote traditional, cultural beliefs about femininity, such as beauty ideals, and they shame victims by accusing them of falling short of these standards.”(p.16) These findings support the research conclusions of Tinklin, Croxford, Ducklin and Frame (2005)¹⁸ that girls and boys are exposed to traditional and stereotypical concepts of males and females. Thus, even though both sexes professed their belief in equality, they were of the opinion that they would all experience stereotypical attitudes once entering the workplace. Importantly, in spite of their understanding of what may await them in the workplace, boys and girls continue to display gender typical behaviours. The investigators also point out that the large range of possibilities available to today’s youth may be obscuring the prevalence of stereotypical attitudes. Interestingly, these researchers state that their findings demonstrate that teachers view girls as less confident and more anxious than boys, and boys are more prone to attention-seeking misbehaviour. It is important to underscore that these views often lead to the labelling of children (boys as attention-seeking bullies and girls as meek and lacking in confidence) and that such labelling often has a pervasive and long-lasting effect which influences teacher perceptions and expectations.¹⁹

The above draws attention to the necessity of awareness of the need to ascertain that gender is not ignored when engaging in conversations and developing strategies to address EDI. We must never forget, as Witt (2000) has shown, that children and youth are heavily influenced by their environment which includes parents, peers, home and school.²⁰ It is, of course, important to recall that young children will not deal with the issues in the same manner as adolescents. Nor will adolescents, for the most part, be faced with the same concerns as adults.

¹⁵ Government of Canada. Canadian Institutes of Health. “What is gender? What is sex?”. <https://cihr-irsc.gc.ca/e/48642.html>

¹⁶ Felmlee, Rodis & Zhang (2020). Sexist Slurs: Reinforcing Feminine Stereotypes Online. *Sex Roles* 83: pp.16-28
<https://doi.org/10.1007/s11199-019-01095-z>

¹⁷ e.g. “bitch”, “cunt”, “slut”, or “whore” *ibid*

¹⁸ Tinklin, T., Croxford, L., Ducklin, A., & Frame, B. (2005) Gender and attitudes to work and family roles: the views of young people at the millennium, *Gender and Education*, 17(2). pp. 129-42, DOI: 10.1080/0954025042000301429

¹⁹ Glass, C.S. (2014). Perception of Misbehavior: Understanding the Process of Labeling and the Role of Cultural Capital in the Disciplinary Process. *Urban Rev.* 46. pp. 372-394. DOI: 10.1007/s11256-013-0268-z

²⁰ Witt, S. D. (2000). The Influence of Peers on Children's Socialization to Gender Roles. *Early Child Development and Care*, 162(1). pp. 1-7, DOI: 10.1080/0300443001620101

Notwithstanding what has been stated above, gender is no longer a binary variable divided into dichotomous states of male and female. Indeed, gender has evolved to encompass the many ways in which individuals, regardless of age, describe and perceive themselves and how that perception leads them to act and to interact with others - including the pronouns they use to identify themselves and how they require others to treat them.

Chapter two, will address the concept of gender as a “hierarchical” social construct which on its own, or coupled with other human characteristics often produces intersected inequalities. The authors make a point of recognizing the work already done by LBPSB but states that there is a need to better educate students and staff about gender identities so that the LBPSB environment can be more inclusive, safe and welcoming to all individuals.

1.6.2 Sexualities

One of the seminal intersections with gender is that of sexuality and one which must also be included in EDI strategic plans, policies and procedures.

The physical and emotional aspects of sexuality are complex and ones which present many challenges for adolescents. Sexuality and identity are closely aligned. For example, Travis, Meginnis and Badari (2000)²¹ state that “narrow” definitions of beauty have not only been used to define women’s sexuality, but to exercise many forms of control over female bodies. Given the societal influences to which children and youth are exposed, it is to be expected that many of them will internalize both the positive and negative messages they receive - many of them from the schools they attend. As Borrero, Yeh, Cruz and Suda (2012)²² stated, school is one of the primary sites where students who are marginalized, regardless of the nature of such marginalization – sexuality, gender, race and ethnicity and so forth, are ‘othered’. SickKids in Toronto has produced a newsletter for parents – in French and English - which highlights what should be said to a child, from early childhood to early adulthood, concerning their sexuality. Of course, discussions of sexuality with children must be tempered by the developmental age of the child.

It is, therefore, being posited that at every stage of a student’s academic life (from kindergarten onward, including adult education), educators need to be vigilant concerning the effects of ‘othering’ including those effects and affects which touch upon students’ understanding of their sexuality.

Regardless of developmental period, SickKids has made it clear that from a young age, children need to be taught “the basic social conventions of privacy, nudity and respect for others in relationships”²³. (p.1)

²¹ Travis, C. B., Meginnis, K. L., & Bardari, K.M. (2000). Beauty, sexuality, and identity: The social control of women. In *Sexuality, society, and feminism*. C. B. Travis & J. W. White (Eds.) pp. 237-272. Washington, DC, US: American Psychological Association, viii, 432 pp.

