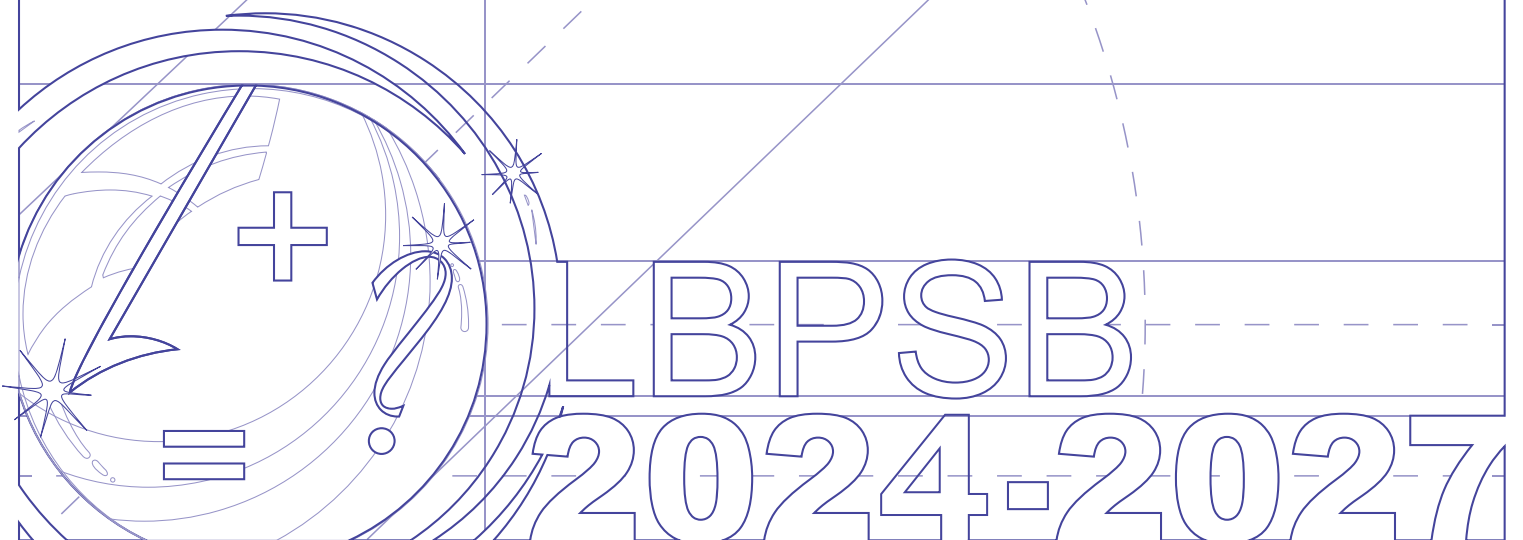




Annual Report 2023-2024



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TABLE OF CONTENTS

Introduction.....	2
Equity, Diversity, Dignity and Inclusion (EDDI)	3
Schools and Centres of the Lester B. Pearson School Board.....	4
Council of Commissioners.....	5
Quebec Ministry of Education 2023-2027 Strategic Plan Summary.....	6
LBPSB 2023-2027 <i>Commitment to Success Plan</i> Orientations Summary	8
2023-2024 Annual Report Summary	9
LBPSB Orientation 1: Improve Effectiveness at Meeting the Academic Needs of Diverse Learners.....	10
LBPSB Orientation 2: Enhance the Leadership of In-School/Centre Teams.....	12
LBPSB Orientation 3: Make Social-Emotional Health a Priority at the LBPSB	14
Summary Plans for 2024-2025.....	16
Report on complaints and reports of violence, bullying or acts of violence of sexual nature	17
Loi sur la gestion et le contrôle des effectifs total des heures rémunérées - avril 2023 à mars 2024	17
Financial Statements	18
Independent Auditor’s Report.....	22
Code of Ethics & Conduct Section 175.1 of the Education Act	24
Section 25 of the Act to Facilitate the Disclosure of Wrongdoings	24
Office of the Ethics Commissioner 2023-2024 Annual Report	25

INTRODUCTION

Lester B. Pearson School Board: Advancing Excellence Through Innovation, Leadership, and Inclusion

For over 25 years, the Lester B. Pearson School Board (LBPSB) has been committed to providing exceptional education that champions innovation, fosters leadership, and embraces inclusion.

This 2023-2024 Annual Report highlights our accomplishments and progress, guided by three core orientations:

- Improve Effectiveness at Meeting the Academic Needs of Diverse Learners;
- Enhance the Leadership of In-School/Centre Teams; and,
- Make Social-Emotional Health a Priority at the LBPSB.

These orientations reflect our commitment to empowering every student and directing our educational practices to address the diverse needs of our community, while encouraging a culture of well-being.

Our work is grounded in three key guiding principles. Firstly, we approach all initiatives through an equity, diversity, dignity, and inclusion lens, recognizing the diverse experiences and needs of our student population. By aspiring to treat all students with dignity and respect, we create an environment where each learner has equitable opportunities to flourish. Secondly, we prioritize evidence-based data and research, using data-driven insights to inform our decisions and improve our practices. This commitment to research and measurable outcomes helps us refine our strategies, ensuring they are effective and impactful. Finally, we emphasize board-wide coherence, aligning our goals across all levels of the organization. This alignment enables our schools and centres to work together in achieving shared objectives, thereby strengthening collaboration and consistency in our educational approach.

