



Lester B. Pearson School Board

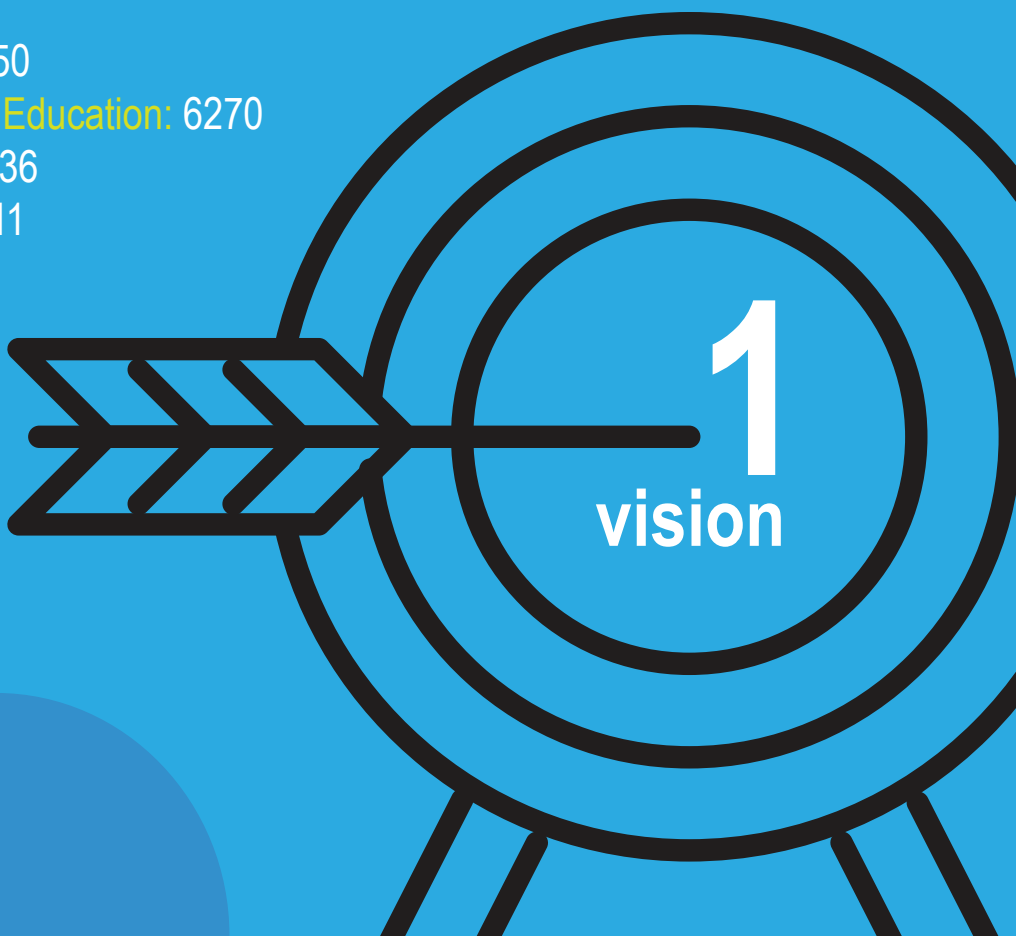
Commission scolaire Lester-B.-Pearson
1925 Brookdale Ave., Dorval, QC, Canada
www.lbpsb.qc.ca

ANNUAL REPORT

1 IMPROVING Achievement
2 ENSURING Wellness
3 STRENGTHENING Engagement

2022-2023

Students: Youth: 19150
Students: Continuing Education: 6270
Elementary Schools: 36
Secondary Schools: 11
Centres: 8



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INTRODUCTION

Established in 1998, the Lester B. Pearson School Board (LBPSB) has worked to promote educational excellence, innovation and inclusion over the past 25 years. We are pleased to share this year's annual report which details the activities and achievements of the 2022-23 school year.