²² Yeh, C. J., Borrero, N., Cruz, I., & Suda, J. (2012). School as a Context for "Othering" Youth and Promoting Cultural Assets. *Teachers College Record*. 114. pp. 1-37.

²³ SickKids: AboutKidsHealth (2019). <https://www.aboutkidshealth.ca/Article?contentid=716&language=English>

Chapter three will address this issue and will provide the reader with a discourse on issues pertaining to the equity, diversity and inclusivity of students with diverse sexualities and sexual identities, including, but not limited to, LGBTQIA2S+. The manner in which students' sexualities intersect with other identification variables will also be highlighted as well as existing school services designed to assist students in this area. The role played by educational institutions in defining how they can contribute to ensuring an anti-oppressive experience at school will also be discussed.

1.6.3 Abilities

An important issue is the many challenges faced by students with specific abilities – both mental and physical – which have been used to 'other' them not only in society, but in the school setting. Teachers have an important role in modelling appropriate behaviours and language when speaking about, or interacting with, this segment of the student population. Cimpian (2010)²⁴ highlights the necessity of employing correct non-generic language. For example, he makes the point that generic language views everyone in a category as the same (for instance a description of a girl). In other words, generic language does not allow for exceptions to the definition – that is to say, a girl is a girl is a girl and the attributes are stable. As Cimpian states, parents also speak to children using generic language. On the other hand, non-generic language provides for particularities and individualism while removing the expectation and fear of performing poorly because of membership in a specific group. Thus, one can speak of a particular student's abilities without restraining and constraining them to preconceived notions of what it means to be, for example, good at math. As Cimpian has shown, non-generic language is freeing for students and also motivational, as the individual's specific needs and goals outweigh the generic expectations society places on groups.

In chapter four the Abilities subgroup explores issues pertaining to advocacy, policies, neurodiversity, physical disabilities, mental health issues, classroom adaptation, teacher training, and the well-being of adults. Their results and recommendations are proffered in order to promote and sustain an equitable and inclusive environment for stakeholders, while taking into account the varied needs of this rich and diverse community.

1.6.4 Race and ethnicities

Although Cimpian²⁵ focused his research on the use of generic and non-generic language on students with specific abilities, his findings can also be applied to those of identifiable race and ethnicities; and religions. For example, it has long been recognized that *race* has no biological basis and was created as a way for the dominant group to subjugate others.²⁶ Therefore, as far as generic language is concerned, one must ask what does it mean to be labelled by racial categories. How are they to be understood and interpreted? In fact, why retain them?

²⁴ Cimpian, A. (2010). The Impact of Generic Language About Ability on Children's Achievement Motivation. *Developmental Psychology*. 46 (5). pp. 1333-1340.

²⁵ *ibid*

²⁶ Alberta Civil Liberties Research Centre. <http://www.aclrc.com/race>

Racism, however, is very real. As stated by Grosfoguel (2011)²⁷, Racism is a global hierarchy of superiority and inferiority along the line of the human (sic) that have been politically, culturally and economically produced and reproduced for centuries by the institutions of the capitalist/patriarchal western-centric/Christian-centric modern/colonial world system (sic)” (p.10). The consequences of racism and its effects can be quite dire and destructive up to and including poor physical and mental health.^{28•29•30}

Although *Ethnicity* and *Race* are often conflated, an argument could be made that while race is frequently used to identify how people are different, ethnicity often refers to what brings people together and is shared. Thus, two Canadians, regardless of ‘race’ may share more in common that is recognized or admitted by viewing one as black and other white. As with the rest of society, schools must be careful not to assume that racism is only based on dichotomous categories of black and white. This would extend to developing a knowledge of the many cultures represented in the schools, including behaviours and utterances which bring about a sense of inclusion, as well as those which cause pain.

Chapter five focuses on the above issues and highlights six main themes: Anti-racism policy development; standardizing the implementation of the policy while taking into consideration the different social contexts of schools and institutions; mandatory documentation and submission of all cases related to racism; mandatory anti-racism training and professional development; implementation of a restorative justice processes; inclusion of community members in developing and delivering ethno-cultural celebrations.

1.6.5 Religions

In undertaking the subject of religion, we were very careful not to enter into the area of governmental curriculum jurisdiction, nor did we engage with the issues of secularity and religiosity. Therefore, as with other areas covered in this report, we focused on students’ sense of inclusion and the influence such inclusion has on an individual’s self-worth and self-esteem. Dupper, Forrest-Bank and Lowry-Carusillo (2015)³¹ reports on a study in which students in grades 6-12 recounted incidents in which they were bullied, victimized and subjected to micro-aggressions due to their religious affiliations. Participants also reported that, in some incidents, teachers were also guilty of perpetrating these behaviours. Although this finding is disturbing, it is not surprising as teachers are subject to the same weaknesses and learnings as all of the rest of society.