In the 2023-2024 school year, the LBPSB served nearly 25,000 students across 36 elementary schools, 11 secondary schools, and 8 continuing education centres. A significant focus of this past year was supporting schools and centres in developing their educational projects and establishing baselines for our *Commitment to Success Plan*. This effort was crucial in setting clear goals and measuring progress, such that each school and centre's initiatives align with our overall objectives while addressing the needs of all learners and preparing students to be active members in Quebec society.

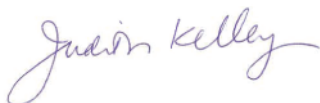
We also implemented personalized and innovative teaching practices that create opportunities for all students to succeed. Our bilingual education programs in English and French promote language proficiency and cultural understanding, preparing students for life in a globalized world. Technology integration remains a key priority, helping students develop the digital literacy skills necessary for future careers.

The LBPSB also focused on enhancing leadership within our schools and centres. By providing professional development, mentorship, and opportunities for collaboration, we assist in equipping educators and administrators to lead with confidence. Strong leadership at every level ensures that our teams are prepared to meet challenges, inspire new ideas, and create environments that support student growth and success.

Recognizing the importance of social-emotional health, we prioritized initiatives aimed at promoting mental health, resilience, and well-being across the board. These efforts support a sense of belonging and care within our schools and centres, facilitating teaching and learning in a positive and supportive environment.

The successes reflected in this report are a testament to the dedication of our educators, the resilience of our students, and the ongoing support of families and communities. Together, we are creating a future where academic growth, visionary leadership, and holistic well-being are accessible to all.

We are proud to present the 2023-2024 Annual Report, celebrating the milestones of the Lester B. Pearson School Board and reaffirming our commitment to providing innovative, inclusive, and exceptional education that empowers every student to succeed and thrive.



Judith Kelley
Chair, Council of Commissioners



Cindy Finn
Director General

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

Our commitment to EDDI is not a strategy to help people fit into our system; it is about transforming our system and structures to increase equity and decrease barriers.

The LBPSB's EDDI journey began in 2020-2021 with the publication of the Task Force report in June 2021. The LBPSB's Action Plan was developed in response to the recommendations from this report and are presented in the *Commitment to Equity, Diversity, Dignity and Inclusion* (EDDI) document (<https://www.lbpsb.qc.ca/equity-diversity-dignity-and-inclusion/>). The LBPSB's actions are organized according to four foundational pillars: Professional Development, Educational Resources, Regulations and Policy, and Infrastructure.

The EDDI work is guided and supported by a number of internal committees, including the EDDI Steering Committee, the EDDI Advisory Committee, and the Central Students' Committee. These committees were active throughout the 2023-2024 school year, meeting several times to discuss issues related to equity, dignity, diversity, and inclusion.

The following are highlights of activities that took place in 2023-2024 across our system, by pillar:

1

Pillar 1: Professional Development

- External and internal experts continued to offer EDDI-based learning opportunities for staff.
- Specialized websites on EDDI themes were updated and enriched for staff.
- Lester B. Pearson served as the host board for the provincial PROCEDE (continuing education) conference, the theme of which was based on EDDI.

2

Pillar 2: Educational Resources

- Schools and centres offered learning opportunities in categories related to Truth and Reconciliation, discrimination and anti-racism, and celebrations of diversity.
- The Central Students' Committee held a Teen Summit on April 17, 2024 on the theme of EDDI, bringing together senior students from all LBPSB high schools.

3

Pillar 3: Regulation and Policy

- An ad-hoc EDDI committee produced a draft of the Board's first ever EDDI policy, the draft of which went out for consultation in the spring of 2024, with adoption expected at the start of the 2024-2025 school year.
- The LBPSB's Gender Diversity Guidelines and Student Support Plans were updated.
- The LBPSB *Commitment to Success Plan (2023-2027)* was adopted by Council, with EDDI listed as a major orientation critical to student success and staff well-being.

4

Pillar 4: Infrastructure

- Communication Stations (an augmentative and alternative communication tool) were shared with all English school boards in the province and installation in municipal parks underway.
- Gender-neutral washrooms in all LBPSB schools and centres were catalogued.

As in previous years, an internal monitoring document was also produced that summarizes EDDI initiatives across our system, according to each pillar. This internal reporting document will be used to produce a series of video capsules to be shared with the LBPSB community.

Schools and Centres of the LBPSB

Region 1

Elementary

Beacon Hill
Birchwood
Christmas Park
Dorset
Edgewater
Evergreen
Forest Hill Jr.
Forest Hill Sr.
Mount Pleasant
Pierre Elliott Trudeau
Soulanges
St. Edmund
St. Patrick

Secondary

MSSS-MEQ Schools:
Angrignon, Bourbounnière, Dawson
Macdonald
Westwood Jr.
Westwood Sr.