The LBPSB serves those eligible for English instruction on the western end of the island of Montreal and the off-island territory in the Montérégie-Ouest. The LBPSB's network of 36 elementary schools, 11 secondary schools and 8 continuing education centres welcomed nearly 25,000 students of all ages during the 2022-23 academic year. With the worst of the pandemic receding, our schools have successfully transitioned back to in-person learning and activities, ushering in a return to a more regular school year. The resilience and adaptability displayed by our students, educators, and families have been instrumental in making this transition possible. The classroom environment, once quietened by the constraints of remote learning, has once again come alive with the bustling energy of students engaging in face-to-face interactions, collaborative projects, and hands-on activities. This shift signifies not only a return to more regular routines but also marks the collective triumph of a community that has navigated challenges with steadfast determination.

Our success plan is built on the fundamental pillars of Achievement, Wellness and Engagement. 2022-2023 marked the final year in this cycle of strategic planning as we first established these orientations, directions, and targets back in 2016 with slight modifications in 2018, following the election of the CAQ Government. The Ministry of Education has recently announced its strategic plan for 2023-2027, and LBPSB's next Commitment to Success plan is in the final stages of completion. Student wellness and success will be at the heart of these plans as we remain committed to fostering the achievement, wellness and engagement of our students across the youth and adult sectors.

Over the years, the LBPSB has demonstrated its commitment to equipping students with the knowledge and skills needed in today's world. We continue to offer exceptional instruction in both English and French such that our students benefit from a rich bilingual educational experience. These programs not only enhance language proficiency but also promote cultural understanding and global awareness. As well, we understand the important role that technology plays in the lives of students and in their future career plans. We have also made efforts to address issues of inequity and marginalization so that all of our students have opportunities for success in its many forms.

On a daily basis, students and educators come together to explore their world, tap into their creativity, and expand their horizons. It must be recognized that the achievements and activities of our school board are the direct result of the hard work of our students, the dedication of our staff as well as the support from our families. The annual report is an opportunity for the community to reflect on our successes as we seek ways to improve educational experiences and outcomes. Thus, we are truly proud to present the 2022-2023 annual report and celebrate the accomplishments of the Lester B. Pearson School Board.

Note: Readers should note that indicators marked with an asterisk (*) relate to outcomes at the end of the 2021-22 school year. References to the "7-Year Cohort" relate to the group of students who entered high school in September 2015 and who may have completed secondary leaving requirements through Continuing Education. References to the "5-Year Cohort" relate to the group of students who entered high school in September of 2017. All other indicators relate to the 2022-23 school year and students active in both the Youth and Continuing Education sectors.