²⁷ Grosfoguel, R. (2011). What is Racism? *Journal of World-Systems Research*. 22 (1). DOI: 10.5195/jwsr.2016.609

²⁸ Medical News Today. <https://www.medicalnewstoday.com/articles/effects-of-racism>

²⁹ Harvard Health Publishing “How racism harms children”. <https://www.health.harvard.edu/blog/how-racism-harms-children-2019091417788>

³⁰ Trent, M., Dooley, D.G., & Dougé, J. (2019). The Impact of Racism on Child and Adolescent Health. *Pediatrics*. 144 (2) e20191765. DOI: <https://doi.org/10.1542/peds.2019-1765>

³¹ Dupper, D.R., Forrest-Bank, S., & Lowry-Carusillo, A. (2015). Experiences of Religious Minorities in Public School Settings: Findings from Focus Groups Involving Muslim, Jewish, Catholic, and Unitarian Universalist Youths. *Children & Schools*. 37 (1). pp. 37-45.

There are obviously moral and ethical concerns associated with violating students' human rights based on their religious beliefs, and those need to be addressed. In addition, making students feel ashamed and uncomfortable about an important part of their identity robs them of one of the major protective resources available to them to surmount the very victimization to which they are being subjected. For example, Schaefer et al.,³² interviewed college students who had been subjected to physical and/or emotional trauma and how they had coped with such incidents. Their results showed that among the protective factors which provided resilience and post-traumatic growth, was positive religious coping which, according to the authors, is not about "broadband" religiosity but about such life skills as seeking guidance, asking for help and learning forgiveness. Given the results of these studies, it is not surprising that both sets of these researchers have suggested that strategies should be put in place to boost all protective factors, including religious tolerance, which will assist children in developing the resilience necessary to become healthy adults. As the researchers suggest, students who are othered in their formative years go on to have issues when it comes to self-esteem and self-worth, as well as how they see the world and their place in it.

In Chapter six, in addition to Atheist/Agnostic and Indigenous Spirituality, topics pertaining to six of the main world religions - Christian, Jewish, Muslim, Buddhist, Sikh, Hindu - will be highlighted. The focus will be on documented challenges faced by individuals of these faith groups, as well as proposed strategies aimed at assisting LBPSB to support these students.

It is hoped that this report will assist educators, administrators, and support staff in having a fuller understanding of the issues faced by students of LBPSB from kindergarten and into adult education. We also hope that the recommendations contained within these pages will benefit the implementation of strategies to make the schools of LBPSB more emotionally safe and healthy sites for everybody.

³²Schaefer et al ., (2018). A concurrent examination of protective factors associated with resilience and post traumatic growth following childhood victimization. *Child Abuse & Neglect*. 85 pp. 17-27. <https://doi.org/10.1016/j.chiabu.2018.08.019>

Chapter 2 • Genders

2.0 Introduction

The Government of Canada defines gender as “the socially constructed roles, behaviors, expressions and identities of girls, women, boys, men, and gender diverse people.” Additionally, the World Health Organization (WHO) asserts that “gender is hierarchical and produces inequalities that intersect with other social and economic inequalities.”

In addition to references to community and innovation, the Lester B. Pearson School Board’s Vision Statement specifically identifies these additional core values:

- *Inclusion:* We respect and celebrate diversity.
- *Integrity:* We commit to honesty, equity, and accountability.
- *Respect:* We foster a respectful, nurturing, and safe environment.

Additionally, Section 2.1 of the Lester B. Pearson School Board’s Intercultural Policy states:

The Lester B. Pearson School Board affirms and promotes the dignity, equality and fundamental worth of all human beings regardless of age, capabilities, ethnic origin, gender or gender identity, language, race, religion, sexual orientation, socio-economic status or education background.

For the Lester B. Pearson School Board to remain true to its core values and to fully commit to the promotion of equity and inclusivity for all students and staff, it must reflect and act upon its current practices with relation to gender. The LBPSB Task Force Genders Subgroup set out to determine if the social construct of gender has produced inequalities within the LBPSB community. The genders subgroup sought to “evaluate the strengths and weaknesses of existing policies and procedures pertaining to addressing and eliminating all forms of systemic racism and discrimination.” Throughout this investigation there was a major focus on transgender adolescents as they “are an underserved and poorly researched population.” The investigation was not limited to these issues, however, and extended to include gender roles, gender stereotypes and gender binary paradigms.

2.1 Challenges faced

Testimony solicited from the public included accounts from families/students who had experienced challenges and difficulties in LBPSB schools. This testimony came to the subgroup through letters submitted directly to the Task Force in response to its general call to the community at the start of its mandate. It also came via informal social media solicitation initiated by the subgroup itself as well as direct interaction with students. In some cases, parents/students withdrew from schools or from the school system entirely because of their experience. These testimonies highlighted transgendered youth who felt excluded, and unimportant, or as one parent stated, “like an afterthought”.

2.2 Optimal learning environments

The learning environments for these students were not optimal and the failure to create or maintain such an environment must be noted. Promoting gender equality while supporting gender diversity in schools and classrooms is imperative for all students and staff. Providing and sustaining environments where students feel safe, supported and motivated is essential while addressing the needs of every learner. Thus, supporting their academic, social, and emotional growth.