Region 2

Elementary

Beechwood
Kingsdale Academy
Margaret Manson
Sherbrooke Academy Jr.
Sherbrooke Academy Sr.
Springdale
St. Anthony
St. Charles
Sunshine Academy
Terry Fox
Westpark
Wilder Penfield

Secondary

Beaconsfield
Horizon
John Rennie
Pierrefonds Community

Region 3

Elementary

Allion
Children's World
Clearpoint
Dorval
LaSalle Jr.
LaSalle Sr.
Maple Grove
Riverview
St. John Fisher Jr.
St. John Fisher Sr.
Verdun

Secondary

Beurling Academy
Lakeside Academy
LaSalle Community
Comprehensive
St. Thomas

Continuing Education

Adult Centres

PACC Adult Education Centre
Place Cartier Adult Education Centre

Vocational Training Centres

Gordon Robertson Beauty Academy
PACC Vocational Training Centre
Pearson Electrotechnology Centre
Place Cartier Vocational Centre
Verdun Adult and Career Centre
West Island Career Centre

Council of Commissioners

Chair of Executive



Eric Bender
Electoral
Division 10

Chair



Judith Kelley

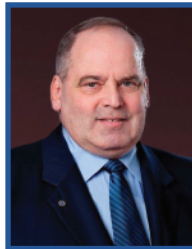
Vice-Chair



Craig Berger
Ward 6



Lori Morrison
Electoral
Division 1



Frank di Bello
Electoral
Division 2



Patrick Whitham
Electoral
Division 3



Allison Saunders
Electoral
Division 4



Malik Shaheed
Electoral
Division 5



Jason Doan
Electoral
Division 7



Marilynne Boyer
Electoral
Division 8



Michel Besner
Electoral
Division 9



Daniel Olivenstein
Electoral
Division 11



Angela Berryman
Electoral
Division 12

Parent Commissioners



Alaina Charszan
Elementary
Schools



Marium Hasanie
Students with
Special Needs



Oumy Dia
"At Large"



Linda Dalterio
Secondary
Schools

Quebec Ministry of Education 2023-2027

Strategic Plan Summary

Introduction

At the Lester B. Pearson School Board, our mission is to foster the success, well-being, and development of every student in our community. In alignment with provincial priorities, this annual report highlights key objectives and strategies designed to ensure educational excellence, promote equity, and prepare our students to thrive in the 21st century. By focusing on student success, vocational training, specialized programs, welcoming environments, and well-being, we aim to provide an enriching, supportive environment where all learners can achieve their full potential.

Orientation 1: Make the success of students a top priority for Québec society

Education is essential to helping students thrive and contribute fully to society. The Ministry and schools are working together to prioritize educational success in all actions and decisions.

- **Objective 1: Increase student success rates**

Tracking student progress and providing tailored support for at-risk groups, such as boys and students with special needs, is central to ensuring that every student is supported, and no one is overlooked. Efforts focus on improving performance in key subjects like French and mathematics and expanding 4-year-old kindergarten programs.

Orientation 2: Make vocational training a truly attractive option

Vocational education is crucial for equipping students with skills for today's economy.

- **Objective 2: Modernize and enhance vocational training**

Programs will be updated to reflect modern needs, increase appeal, and ensure student success. Progress will be measured through graduation rates and additional graduates in priority fields.

Orientation 3: Making schools and centres welcoming spaces

A welcoming, inclusive school/centre environment is key to student success and well-being.

- **Objective 4: Develop new specific “special school projects” (PPP)**

Special projects that combine academics with interests in sports, arts, entrepreneurship, and more will inspire student engagement and promote perseverance, creating dynamic and inclusive learning experiences.

- **Objective 5: Maintain a climate of care, well-being and safety in schools/centres**

The quality of the school/centre climate directly impacts students' mental, physical, and emotional well-being, making them more engaged and ready to learn. A positive school/centre climate fosters a sense of safety, fairness, and support, which helps reduce violence and bullying. Schools and centres will focus on building environments that enhance students' emotional and cognitive readiness to learn, ultimately boosting perseverance and success.

Note: The Ministry of Education developed a strategic plan comprised of 5 orientations and 9 objectives. Please note this summary does not indicate orientations 4 and 5, or objectives 3, 6, 7, 8, and 9, as they do not pertain to school boards.

TABLE 1: Quebec Ministry of Education 2023-2027 Strategic Plan Indicators and Data

The Ministry of Education developed a strategic plan comprised of 5 orientations and 9 objectives. Please note this table does not indicate orientations 4 and 5, or objectives 3, 6, 7, 8, and 9, as they do not pertain to school boards.

Orientation 1: Make the success of our students a top priority for Quebec society				
Objective 1: Increase student success rates	Provincial situation		LBPSB situation	
	Baseline Data	Target 2026-2027	2023-2024 Results	Target 2026-2027
Indicator 1: Rate of obtaining a first diploma or a first qualification in 7 years after entering secondary school	84.10%	86.80%	92.2%	90%
Indicator 2: Success rate of boys	80.10%	82.50%	89%	90%
Indicator 3: Success rate of students with exceptionalities (IEPs)	62.20%	63.80%	79.9%	75%
Indicator 4: Rate of students obtaining a grade of 70% or higher in the compulsory mathematics test, 6th year of elementary school, in the public network	66%	75%	68.9%	75%
Orientation 2: Make Vocational training a truly attractive option				
Objective 2: Modernize and enhance vocational training	Provincial situation		LBPSB situation	
	Baseline Data	Target 2026-2027	2023-2024 Results	Target 2026-2027
Indicator 5: Rate of obtaining a vocational training diploma after 3 years	80.90%	84.90%	79.6%	84.90%
Orientation 3: Making schools and centres welcoming spaces				
Objective 4: Develop new specific “Special School Project”	Provincial situation		LBPSB situation	
	Baseline Data	Target 2026-2027	2023-2024 Results	Target 2026-2027
Indicator 6: Participation rate of secondary school students in the public network in a “Special School Projects”	44.60%	75%	23.5%	75%
Objective 5: Maintain a climate of caring, well-being and safety in schools and centres	Provincial situation		LBPSB situation	
	Baseline Data	Target 2026-2027	2023-2024 Results	Target 2026-2027
Indicator 7: Proportion of schools and centres using the benchmark on student well-being, developed on the basis of research data, to analyze the situation in their environment	0%	100%	0%	100%