Judy Kelley
Chair, Council of Commissioners

Cindy Finn
Director General

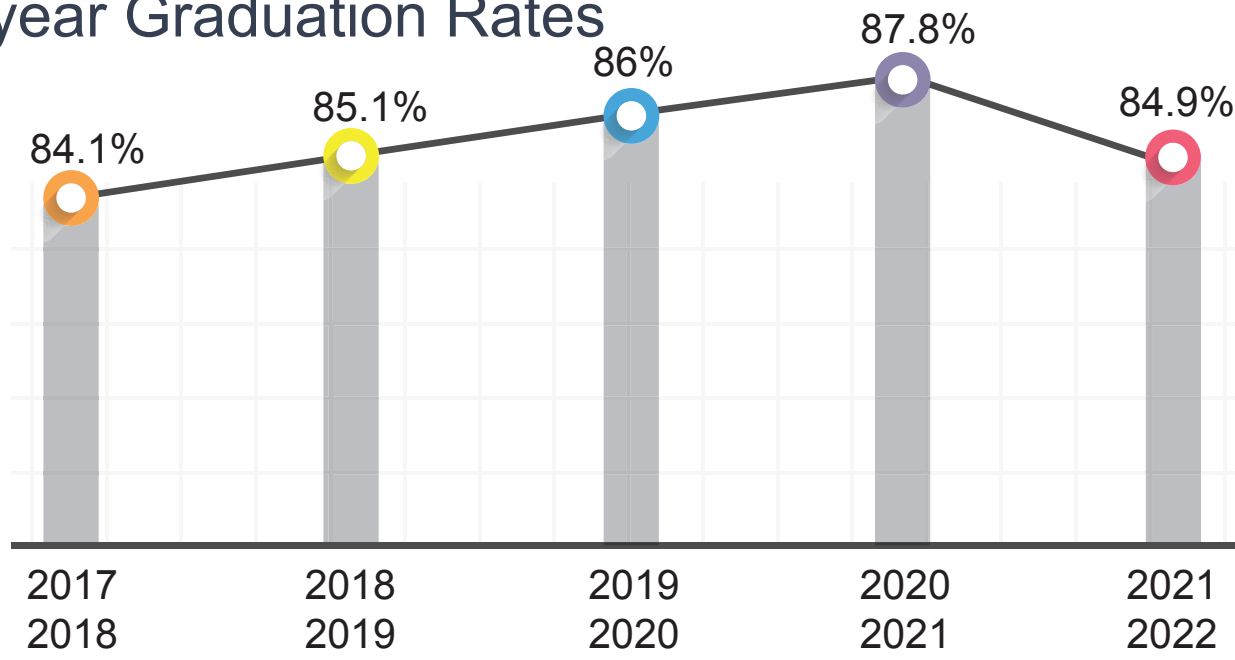
STUDENT SUCCESS SUMMARY

Together for Student Success

The essence of student individuality emerges as a vibrant tapestry, woven through the threads of Wellness, Engagement, and Achievement. Each category represents not only a distinct facet but also a crucial dimension of our students' development. Together, these three broad categories paint a panoramic portrait of our students' diverse strengths, aspirations, and accomplishments, illustrating the unique pathways each individual embarks upon within our academic community. Considered collectively, 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 2015