2.3 Meeting the needs of Transgender, Nonbinary & Gender Nonconforming youths

There are simple and attainable means by which the LBPSB and its schools can create a more inclusive environment for gender non-conforming students such as making conscious efforts to address students using their preferred pronouns, addressing students using their chosen names, and using gender neutral language in official documents. Meeting their needs would also include, providing gender neutral spaces such as washrooms and/or change rooms as well as adapting pedagogical approaches and increase LGBTQIA2S+ representation in course content.

2.4 Addressing gender stereotypes

This chapter mainly focused on the barriers that gender binary systems impose on transgender, nonbinary and nonconforming youth. However, it is important to demonstrate that dismantling crippling gender binary systems within the LBPSB is important to the entire LBPSB community, regardless of their gender.

2.4.1 Recurring themes

Solicited community testimony (see above) included feedback from parents frustrated at seeing gender-stereotypes continuously perpetuated in school settings. There were four major recurring themes:

1. *Gender-stereotypes which dictate what is “appropriate” for boys and girls (i.e. colors, hair length, toys, sports teams, wearing nail polish etc.);*
2. *Gender-stereotypes which produce a limiting and narrow understanding of masculinity;*
3. *Gender-stereotypes which produce double-standards;*
4. *Bullying linked to gender and sexuality.*

Research has demonstrated various gender disparities where classroom participation is concerned as teachers unconsciously rely on particular genders as their target or go to responders resulting in unintended gender bias in instructional practices.

2.4.2 Toxic masculinity

The Merriam Webster dictionary defines toxic masculinity as ‘masculine traits and ways of thinking or behaving that negatively impact both men and society as a whole.’ Toxic masculinity begins to manifest at a very young age. Research shows that gender norms are stronger for boys and therefore boys are less willing to cross gender boundaries. This negative behavior must be addressed immediately: In other words, no more saying “boys will be boys.” If we want to ensure that our schools are safe-spaces, and reduce bullying as much as possible, we have to make allies out of our students, therefore we must dismantle “masculinity norms” as they prevent many boys from being allies. Similarly, if a female is exhibiting toxic behavior, her behavior must be immediately addressed as well. This chapter further explores how toxic masculinity expectations are known to hinder male success in school as many young men struggle to cope where masculine norms are concerned. There are gaps in educational attainment as females outnumber males in their first-year college enrollment.

2.4.3 Oversexualization of females

The oversexualization of females, particularly in pop culture and its negative impact on girls' academic, career, and personal development is also problematic. From toys to clothing to media, females are bombarded with stereotypical ideals where gender is concerned. Evidence links sexualization to a variety of harmful consequences which include harm to girls interpersonal relationships, impaired cognitive performance in school. Furthermore, related research suggests that the continuous intake of material (media, social media, music lyrics, video games, magazines, etc.) that is sexually objectifying can contribute to body dissatisfaction, eating disorders, low self-esteem, depressive affect, and even physical health problems in high-school-aged girls and in young women.

2.5 Conclusion

This chapter placed a great emphasis on raising awareness of the necessity to dismantle the barriers which prevent transgender, nonbinary, and nonconforming youths from having access to an optimal learning environment. It also aimed to highlight that dismantling crippling gender binary systems is important to the entire LBPSB community. Negative effects of gender binary systems can be seen throughout the entire population. One research paper contends that if we continue to adhere to gender stereotypes, the lower a student's academic success will be and that this would be applicable to all genders. The socially constructed idea of gender often confines/restricts individuals. An optimal learning environment is one which fosters growth and allows a child to develop into the best version of themselves. A gender binary school system does not permit this.

Chapter 3 • Sexualities

3.0 Introduction

The third chapter of this report will assess current policies and practices as they relate to the needs and accommodations necessary for students as they develop, learn about and express their sexuality. This chapter addresses students in elementary, high school, and in adult education. Students begin to develop an understanding of their sexual and gendered identities in early childhood, but face many challenges in expressing themselves healthily under the various pressures that affect boys and girls, racialized, religious, gender, and sexual minorities and people with various abilities, in distinct and overlapping ways. These pressures include social attitudes that are learned and reproduced in students that inform how they monitor and control how they and their peers express their masculinity and femininity, pressures from the media and teaching materials they consume, and access to spaces that are either accommodating or hostile to them, in schools, online and beyond.

In reviewing the policies of the school board, the TF has found that, while there is an evident desire and commitment to the values of inclusion, tolerance and diversity, some policies fall short in that they do not name or seek to disrupt the systems that hamper the healthy development of all students, and especially that of marginalized students and gender and sexual minorities - thus, falling short of their goals. The policies reviewed here are the Safe and Caring Schools Policy and the Anti-Bullying and Anti-Violence policy. The TF has found that these policies, while they do maintain frameworks for providing a certain level of equity, could be expanded upon to cover the gaps that currently exist. The ideologies that harm students and are at the root cause of inequities could be specifically named and more effective strategies could be put in place to better address covert or invisible harms that are perpetuated between students. These strategies include the integration of anti-oppressive teaching techniques in classrooms

and the diversification of learning materials made available to students, so as to confront harmful ideologies before they progress from covert aggressions to overt forms of harassment and bullying. As well, it is of the utmost importance that policies emphasize the value of marginalized, queer, trans and two-spirit students, and a commitment to preventing harms that are specifically carried out against them.