LBPSB 2023-2027 Commitment to Success Plan

Orientations Summary

The first orientation of the Lester B. Pearson School Board's *Commitment to Success Plan* focuses on **improving the effectiveness of meeting the academic needs of diverse learners**. This involves increasing enrollment in various pathways to success, ensuring regular assessment and intervention for student growth, and enhancing the system's capacity to support students. By tailoring educational approaches to individual needs, we aim to provide a more inclusive and supportive learning environment.

The second orientation aims to **enhance leadership within schools and centers**. This is achieved by establishing effective onboarding and mentoring programs, fostering collaboration between Principals/Centre Directors and Teachers, and improving communication structures. Strengthening leadership at all levels is seen as crucial for creating a cohesive and motivated educational community that can drive continuous improvement.

The third orientation **prioritizes social-emotional health**, aiming to improve the overall well-being and sense of belonging within the community. This includes promoting empathetic leadership and creating initiatives that support mental health and emotional resilience. By focusing on the social-emotional aspects of education, we seek to cultivate a nurturing environment where students and staff feel valued and connected.

LBPSB 2023-2024 Annual Report Summary

This report outlines the efforts made to begin the implementation of the *LBPSB 2023-2027 Commitment to Success Plan*. Our main focus was to support schools and centres in developing Educational Projects, establish baseline data across all three orientations, and develop digital platforms to support a uniformed and streamlined implementation process.

Support Educational Projects

Significant effort was dedicated to assisting schools and centres in writing and refining their Educational Projects. This included:

- **Staff Workshops and Training Sessions:** Conducted multiple sessions to equip school/centre teams with the necessary skills and knowledge.
- **Resource Provision:** Provided comprehensive resources, including templates and guidelines, to streamline the project development process. A platform was created to host all Education Projects allowing school/centre teams to build, update and post on their websites. This platform also includes an Action Plan template.
- **One-on-One Consultations:** Offered personalized support to address specific needs and challenges faced by individual schools/centres.

Establish Baseline Data

To ensure a robust foundation for future assessments, we focused on establishing baseline data through:

- **Data Collection Initiatives:** Generated baseline data based on new indicators. Implemented systematic data collection methods to gather relevant information from schools and centres, including for both students and staff.
- **Collaboration with Stakeholders:** Engaged with *The Learning Bar* to address issues that prevented the survey completion needed to ensure the accuracy and reliability of the baseline data.
- **Data Analysis and Reporting:** Analyzed the collected data and developed dashboards to identify trends and areas for improvement, which are being shared with schools and centres this year.

Develop Digital Platforms

We developed the following platforms to standardize and streamline the implementation process:

- School/Centre Educational Project
- School/Centre Yearly Action Plan
- School Board Yearly Action Plan (by department)

Challenges and Limitations

Unfortunately, we were unable to report on some indicators due to the unavailability of *Our School Survey* data. This was due to factors beyond our control. As a result, certain metrics could not be included in this report.

LBPSB Orientation 1: Improve Effectiveness at Meeting the Academic Needs of Diverse Learners

In alignment with Orientation 1 of our *Commitment to Success Plan*, we have concentrated on establishing a foundation for success across our schools and centers. This has involved determining baseline data to increase enrollment in various pathways to success, providing training on developing process-based objectives and evaluating their effectiveness, as well as developing a platform to allow Principals/Centre Directors to monitor and act upon various data points related to absences.

Objective 1: Increasing Enrollment in Various Pathways

We have focused on establishing initial data to track and increase enrollment in diverse educational pathways. This includes raising awareness and developing strategies to improve our effectiveness at providing guidance on vocational studies, adult education, and work-oriented training paths.

Objective 2: Ensure all schools/centres develop and implement a process to ensure they regularly assess student growth and plan to act on areas of challenge

We have offered training to schools and centers on how to develop objectives that reflect their unique needs and how to assess the success of these objectives. This training ensures that each school or center can tailor their goals to their specific context and student population. As a result, every school and centre has identified a foundational need in their establishment, for which they are implementing measures to support. Evaluation of the success of these measures is expected at the end of this year.

Objective 3: Increased systemic capacity to meet the needs of students

We have set a baseline to monitor student absences and developed a platform for Principals/Centre Directors to track various data points in their schools. This platform allows for schools to take proactive actions to help reduce absences in their schools, contributing to improved overall student success.

It is important to note in this objective the absence of data for indicator 6. Data will be collected in the last 2 weeks of November 2024, which will allow for a baseline to be set. Despite the absence of data, our strategies reflect our actions to help schools and centres focus on positive student and teacher relations.

Plans for 2024-2025

Looking ahead, we plan to introduce a Strategy template within the Educational Project platform to ensure that schools are actively working towards achieving their objectives. This template will guide schools in aligning their efforts with the overarching goals of the *Commitment to Success Plan*. We plan on providing schools and centres with further training to become more agile using the platforms at their disposal to create a supportive and structured environment that empowers schools and centers to achieve their unique educational goals.