All of Québec

84.1%

Lester B. Pearson School Board

90.2%

Island of Montreal

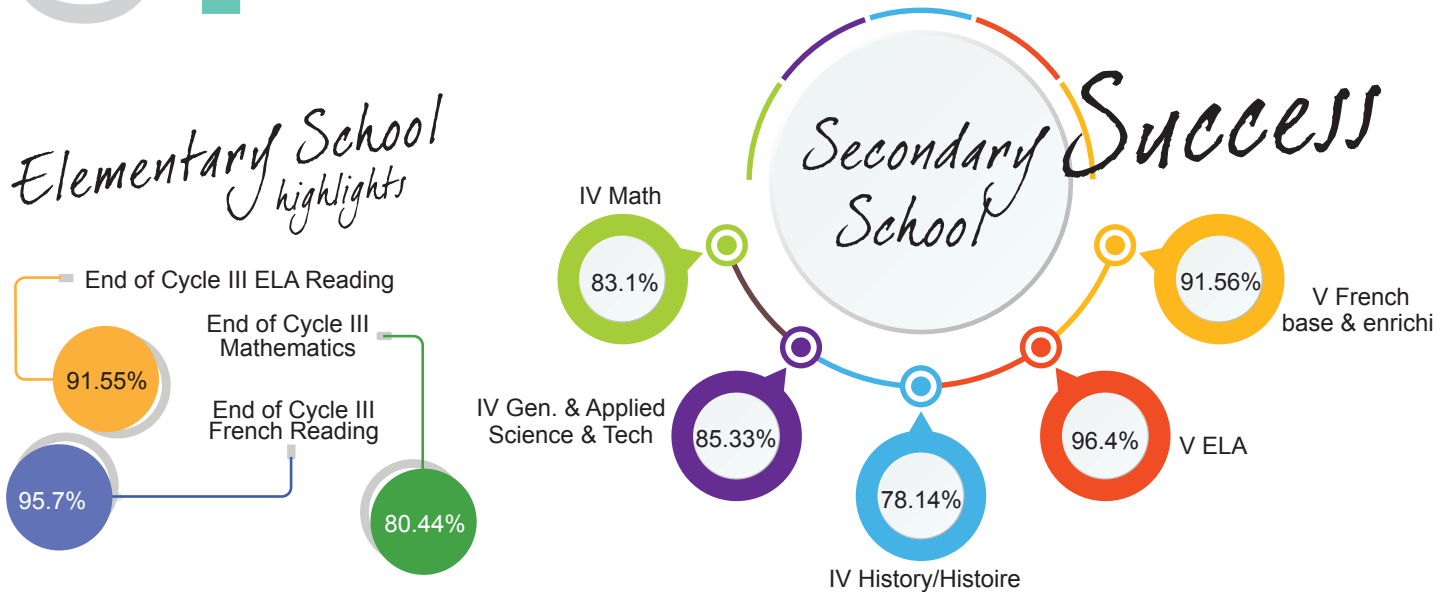
86.1%

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

1

Achievement

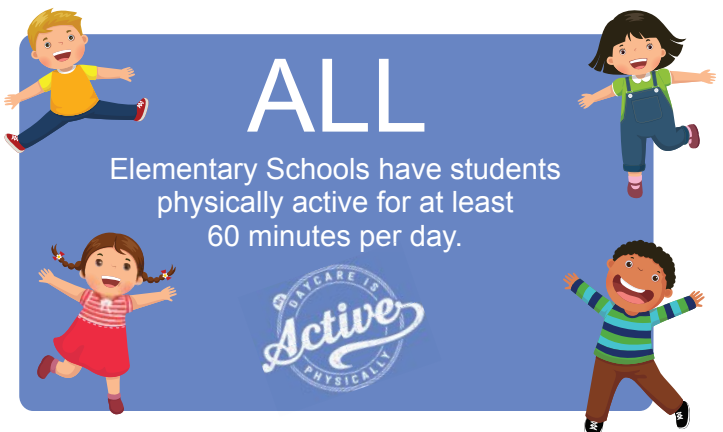
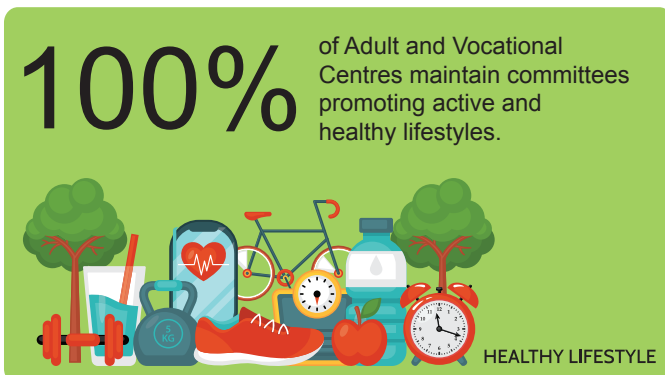
Achievement — Academic achievement encompasses reaching milestones through innovative teaching methods. It signifies successful application of creative pedagogy, engaging students and fostering deeper learning. Recognizing these accomplishments emphasizes adapting to evolving education, inspiring curiosity, critical thinking, and academic growth through inventive teaching approaches.



2

Wellness

Wellness — Wellness is part of a life journey for all of us. It includes mental and physical health, physical and emotional safety, and a feeling of belonging, sense of purpose, achievement and success. It is essential for us to help learners develop healthy habits and effective 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 socio-emotional wellbeing, our philosophy is that prioritizing these aspects should spread across the system.



3

Engagement

Engagement — Engagement encapsulates active involvement, interaction, and connection within the educational environment. It represents enthusiastic participation, collaboration, and integration within the learning process. Acknowledging engagement involves valuing students' active involvement and fostering environments that encourage interaction and shared learning experiences. These engagements highlight the significance of creating dynamic educational settings that inspire curiosity, collaboration, and a sense of belonging. They showcase how active participation enhances the educational journey, fostering a more vibrant and inclusive learning atmosphere.

Elementary

81% of girls
80% of boys

report being interested
and motivated in school.



Secondary

72% OF
Secondary Students have positive relationships in school.



Vocational

6 Active Industry
Partnerships
in the Vocational
Sector:

Design Technology
Business and Entrepreneurship
Health Science
Science and Technology
Industries aligned with vocational programs
Sports and Recreation

Equity, **Diversity**, *Dignity* and *Inclusion*

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.