A first step in fulfilling this commitment is to ensure safe spaces are provided for them. It is well understood by queer youth and through research that gender-segregated spaces, namely washrooms and changing rooms, are places where they often feel unsafe, and where the effects of a culture of gendered violence are most apparent. The need to improve access to these spaces for them, as well as (dis)abled students, is also addressed. Accounting for queer students in the design of a communal space allows an opportunity to explicitly accommodate the needs of (dis)abled students, integrating both of these communities into common spaces rather than spaces that are often removed from and invisible to the rest of the student population. With proper design and consideration these spaces can be accommodating and welcoming, and all students will benefit.

In another section, gaps in student knowledge are covered. These are gaps produced about ‘the other’ through indirect means; choices made about what materials are provided for students in each classroom, through generalizations, omissions and distortions about what is normal or universal about varied human experiences, and in generalizing about the ‘other’. The result is that ‘the other’ is incorporated into the definition of normality, instead of being met on their own terms. For students to feel valued in the school environment requires that faculty be aware of these forms of hidden knowledge and how general statements about gender, sex, sexuality, gender roles, gender expression and ‘universal’ ideas about experiences (such as coming out, masculinity and femininity) can be biased. This knowledge can risk carrying more educational significance than what is directly taught in classes, and relates directly to perceptions students have about their identities and those of their peers. The ways classroom materials can represent, or misrepresent the experiences of men and women, how these reinforce assumptions about gender and sexual identity, and especially as these are different for racial, religious, gender and sexual minorities, creates an enormous potential for harm if these materials are not carefully considered. However, while it is important and recommended to use materials that are representative of a diverse student population, simply replacing one set of materials with others does not truly challenge the ways oppressive binaries that govern social norms and divisions have been historically formed and reinforced every day. While one impulse is to counter the gaps in a curriculum with *more knowledge*, trying to correct or replace one curriculum with another that may have fewer gaps, it must be noted that these gaps are actually wonderful tools when used in paradoxical ways. This means to encourage all learners, students and faculty, to lean into discomfort, to allow space for the “productive tension” that is generated as learners resist and engage with knowledge that is challenging and uncomfortable. Rather than try and banish this discomfort and work around it, researchers suggest that this state of “crisis” is where learners are most open to incorporating and internalizing new perspectives, if space is prepared for the uncomfortable and the unpredictable.

We also address the social boundaries that govern divisions behind many identities (racial, ability, gendered) that are deeply entwined in students' perceptions of their sexual identities. These identities determine in many small and big ways how students learn to express themselves, not only in their first romantic relationships, but also casually and in more worrying contexts. These are gaps in student education that can be addressed in sexual education, as well as in a multitude of other contexts, which are covered in this chapter. For a brief overview, the ways young boys and girls are funneled into sexual categories, assumed to be on the path towards 'typical' heterosexual relationships, complicates male perceptions of their masculinity, female perceptions of femininity, and the ways all students navigate both of these. It is difficult for queer, trans, intersex, gender non-conforming and two-spirit students to express their true identities amidst these pressures, as they are marginalized, labelled deviant, ill or impure. However, it is arguably just as difficult for 'normal' students to sustain themselves in the rigid ways defined by social gendered and sexual norms, all in an effort to maintain social capital and keep themselves afloat at school.

Boys must find a place for themselves in the complex constellation of masculinity, risking misogyny, hyper-aggression, difficult social and emotional connections, rejection of femininity, etc. A major consideration is that these may perpetuate higher levels of violence and harassment against their female and gender and sexual minority peers. Even while terms like toxic masculinity are more and more understood, the reality of boys and their relationship to masculinity remains greatly under-examined, and buried under layers of harmful assumptions that do not help them fully realize their potential.

While contemporary ideas about 'girl power' and feminism seem to paint a picture of a post-sexist society, girls are still pushed into navigating the careful line between sexual purity and impropriety. This tension is all the more real while their bodies and moral worth are constantly scrutinized, guarded and controlled by their peers, media, and more. The TF is emphasizing the need to affirm girls' agency in their sexual and gendered identities, expression, and desires.

For Black, Indigenous, Muslim, and other racialized girls, harmful racial ideologies still influence how they and others perceive their sexual development and behaviour. They are seen as more mature than their age, more overtly sexual, and so more scrutinized and policed in their behaviour. They contend with western and colonial notions of purity and deviancy being applied to them while they are exoticised and fetishized, objectified in multiple and intersectional ways, and are continually denied an understanding of their sexual autonomy, sovereignty, on their own terms.

Black and other racialized boys must contend with even more aggressive stereotyping that sees them as more dangerous, more violent and simply irredeemable as compared to their white peers, and this influences their experiences of masculinity.