Table 2: LBPSB Orientation 1 Indicators and Data

This orientation aligns with the Ministry's objective of making the success of our students a top priority for Quebec society. By recognizing and addressing the unique academic needs of our diverse learners, we aim to provide each member of the LBPSB community with equitable and inclusive educational opportunities, ensuring their success and engagement.

LBPSB Objective 1: Increased enrollment in different pathways to success	Indicator Baseline Data	2023-2024 Results	2026-2027 Target
LBPSB Indicator 1: Increased number of students from LBPSB who enroll in adult or vocational training programs	266	261	5% improvement 279
LBPSB Indicator 2: Increased number of communications with families to support enrollment in Work Oriented Training Path	Communications with individuals:10 Group events: 1	Communications with individuals:11 Group events: 1	5% improvement
LBPSB Objective 2: Ensure all schools/ centres develop and implement a process to ensure they regularly assess student growth and plan to act on areas of challenge	Indicator Baseline Data	2023-2024 Results	2026-2027 Target
LBPSB Indicator 3: Percent of schools/ centres yearly identifying student foundational needs to be prioritized	Unknown	96%	100%
LBPSB Indicator 4: Percent of schools/ centres yearly implementing measures to support identified needs	Unknown	N/A	100%
LBPSB Indicator 5: Percent of schools/ centres yearly evaluating the efficacy of implemented measures	Unknown	N/A	100%
LBPSB Objective 3: Increased systemic capacity to meet the needs of students	Indicator Baseline Data	2023-2024 Results	2026-2027 Target
LBPSB Indicator 6: <i>Our School Survey</i> Positive Teacher-Student Relations	Elem: 7.8 HS: 5.3 Adult: TBD in 2024-2025 Voc: TBD in 2024-2025	Data not available	5% improvement Elem: 8.2 HS: 5.6
LBPSB Indicator 7: Reduced number of student absences <ul style="list-style-type: none"> Youth sector absences exclude Field trips, lates, office, planning room, work study, excused from class, central planning, activity, early dismissal, guidance, learning centre, TLC, sports, nurse, sent home for dress code, FSSTT, home study Adult Education absences are counted in period blocks of 2 hours Vocational studies absence blocks are counted in period blocks of 3 hours 	Absences Elem: 99 477 (2018) Elem: 149 022 (2022-2023) HS: 103 345 (2018) HS: 129 942 (2022-2023) Adult: 185 868 (2023-2024) Voc: 117 472 (2023-2024)	Elem: 134 783 HS: 113 655 Adult: 185 868 Voc: 117 472	10% reduction Elem: 130 826 HS: 119 832 Adult: 167 282 Voc: 105 725

LBPSB Orientation 2: Enhance the Leadership of In-School/Centre Teams

In alignment with Orientation 2 of our *Commitment to Success Plan*, our focus has been on fostering collaboration between Principals/Centre Directors and staff, particularly around cross-curricular competencies and broad areas of learning. We have also worked on streamlining communication approaches with Principals/Centre Directors. Additionally, the induction processes will commence this year.

Objective 4: Establishment of Induction and Mentoring Program for All Employee Groups

This year, we concentrated on identifying existing induction processes across various departments, with the intention of identifying our needs. We have successfully established a baseline for our staff retention rate after two years. However, it is important to note that we do not have available data for the job satisfaction metric as the survey was not available for use.

Objective 5: Improved Principal/Centre Director and Teacher Collaboration Towards Implementation of Research-Based Practices for Instruction and Support

We have provided workshops and individual support to schools and centres on identifying areas of collaboration. This support includes guidance on determining measures to be implemented and how to evaluate their success. All schools and centres have identified their focus areas for this year.

Objective 6: Improved Work Efficiency Related to the Flow of Information and Communication Structure

We have implemented a platform for communication between school board departments and Principals/Centre Directors, which has seen success with some areas identified for improvement. Additionally, School Regions have been restructured to facilitate communication and administration. Departments have also analyzed their direct communication approaches with Principals/Centre Directors and will be implementing improvements in the 2024-2025 academic year.

Plans for 2024-2025

In the upcoming year, we plan to develop and implement an induction process tailored to all employee groups. Once the *Learning Bar Staff Survey* has been completed in February, we will establish baselines to develop an action plan for areas of improvement. Additionally, we will continue offering targeted workshops and support to enhance collaboration between Principals/Centre Directors, and staff, and support schools in implementing measures and evaluating levels of success. We will also implement improvements to our communications with Principals/Centre Directors and evaluate their effectiveness at the end of 2024-2025.

Table 3: LBPSB Orientation 2 Indicators and Data

This orientation corresponds with the Ministry's goal of raising the quality of teaching. By empowering and enhancing the leadership capabilities of our teams, we strive to improve instructional practices, foster collaborative decision-making and promote continuous professional development, ultimately raising the overall quality of teaching.