In 2021-2022, the Lester B. Pearson School Board published a document titled *Commitment to Equity, Diversity, Dignity and Inclusion* (EDDI) which outlines 4 foundational pillars to organize the work. These pillars are professional development, educational resources, regulations and policy, and infrastructure. The Commitment to EDDI document includes the evolution of the EDDI journey at the LBPSB, thus far, including a description of the various committees dedicated to moving this work forward and commits us to produce an annual summary of the progress made throughout our organization.

In 2022-2023, updates were made to the Commitment to EDDI document to provide additional to clarity regarding the four pillars. In addition, an internal reporting document was also produced that summarized EDDI initiatives across our system, by pillar. Using this internal reporting document as a blueprint, a series of 6 video capsules were created and shared with the community via the EDDI webpage.

The following are various highlights across our system, by pillar:

1

Pillar 1: Professional Development

- External and internal experts continued to offer learning opportunities to staff in various EDDI-related subjects.
- Specialized websites were created for staff to provide knowledge centred around EDDI, sexuality education and First Nation, Inuit, and Metis Educator resources.
- Learning opportunities related to EDDI were offered to the community: Facebook live events and webinars.

2

Pillar 2: Educational Resources

- Schools continued to offer learning opportunities to students in categories of: Truth and Reconciliation, race and ethnicity, special celebrations, abilities, flag raising ceremonies, student groups/clubs.
- An EDDI school-level committee produced the first ever, student-led EDI magazine, called VOICES.

3

Pillar 3: Regulations and Policy

- Council of commissioners took time to discuss how to best include EDDI in their policy work.
- A planning committee, led by Educational Services worked on developing the school board's Commitment to Success Plan where EDDI was a guiding principle.
- Schools/centres continued to update and revise ABAV plans and codes of conduct.

4

Pillar 4: Infrastructure

- Increased targeted efforts to share employment opportunities with diverse community groups.
- Communication Stations (augmented and alternative communication tool) installed outside all elementary schools.
- Data collection regarding identification of racialized populations within the school board added to the re-registration process.

Special achievement:

In May 2023, the LBPSB was recognized by the Quebec English School Boards Association (QESBA) with an Excellence in Education Award for our EDDI work which includes the 2021 Task Force, the working committees, and the subsequent production of the *Commitment to EDDI document*.



Schools and Centres of the Lester B. Pearson School Board

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

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

COUNCIL OF COMMISSIONERS

Chair of Executive



Eric Bender
Ward 10

Chair



Judy Kelley

Vice-Chair



Craig Berger
Ward 6



Lori Morrison
Ward 1



Frank di Bello
Ward 2



Patrick Whitham
Ward 3



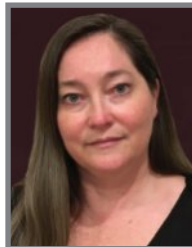
Allison Saunders
Ward 4



Malik Shaheed
Ward 5



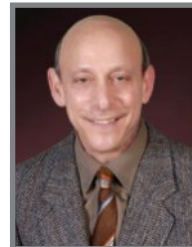
Jason Doan
Ward 7



Marilynne Boyer
Ward 8



Michel Besner
Ward 9



Daniel Olivenstein
Ward 11



Angela Berryman
Ward 12

Parent Commissioners



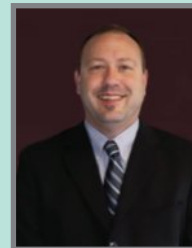
Alaina Charszan
Elementary
Schools



Marium Hasanie
Students with
Special Needs



Oumy Dia
"At Large"



Kristoffer de Forest
Secondary
Schools

Strategic Plan 2015-2023

Annual Report 2022-2023

The 2015 strategic plan was extended to 2022-2023 school year. The fundamental pillars of Achievement, Wellness and Engagement continued to be our focus. We are ending this cycle of strategic planning as we first established these orientations, directions and targets back in 2016. We adjusted and modified with additional indicators in 2018 following the election of the CAQ Government. Regardless of modifications, we remained committed to the achievement, wellness, and engagement of our students in both the Youth and Adult sectors.