(Dis)abled students bear a dual burden where they are seen as both desexualized, or like children with no sexual desires, even as this notion that children have no understanding of sexuality is false, or ill, broken, contagious, and unable to fulfill their sexual desires. Typical discourses on sex and sexuality are not equipped to take into account the ways the (dis)abled body utterly challenges sexual norms and binaries that, for example, limit sexual activity to the genitals, to an intimate exercise between two partners, when in reality sexual experiences are much more diverse and expansive.

Chapter 4 • Abilities

4.0 Introduction

The fourth chapter of this report explores areas concerning advocacy, policies, neurodiversity, physical disabilities, mental health issues, classroom adaptation, teacher training, and well-being of students and adults. Through letters submitted to the members of the Task Force, the LBPSB community has shared their experiences, concerns, and suggestions in order to promote and sustain an equitable and inclusive environment for everyone. The Abilities subgroup members also consulted directly with various members of the LBPSB community in order to make recommendations, while taking into account the varied needs of this rich and diverse community.

4.1 Diverse abilities of the student population

Students attending LBPSB have a diverse range of abilities and, considering the inclusive nature of its institutions, there is an expectation that the curriculum and professionals live up to the already existing policies. Our subgroup examined 3 areas specifically when drafting the chapter, Advocacy and Neurodiversity, Physical Disabilities and Adaptation, and finally Mental Health and Well-Being.

4.2 Advocacy and neurodiversity

The first section on advocacy and neurodiversity started by examining the language used in the current policies and their impact on the different levels of interventions. We started with the education act (section 235) and worked down, finding some antiquated language such as “handicapped” that would warrant updating. Appropriate language specific to the population and individual were found to play an important role in setting the tone for every facet of inclusion. For example, when speaking to an autistic student it is important to know if the student prefers to be referred to as Autistic or a person with Autism. Consulting with the students and advocates were found to be key to the success of proper use of inclusive language as some groups prefer “person with autism” while others do not. Inclusive terminology establishes dignity and respect towards the special needs students and needs to be updated regularly as they evolve. This information should also be included in professional training for employees.

4.3 Physical disabilities

In the second section, Physical disabilities and adaptations, we explored section 235 of the Education Act; “all students, regardless of disability or special needs, and that both teaching methods and curriculum should be adapted for the handicapped or otherwise challenged student.” Essentially, all students have the right to access curricula in an environment which meets their learning needs. It was found that the LBPSB Special Needs Policy and Success Plan

indicates forward thinking approaches, frameworks and strategies to support all students. However, it was found lacking in the application of these policies. The TF learned that concerns have been raised by both parents and staff members with regards to the lack of consistency and accountability with regards to the implementation of said policies and what impact that gap has on student success. It was also noticed that the classrooms were not all adapted to students' needs. As examples, science labs are not accessible to students in wheelchairs, elevators do not go to every floor, outdoor play structures are not all inclusive and these are just a few. The idea of inclusivity means more than physical integration into the building. It also means that the buildings be consistently inclusive to students so that they may do more than get through the door.

4.4 Mental health

In the final section on mental health and well-being, the status and resources available to students and staff in order to maintain a positive state of wellness, were examined. Research has found that the concept of well-being is often dependent on several interrelated factors such as environment, personal goals, abilities, and access to resources to name a few. In fact, research has established a direct negative association between poor levels of mental health and educational outcome. When a safe, caring, and healthy school climate is present, both students and educators, alike, can grow and flourish academically and emotionally. We looked at the different policies such as the safe and caring school, and the Anti-Bullying and Anti-Violence plans. Although these documents are revised and easily accessible, it was found that they are not always universally known by all staff members.

Supporting staff in the implementation of mental health, well-being, and social and emotional learning strategies positively influences achievement, well-being, and engagement for all concerned. The need for efficient communication of mental health and social emotional learning resources is a much needed upgrade. An improved method of professional development for all staff members which would include peer to peer coaching, follow up and external consulting could also improve the level of wellness felt by both students and staff.

Each of the sections explored found a very solid ideology and policy towards inclusivity at the LBPSB. The very obvious gap in all sections is the implementation and consistent execution of said policies. It was noticed that everything from accessibility, to teacher mindset and administrative support varied greatly from school to school. The lack of follow through and accountability for the gap between the Special needs policies at the LBPSB and the student experience are the focus of the TF recommendations. Bottom line the TF would like to see the LBPSB not only have excellent inclusive policies, but the tools and framework to see them carried out in the spirit with which they were written.

Chapter 5 • Race and Ethnicities

5.0 Introduction

The fifth chapter of this report is focused on exploring and highlighting the Eurocentric biases (a bias which favours views based on European-type ideals over those of non-Western civilizations) present in the institutions and schools in the LBPSB. The Task Force (TF) researched the issues and consequences that these biases have on our students and staff. Although these biases are sometimes subconscious and inherent, they can still have negative effects on the quality of learning and development of self worth and identity. These Eurocentric biases have been linked to stigmatization and stereotyping of certain populations considered living 'below the line'. That is to say, an imaginary horizontal line determining who is privileged and entitled (above the line) and those who are deemed to be subordinate (below the line). We looked to explore these biases and how they affect student and staff populations who, through racial and ethnic definition do not fit into the prescribed mold defined by predominant social norms.