LBPSB Objective 4: Established induction and mentoring program for all employee groups	Indicator Baseline Data	2023-2024 Results	2026-2027 Target
LBPSB Indicator 8: <i>Our School Survey</i> (staff) Job Satisfaction metric	Survey in February 2025	N/A	5% improvement
LBPSB Indicator 9: Number of departments who have implemented an induction process	Complete: 1 Partial: 4 In development: 7	Complete: 1 Partial: 4 In development: 7	All departments
LBPSB Indicator 10: Staff retention rate of regular employees after two years	93.72% (June 2024)	93.72%	5% increase 98.41%
LBPSB Objective 5: Improved Principal/Centre Director and teacher collaboration towards implementation of research-based practices for instruction and support	Indicator Baseline Data	2023-2024 Results	2026-2027 Target
LBPSB Indicator 11: Percent of schools and adult centres who have collaborated to select one Cross Curricular Competency or Broad Area of Learning to improve on	Unknown	96%	100%
LBPSB Indicator 12: Percent of schools and adult centres who have implemented practices to improve on one Cross Curricular Competency or Broad Area of Learning	Unknown	N/A	100%
LBPSB Indicator 13: Percent of schools and adult centres who have reported on the success of the implemented practices	Unknown	N/A	100%
LBPSB Objective 6: Improved work efficiency related to the flow of information and communication structures	Indicator Baseline Data	2023-2024 Results	2026-2027 Target
LBPSB Indicator 14: Effective communication and information structure is in place at the board level (Principal/Centre Director survey to determine level of satisfaction)	Survey in June 2025	N/A	90% of Principals/Centre Directors feel the communication and information structure in place improves work efficiency.

LBPSB Orientation 3: Make Social-Emotional Health a Priority at the LBPSB

In alignment with Orientation 3 of our *Commitment to Success Plan*, our focus has been on developing a climate of well-being, improving sense of belonging and leading our network with empathy. At LBPSB, we have been working on improving the social-emotional health of our community for a number of years and have taken many actions to support social-emotional health in our network. This is done through the work of the LBPSB Dispute Prevention and Resolution Steering Committee, network-wide speakers and professional development offered by our Student Services and Educational Services Departments, and board-wide initiatives implemented by various departments. Please note that all indicators in this orientation come from the *Our School Survey*, which was not administered in 2023-2024.

Objective 7: Improved sense of well-being of the LBPSB students and staff

Particular attention has been paid to issues of equity, diversity, dignity, and inclusion as part of ongoing efforts to address marginalization, trauma, and discrimination that affect our community. We have offered in-depth anti-black racism workshops for all students in two elementary schools, while concurrently providing professional development to their teachers. Curran Katsi'tsohrónkwás Jacobs, an educator from the community of Kahnawà:ke, was hired to create educational capsules and resources for our schools to further Truth and Reconciliation efforts in relation to Indigenous communities. This year, we expanded our Family School Support Treatment Team (FSSTT) services to 27 schools, 18 elementary and 9 high schools. We have also continued to promote the EAP (Employee Assistance Program) with our staff.

Objective 8: Improved sense of belonging of the LBPSB students and staff

This year we have focused on developing a comprehensive Teacher Mentoring Program to support our new teachers. We have added a Professional Day for SEED (Social, Educational, Extended Day) Daycare Service Technicians and Educators to provide them with more professional development. Through the Wellness Committee, we focused on global health measures and as a result, provided cell phones to evening Caretakers to improve their feelings of safety in the workplace.

LBPSB Objective 9: Lead with empathy throughout the network

This year, speakers on topics encompassing inclusion, well-being, and belonging were provided across the system to help educators understand and better serve students with particular needs. An accompaniment process was formalized by Student Services for students who have been away from school for extended periods of time. We have provided schools and centres with workshops focusing on helping students with executive functioning difficulties. Our Health and Safety Prevention team has focused on taking on an active approach with schools/centres and employees. We have continued the development of guidelines specific to LBPSB to assist with the implementation of measures around dispute prevention and conflict resolution among staff members.

Plans for 2024-2025

In the upcoming year, we will establish baseline data for our indicators from both the staff and the student *Our School Surveys*. Training will be provided to personnel to further implement the Dispute Prevention and Resolution guidelines. Through department-specific action plans, we will take action to continue to improve the social emotional health of the LBPSB community.

Table 4: LBPSB Orientation 3 Indicators and Data

This resonates with the Ministry’s objective of making schools and centres welcoming spaces. By prioritizing social-emotional health, we create nurturing and inclusive environments where students, staff, and families feel safe, supported, and valued.

LBPSB Objective 7: Improved sense of well-being of the LBPSB students and staff	Indicator Baseline Data	2023-2024 Results	2026-2027 Target
LBPSB Indicator 15: <i>Our School Survey</i> Well-Being metric (staff)	TBD	Data not available	5% improvement
LBPSB Indicator 16: <i>Our School Survey</i> Orientation to Well-Being (students)	Elem: TBD HS: TBD Adult: TBD Voc: TBD (November 2024)	Data not available	5% improvement
LBPSB Objective 8: Improved sense of belonging of the LBPSB students and staff	Indicator Baseline Data	2023-2024 Results	2026-2027 Target
LBPSB Indicator 17: <i>Our School Survey</i> Sense of Belonging metric (students)	Elem: 69% HS: 54% Adult: TBD Voc: TBD (November 2024)	Data not available	5% improvement Elem: 73% HS: 57%
LBPSB Indicator 18: <i>Our School Survey</i> Sense of Belonging metric (staff)	TBD (February 2025)	Data not available	5% improvement
LBPSB Objective 9: Lead with empathy throughout the network	Indicator Baseline Data	2023-2024 Results	2026-2027 Target
LBPSB Indicator 19: <i>Our School Survey</i> School Environment metric (staff)	TBD (February 2025)	Data not available	5% improvement
LBPSB Indicator 20: <i>Our School Survey</i> Positive Learning Climate (students)	Elem: TBD HS: 5.2 Adult: TBD Voc: TBD (November 2024)	Data not available	5% improvement HS: 5.5

Summary of Plans for 2024-2025

Orientation 1: Improve Effectiveness at Meeting the Academic Needs of Diverse Learners

- Introduce a Strategy template within the Educational Project platform.
- Guide schools and centres in aligning efforts with the *Commitment to Success Plan*.
- Provide further training for schools and centres to use platforms effectively.
- Create a supportive and structured environment for achieving educational goals.