Engaging learners for life

Three Strategic Directions for Success

- Improving Achievement
 - Ensuring Wellness
- Strengthening Engagement

Eight General Objectives

26 Reporting Points



Strategic Plan 2015-2023

Annual Report 2022-2023

DIRECTION 1: Improving Achievement



Once again, the LBPSB edged slightly higher in its global graduation and qualification rate. For the second year in a row, our 7 year cohort hit the 90% success rate. This is an enormous source of pride for the LBPSB. For the 5 year cohort which entered secondary school in 2017, the success rate was 84.9%. Our 5 year cohort success rate reduced by 2.9% as compared to the island of Montreal average reduction of 6.5%. Our levels of achievement mean that our students exit our system with options available to them such as continuing with post-secondary studies or professional training or entering the labour force with the security of a Secondary Diploma in hand. We are committed to maintaining this level of achievement moving forward.

Despite the disruptions to learning over the past two and a half years, the academic performance in specific subjects showed promising results. While relying solely on standardized assessments may offer a narrow view of students' capabilities, they do provide a basis for annual comparisons. In the academic year 2022-23, most individual course results either remained steady or showed improvement compared to the previous year, although some exhibited considerable declines or notable advancements in success rates. Notably, there was a general decline in elementary-level course outcomes, albeit with variations, while secondary-level achievements consistently showed improvement.

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

Strategic Plan 2015-2023

Annual Report 2022-2023

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	2022-2023 Result*	Target
Secondary school graduation and qualification rate	87.8%: LBPSB 7yr. cohort June 2015	90.2%	90.00%
Continuing education graduation and qualification rate before the age of 20	7.9%: AVE contribution to LBPSB 7yr. cohort June 2015	DES's Awarded - 178 DEP's Awarded - 1106 ASP's Awarded - 145 AEP's Awarded - 105	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%)	32.9% disparity between 2021-22 first degree/qualification rate for Beurling Academy (58.5%) 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	2022-2023 Result	Target
Action plan articulated for SEI 8,9,10 school	Existing Educational Project: Beurling Academy	BA Project Based Learning in Implementation Phase	Plan complete by January 2019

OBJECTIVE C: Reduce the gap in success rates between boys and girls receiving first degree or qualification.			
Indicator	Baseline	2022-2023 Result*	Target
Disparity between percentage of boys receiving first degree or qualification and percentage of girls receiving first degree or qualification before the age of 20	8.4% disparity between 2014-15 first degree/qualification rate for boys (83.7%) and girls (92.1%)	4.9% disparity between 2021-22 first degree/qualification rate for boys (87.8%) and girls (92.7%)	Reduce to 5% by 2022

Strategic Plan 2015-2023

Annual Report 2022-2023

DIRECTION 1 - Objective D, E



OBJECTIVE D: Reduce the gap in success rates between first generation immigrant students and non-immigrant students.			
Indicator	Baseline	2022-2023 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%)	10.2% disparity between 2021-22 first degree/qualification rate for first generation immigrant students (80.5%) and non-immigrant students (90.7%)	Reduce to 12% by 2022

OBJECTIVE E: To increase student success in elementary school Mathematics, English Language Arts and French.			
Indicator	Baseline	2022-2023 Result	Target
Success rate End of Cycle III Elementary Math exam	78%: June 2015 LBPSB Uniform Cycle III Exam	80.44%	83.00%
Success rate End of Cycle III Elementary English Language Arts exam (Reading)	85%: June 2015 LBPSB Uniform Cycle III Exam (new indicator)	91.55%	88.00%
Success rate End of Cycle III Elementary English Language Arts exam (Writing)	93%: June 2015 LBPSB Uniform Cycle III Exam	94.41%	Maintain and Report
Success rate End of Cycle III Elementary French exam (Reading)	90%: June 2015 LBPSB Uniform Cycle III Exam (new indicator)	95.7%	Maintain Rate of Success