Understanding the vast diversity of our student and staff populations is crucial. Certain differences and lifestyles that come out of these culturally diverse populations can be negatively perceived because of the aforementioned Eurocentric biases. Although the chapter focuses heavily on black and Indigenous populations, it is understood and accepted that any race or ethnicity that is not aligned with the hegemonic colonial ideology will face similar issues of stereotyping and stigmatization. By highlighting the issues faced with black and Indigenous populations we hope to offer an inclusive perspective demonstrating that these issues are faced by all Black, Indigenous and people of color (BIPOC) populations in their own respective ways.

5.1 The Anti-Bullying and Anti-Violence (ABAV) Plan

We found that an important revision of the policies already in place in the LBPSB was necessary. The Anti-Bullying and Anti-Violence (ABAV) plan was the document that we felt would be most beneficial to review. Although foundationally sound, the TF noticed gaps in the language and literature that was used in defining incidents. The biggest issue encountered was a lack of concrete definition regarding racially or ethnically related incidents, interaction, attack or micro aggression. If one of these incidents occurred, there was no protocol to define it and no protocol outlining the remedial steps to address such a sensitive matter. We discovered this omission left our marginalized student and staff populations vulnerable to these incidents and allowed the potential of recurrence. Without a definition, documentation and assessment of these incidents could not be measured.

5.2 Lack of documentation

The lack of documentation was another gap we observed in our research. Without quantifiable measurement of these incidents it is impossible to be able to judge the frequency, or lack thereof, of incidents regarding race and ethnicities. This information would prove to be crucial in judging the safety and sense of belonging of all of our staff and student populations in the LBPSB. A population already marginalized would be further disadvantaged without proper documentation of these incidents because they would have to rely on ‘hearsay’ evidence while confronting the aforementioned Eurocentric biases. In our research we also looked to address some of the root causes of the Eurocentric biases.

5.2.1 Need for professional development

The TF discovered these Eurocentric biases did not necessarily come from a malicious intent but from an inherent and unintentional bias. We noticed that this was due to a lack of professional development. By reviewing contemporary and North American examples of professional development that targeted staff and students in an educational institution, we concluded that this emphasis on education was the most efficient way in an attempt to eliminate the biases. A letter we received through our TF board meetings was the positive reception of staff and students to these educational workshops. We became aware that these populations are eager and willing to learn. We concluded that in order to educate on these topics, an important understanding of the issues is required.

5.2.1.1 Importance of understand different familial structures

Using academic and anecdotal evidence from the community we identified some issues faced by our BIPOC student and staff populations. Black students face much higher suspension rates when compared to white students; black students were almost 4 times more likely to be expelled than white students. Black students received two times fewer “excellent” ratings when compared to white students despite similar standardized test scores. Anecdotal evidence from the community also emphasized that black families did not feel as welcomed or understood during interactions with staff members because of these biases. For example, a “multimother” kinship structure common with families in the black community could be negatively stereotyped despite the evidence of the efficacy of the multi guardian role (older sisters, aunts, grandparents showing up to meetings in the place of the mother). These culturally different methods of parenting receive negative reception because of these Eurocentric biases. As a result, this can be problematic to families of any culture that do not fit the nuclear family model.

5.3 Understanding Indigenous cultures

Indigenous populations run the risk of a lack of emphasis on their differences in culture. For example, we found that Indigenous populations have been lumped together in a general category. This does not appreciate the richness and differences between their cultures such as Cree, Inuit and Algonquin populations. Anecdotal evidence allowed us to understand how destructive these over-generalizations can be on the mental health and feeling of self expression for Indigenous populations. Particular sensitivity to the hardships faced by Indigenous populations is crucial to them feeling welcome and appreciated.

5.4 Researching alternative methods of discipline

When examining these issues it is also important to understand how the current disciplinary systems affect marginalized populations. The TF observed that too much emphasis was given to punitive disciplinary practices. We discovered that punitive practices have unproportional negative effects on racialized populations. Through research into restorative justice techniques, we understood that a shift from punitive practices to restorative practices would benefit and ensure the safety and care of racialized populations. We concluded that exclusionary disciplinary measures for managing student and staff behavior (expulsions, school transfers, and police intervention) are harmful practices.

5.5 The need to celebrate cultures

Finally, through anthropological, sociological and anecdotal evidence we understood the need for racial and ethnic celebrations that would allow all populations to feel they mattered. Even the smallest mention of the appreciation of an individual's culture has been proven to have immense positive effects on their confidence, feeling of inclusion and acceptance of expression of self identity. The TF understood that in order to properly offer these celebrations, a deep understanding of them was necessary. Community outreach to understand what is important to the particular population in terms of racial and ethnic celebrations would be very important for these practices to be successful.