Orientation 2: Enhance the Leadership of In-School/Centre Teams

- Develop and implement an induction program tailored to all employee groups.
- Establish baselines from *The Learning Bar Staff Survey* to develop an Action Plan.
- Offer targeted workshops and support to enhance collaboration between Principals/Centre Directors, and staff.
- Support schools and centres in implementing measures and evaluating success.
- Improve communications with Principals/Centre Directors and evaluate effectiveness.

Orientation 3: Make Social-Emotional Health a Priority at the LBPSB

- Establish baseline data based on the staff and student *Our School Survey* results.
- Offer training in conflict prevention and dispute resolution techniques for staff.
- Develop department-specific action plans to improve social-emotional health.
- Continue efforts to enhance the social-emotional health of the LBPSB community.

Report on complaints and reports of violence, bullying or acts of violence of sexual nature

Following the coming into force of the *Act respecting the National Student Ombudsman* on August 28, 2023, School Boards must report on complaints or reports on acts of violence of a sexual nature in addition to complaints or reports of violence and bullying in their annual report. To achieve this, LBPSB has launched a platform to support schools and centres. During 2023-2024, we relied on digital record keeping, but we have observed the need to improve the ways in which data were captured. As a result, actual numbers may be higher than what is reflected in this report. In 2023-2024, 12 complaints of violence or bullying and 3 complaints of acts of a sexual nature were reported to the School Board. Following implementation of the reporting platform, we anticipate a more accurate reporting of complaints or reports of violence, bullying or acts of violence of a sexual nature in the coming school year.

Loi sur la gestion et le contrôle des effectifs total des heures rémunérée - avril 2023 à mars 2024

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, 2023 and March 31, 2024, the level of staffing was 1,05% below the assigned level.

888000 Lester-B.-Pearson

	AVRIL 2023 À MARS 2024			
	Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1 Personnel d'encadrement	279 173,13	0,00	279 173,13	182
2 Personnel professionnel	256 994,49	6,47	257 000,96	202
4 Personnel enseignant	2 432 186,95	11 822,32	2 444 009,27	2 685
5 Personnel de bureau, technicien et assimilé	1 806 838,68	6 077,70	1 812 916,38	2 238
7 Ouvriers, personnel d'entretien et de service	403 708,42	11 938,23	415 646,64	429
Total	5 178 901,66	29 844,71	5 208 746,37	5 736

Lester B. Pearson School Board Statement of Financial Position

June 30, 2024

	2024	2023 <i>(restated)</i>
Assets		
Cash	2 205 098	2 380 958
Operating grants receivable (Note 4)	48 749 292	25 484 489
Grants related to the acquisition of property and equipment	406 677 799	432 434 401
Grants receivable - financing	913 465	1 117 881
Accounts receivable (Note 5)	47 981 376	49 652 348
	506 527 030	511 070 077
Liabilities		
Temporary loans (Note 6)	6 392 063	43 974 482
Accounts payable (Note 7)	53 592 515	45 680 032
Deferred contributions related to the acquisition of property and equipment (Note 8)	312 333 828	292 250 254
Deferred revenues	12 137 245	4 687 705
Allowance for employee benefits (Note 9)	17 253 980	16 495 280
Long-term debt (Note 10)	245 721 977	266 505 911
Liability for contaminated sites (Note 10)	1 318 464	1 522 881
Other liabilities (Notes 10 and 11)	165 726 342	143 527 764
	814 476 414	814 644 309
Net debt	(307 949 384)	(303 574 232)
Non-financial assets		
Property and equipment (Note 12)	335 475 546	315 979 253
Prepaid expenditures	1 037 980	897 985
	336 513 526	316 877 238
Accumulated operating surplus	28 564 142	13 303 006

Contractual obligations and rights (Note 13)

Contingencies (Note 14)

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

Lester B. Pearson School Board Statement of Operations

For the year ended June 30, 2024

	2024	2023 <i>(restated)</i>
Revenues		
Ministère de l'Éducation (MEQ) operating grants	299 198 791	256 536 223
Investment grants	8 018 485	92 280 419
Other grants and contributions	2 217 745	2 729 495
School taxes	42 575 178	62 302 696
Tuition fees	5 376 277	3 261 851
Sales of goods and services	26 168 324	22 707 506
Miscellaneous income	5 981 571	4 897 813
Amortization of deferred investment grants	21 204 180	57 904 937
	410 740 551	502 620 940
Expenditures (Annex A)		
Teaching services	165 374 800	168 578 069
Educational support activities	93 001 751	90 081 728
Support services	33 633 469	32 438 855
Administrative activities	14 523 947	14 798 945
Property and equipment activities	50 301 961	51 405 377
Other	37 884 787	18 799 928
Net change in the accrued provision for fringe benefits	758 700	(326 940)
	395 479 415	375 775 962
Excess of revenues over expenditures	15 261 136	126 844 978