Strategic Plan 2015-2023

Annual Report 2022-2023

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	2022-2023 Result	Target
Success rate Secondary IV Math Options	72%: raw success rate across three Secondary IV options (2015)	83.1%	75.00%
Success rate Secondary IV General and Applied Science and Technology	83%: raw success rate across three Secondary IV options (2015)	85.83%	86.00%
Success rate Secondary IV History/Histoire and Citizenship Education	74%: raw success rate across three Secondary IV options (2015)	78.14%	78.00%
Success rate Secondary V English Language Arts	96% (2015)	96.4%	Maintain Rate of Success
Success rate Secondary V French base & enrichi	95%: raw success rate across three Secondary V options (2015)	91.56%	Maintain Rate of Success

OBJECTIVE G: To improve success for students with special needs.			
Indicator	Baseline	2022-2023 Result*	Target
Secondary school qualification rate	1.8%: contribution of WOTP qualifications to LBPSB global qualification rate (June 2015)	2%: contribution of WOTP qualifications to LBPSB global qualification rate (June 2022)	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%)	19.4% disparity-global success rate of students with SMLD in 2021-22 (95.4%-76%)	Reduce disparity from 32.2% to 24.2% by 2022

Strategic Plan 2015-2023

Annual Report 2022-2023

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	2022-2023 Result	Target
Number of adults registered in English and French literacy classes	NA	200.28 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	2022-2023 Result	Target
Number of schools meeting the objective	0	36 Schools	100% of schools by 2022

Strategic Plan 2015-2023

Annual Report 2022-2023

DIRECTION 2 - Ensuring Wellness



In the spring of 2018, the LBPSB introduced a standardized timeline to Youth Sector treatment of Anti-Bullying/Anti-Violence plans. This timeline ensured that all schools would commit to the required annual review of their plans, revise those plans if deemed necessary and present the plan to their Governing Boards for annual approval prior to the end of each school year. We are pleased to report that all our schools adhered to that standardized timeline in 2022-23. Additionally, between 2020 and 2023, centre teams in the Continuing Education sector have worked to build similar Anti-Bullying/Anti-Violence plans for the adult milieu. In 2022, members of the Student Services Department (SSD), in collaboration with the LBPSB legal department, have created multiple tools to assist in the creation, evaluation, and dissemination of the school's ABAV plan, aligning with the changes mandated by Bill 9. This important plan aims to prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member and to specify the duties and responsibilities of the relevant parties of the school community and the school partners in achieving this objective.

The LBPSB's Student Services Department engages numerous community partners to support in-school/centre initiatives designed to promote student wellness and orient students to success. The LBPSB, through its association with Réseau Réussite Montréal (RRM) and in partnership with the YMCA of Canada, has supported the operation of offsite alternatives to suspension programs for secondary students in Verdun/LaSalle and Pointe-Claire since 2010. In 2022-23, the LBPSB and YMCA were able to expand this program to a third location in Hudson to serve our off-island population.

Together, the Student Services Department and the YMCA continue to collaborate on the "Projet-Toxico" funded by the Direction Régionale de la Santé Publique and extending services and resources to all the LBPSB's secondary network in 2022-23. This program, in operation in other parts of the Island of Montreal since 2012, provides for a trained intervention worker in each of our high schools between 2 and 5 days per week. The workers have a broad addiction prevention and positive mental health promotion mandate which includes work in both the school (during the school year) and the community (during the summer months). Workers are trained for both prevention/addiction awareness as well as for direct intervention and support for students in crisis.



The LBPSB Wellness Committee is made up of personnel who represent the four syndical organizations, the three management associations, and the Director General of the school board. In 2022-23, the committee met 4 times, and each representative group shared wellness initiatives that were put in place resulting from the allocation of funds provided for wellness from the collective agreements, where applicable. A small group of administrators attended a K-12 Well at Work Conference held in Edmonton in

November 2022 where a number of new ideas were brought back and shared with the Wellness committee. The LBPSB wellness newsletter was migrated to its own section in the Pearson News, an internal newsletter, where employees could easily access articles, information and resources pertaining to wellness. The Wellness committee continues to promote the Employee and Family Assistance Program available to staff. The annual Pearson Family Fun/Walk returned in full force in May 2023 and took place at Centennial Park in DDO, where hundreds of employees and community members came together and participated in a fun, healthy, and active event.