5.6 Addressing gaps in the application of policies

In addressing the issues and gaps in the LBPSB practices the TF concluded that in order to provide a comprehensive report these issues require the deepest attention. These issues can be summarized as follows into 6 defining themes:

1. *Lack of defined protocol and remedial steps for a racially or ethnically charged incident;*
2. *Lack of documentation and metrics that would allow a reality of the incidents faced by racialized populations;*
3. *Immense importance of staff professional development to address Eurocentric biases and understand issues faced by racialized populations;*
4. *Educating students to address Eurocentric biases and understand issues faced by racialized populations;*
5. *Work on reduction of disproportional representation of racialized populations in disciplinary policies that focus on a punitive model; and*
6. *The importance of celebrating and appreciating diverse racialized populations in the LBPSB.*

Chapter 6 • Religion

6.0 Introduction

A student's religious beliefs influence their sense of identity as well as their mental and emotional health. Students who are stigmatized for their beliefs and practices in their formative years go on to have issues when it comes to self-esteem, self-worth as well as how they see the world. Teachers in LBPSB schools require additional professional development and coaching on how to talk about religions to students without reinforcing harmful stereotypes.

6.1 Buddhism

In general, Buddhism is highly regarded in North America, with the practices of meditation and mindfulness and the profile of the Dalai Lama. However, it is important to apply an intersectional framework to understand the interconnection between Anti-Asian racism and anti-Buddhist discrimination as many Buddhists are of East Asian descent. With the advent of the COVID-19 pandemic, and the subsequent Anti-Asian rhetoric of some politicians, Anti-Asian racism has now become prevalent in both the USA and Canada. There have been several high-profile incidents such as the Atlanta shootings, and an increase in hate crimes and violent attacks on Asian people in public spaces.

6.2 Christianity

Research suggests that Christian students who demonstrate their faith within non-predominantly Christian School environments are often perceived as deviant and inferior, 'holier than thou', being stereotyped or marginalized because of their faith practices, and seen as the 'other' (Dupper et al.). Studies suggest that the rate of discriminatory incidents against Christian students increases when combined with an intersectional identity element such as minority status (i.e. race, class, etc.). Christian students who also possess a minority status are more likely to face microaggressions and even violent attacks (Dupper et al.).

6.3 Hinduism

As a minority community, Hindus in the Indian diaspora face discrimination in many different countries around the world. In North America there have been several different types of discrimination:

In the 1970s and 1980s in Canada, Hindus most of whom are of South Asians descent were often called 'Paki'. In a letter from the community sent to the Task Force, a student noted: *"From elementary to high school, more times than I could count, I was bullied. Called a 'Paki', 'smelly' and a variety of other things, by other students."*

6.4 Indigenous spirituality

There is an inherent limitation in the sense that the focus for this subcommittee is the impact *Religion* has on the student experience. The limitation is found in that Indigenous *Spirituality* is intertwined within Indigenous philosophy - one cannot explore spirituality in an Indigenous context without taking a more holistic approach and examining the Indigenous experience more globally. Even then, further limitations exist in that various Indigenous groups have their own practices, experience and needs. As such, the spirit of the research listed below is compiled with the basal understanding that Indigenous Spirituality (and not religion, as this is not a Western perspective that we are researching) is entrenched in Indigenous practice/reality and cannot reasonably be extracted from or examined outside the Indigenous experience.

6.5 Islam

A large body of research has examined how especially in the post-9/11 context, Muslim students have experienced a significant amount of Islamophobia. Islamophobia in schools manifests both through overtly racist comments as well as systemic forms of racism including Orientalist (defined as the representation of Asia, especially the Middle East, in a stereotyped way that is regarded as embodying a colonialist attitude) as per the Oxford dictionary; depictions within course material and library books. Studies have shown that stereotypical and negative representations of the 'threatening' Muslim 'Other' have appeared in textbooks across Quebec secondary schools. It is critical to situate these studies in the wider context of the dominant public's perceptions of Muslim communities in Quebec.

6.6 Judaism

Jewish students continue to deal with Anti-Semitism and discrimination. Many Jewish parents therefore feel that they must enroll their Jewish children into Jewish schools to allow them to embrace their roots and practice their faith. An estimated 70% of Jewish students are educated in private schools in France. Similar practices are found in Montreal. Jewish parents wish to both protect their children from the detrimental and traumatic affects of Anti-Semitism while educating their children in their Jewish culture and faith. Jewish students are afraid to embrace their identity out of fear of any backlash.

6.7 Sikhism

Although Sikhism is the world's fifth largest religion there is still a significant lack of knowledge about Sikh identity and religious philosophies within dominant white society in North America. Because the Sikh turban (referred to as a *pagri* or *patka*) commonly worn by men and boys is an conspicuous religious symbol, Sikhs living in the global North have become targets of racism ranging from micro-aggressions to hate speech as well as white supremacist terrorist attacks.

*We invite you to read the full report,
which provides more details, including
all the recommendations of the Task Force.*



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