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

Lester B. Pearson School Board Statement of Accumulated Operating Surplus

For the year ended June 30, 2024

	2024	2023 <i>(restated)</i>
Surplus, beginning of year	13 303 006	9 496 103
Prior period adjustments	-	(123 038 075)
As restated	13 303 006	(113 541 972)
Excess of revenues over expenditures	15 261 136	126 844 978
Surplus, end of year	28 564 142	13 303 006

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

Lester B. Pearson School Board

Additional Information

For the year ended June 30, 2024

Expenditures - Annex A

	2024	2023 <i>(restated)</i>
Teaching services		
Kindergarten	12 920 288	12 925 600
Elementary	58 905 929	61 896 540
Secondary	51 611 151	52 559 133
Technical vocational	26 223 489	24 701 387
Educational intervention	7 792 606	8 540 656
Adult education	7 921 337	7 954 753
	165 374 800	168 578 069
Educational support activities		
Management of schools and centers	21 975 688	21 801 881
Educational material	5 389 299	4 727 337
Complementary services	39 686 180	39 511 239
Pedagogical services	16 264 580	15 223 685
Animation and pedagogical services	1 470 887	1 489 214
Professional development	895 122	824 866
Social, cultural and sports activities	7 319 995	6 503 506
	93 001 751	90 081 728
Support services		
Living allocation	25 200	26 485
Food services	376 665	558 274
Transportation	19 372 580	18 366 919
Daycare	13 859 024	13 487 177
	33 633 469	32 438 855
Administrative activities		
Council of Commissioners	234 851	268 460
Management	10 996 514	11 244 038
Corporate services	3 220 103	3 182 831
Professional development	72 479	103 616
	14 523 947	14 798 945

Lester B. Pearson School Board Additional Information

For the year ended June 30, 2024

Expenditures - Annex A (continued)

	2024	2023
		(restated)
Property and equipment activities		
Maintenance and amortization of furniture and equipment	5 112 779	6 083 218
Maintenance and amortization of buildings	28 430 393	27 999 348
Caretaking services	10 612 225	10 526 862
Energy	5 011 218	5 443 732
Rental	657 615	919 974
Protection and security	103 852	128 239
Non-capitalizable information and telecommunication systems	373 879	304 004
	50 301 961	51 405 377
Other		
Financial cost	291 560	290 351
Special projects	635 814	569 592
Retroactivity	20 411 787	2 523 586
Tuition fees and agreements	14 022 691	12 617 501
Allowance for doubtful account variation	678 755	823 337
Loan of service	1 726 914	1 847 196
Miscellaneous	117 266	128 365
	37 884 787	18 799 928
Net change in the accrued provision for fringe benefits	758 700	(326 940)
	395 479 415	375 775 962

Independent Auditor's Report

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

Qualified Opinion

We have audited the financial statements of Lester B. Pearson School Board (the "School Board"), which comprise the statement of financial position as at June 30, 2024, and the statements of operations, accumulated operating surplus, changes in net debt and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies and additional information.

In our opinion, except for the effects of the matter described in the Basis for Qualified Opinion section of our report, the accompanying financial statements present fairly, in all material respects, the financial position of the School Board as at June 30, 2024, and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Qualified Opinion

At June 30, 2024 and 2023, the School Board recorded a liability for asset retirement obligations (ARO). In connection with the recognition of the ARO liability, the School Board recorded a subsidy receivable. In addition, the School Board has restated the prior year's ARO liability and corresponding subsidy (see Note 3). We were unable to obtain sufficient appropriate evidence regarding the amount recorded, the restatement and the disclosures relating to AROs. Consequently, we were unable to determine whether any adjustments might need to be made to the amounts recognized as ARO liabilities, the investment subsidy receivable and capital assets at June 30, 2024 and 2023 and accumulated surplus at July 1st, 2023 and 2022 and June 30, 2024 and 2023, and surplus for the year, as well as to the disclosures relating to ARO or other financial statement items for the years ended June 30, 2024 and 2023. This situation leads us to express a modified audit opinion on the financial statements for the year ended June 30, 2024, as we did for the financial statements for the year ended June 30, 2023, due to the potential impact of this limitation on the planned scope of work.

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 qualified audit opinion.

Emphasis of Matter - Comparative Information Restated

We draw attention to Note 3 to the financial statements, which explains that certain comparative information presented for the year ended June 30, 2023 has been restated. Our opinion on this matter remains unchanged.

Other Matter

Without modifying our opinion, we draw your attention to the fact that we have also expressed an opinion on the financial statements included in the annual financial report presented on the form prescribed by the ministère de l'Éducation for the year ended June 30, 2024.

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.

Independent Auditor's Report

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.

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MNP LLP
MNP LLP

Laval, Québec
October 28, 2024

¹ By CPA auditor, public accountancy permit No A136298

MNP

Code of Ethics & Conduct Section 175.1 of the Education Act

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

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

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

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

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

https://www.lbpsb.qc.ca/wp-content/uploads/BY-LAW-5-Code-of-Ethics-and-Professional-Conduct_Adopted-RES_2021-06-09.pdf

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 2023-2024 school year, no disclosure of wrongdoing was received by the Lester B. Pearson School Board.

Office of the Ethics Commissioner 2023-2024 Annual Report

ANNUAL REPORT FOR YEAR ENDING JUNE 30, 2024 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, 2024 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, did not handle any complaints

Montreal, September 3, 2024



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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