The LBPSB continues to closely monitor information from schools and centres regarding potential problems of bullying and/or violence. Like all organizations, we are troubled by the rise of violent incidents on our streets and the clear escalation island-wide of incidents involving weapons, particularly amongst youth. Our strong links with various partner community organizations permit us to offer additional resources and support to our school communities, along with the SPVM and the SQ as they partner with school boards and service centres on this important dossier. In total, 16 complaints involving bullying and/or violence were brought to the attention of the ombudsman. With the new national and regional ombudsman's structure coming into effect in the 23-24 school year, a register has been established that will report yearly incidents related to bullying and/or violence at the school/centre level.

Strategic Plan 2015-2023

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DIRECTION 2 - Objective A, B, C



Direction 2: Ensuring Wellness

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

Indicator	Baseline	2022-2023 Result	Target
Tell Them From Me Survey (TTFM) Social Engagement Indicator: Sense of Belonging in School	Elementary School 84.00%: 3 yr. survey average 2012-15	69%	2% above the National average by 2020*
	Secondary School 67.00%: 3 yr. survey average 2012-15	54%	2% above the National average by 2020*

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

Indicator	Baseline	2022-2023 Result	Target
The number of continuing education centres with initiatives promoting a healthy and physically active lifestyle	3 out of 7 centres	All centres (As of 2022, there are 8 centres.)	All centres each year

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

Indicator	Baseline	2022-2023 Result	Target
Provincial Building State Index (Buildings in Satisfactory, Good or Very Good condition)	53% of buildings in Satisfactory, Good or Very Good condition. (BSI December 2016)	43% of buildings in Satisfactory, Good or Very Good condition. (BSI November 2022)	90% of buildings in Satisfactory, Good or Very Good condition (BSI December 2020)
Percentage of schools with active building inspection teams.	New Indicator: 0 schools/centres January 2018	The Health and Safety Prevention team is active across LBPSB.	

*National average not available

Strategic Plan 2015-2022

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DIRECTION 2 - Objective D



OBJECTIVE D: To foster safe and caring relationships within the school, the community and the digital environments.			
Indicator	Baseline	2022-2023 Result	Target
Tell Them From Me (TTFM) Elementary School Indicator: Feel Safe Attending School (Bullying and School Safety Report)	Girls 8.10%/Boys 8.10% Feeling unsafe at school June 2015	Girls 13.4% Boys 14% Feeling unsafe at school June 2022	Girls 5%/Boys 5% by October 2019
Tell Them From Me (TTFM) Secondary School Indicator: Feel Safe Attending School (Bullying and School Safety Report)	Girls 13.90%/Boys 16.3% Feeling unsafe at school	Girls 21.8% Boys 18.5% Feeling unsafe at school	Girls 10%/Boys 13% by October 2019
Number of complaints of bullying/violence not resolved at the local level	NA	16	Monitor
Ensure all schools monitor and continually update their Anti-Bullying/Anti-Violence Plan (Law 19)	60% of schools made revisions to their ABAV plans in the spring of 2019 and proceeded to bring those revisions to GB	All schools	100% of schools (June 2021)

Strategic Plan 2015-2023

Annual Report 2022-2023

DIRECTION 3 - Strengthening Engagement



The discrepancy between achievement levels (Graduation/Qualification Rate) and engagement levels (OurSchool Indicators) remains substantial, especially at the Secondary Level. Engagement rates for secondary students (25%) and elementary students (79%) have shown little change compared to 2021-22, where they stood at 29% and 80%, respectively. The consistent and significant decline in national averages from elementary (86%) to secondary (40%) prompts inquiries into our collective approach to secondary education. The LBPSB continues to advocate for innovative learning methods, the cultivation of creativity, and genuine learning experiences for students. This emphasis will be pivotal in our future focus areas.

The LBPSB continues to embrace the Council of Europe's Common European Framework of Reference for Languages (CEFRL) as a guide for its French Second Language program. Our focus remains on working toward student CEFRL certification as a key long-term objective. The Educational Services Department supports around 50 DELF/DALF certified teachers across the Elementary, Secondary, and Continuing Education networks. Additionally, our LBPSB Career Development Services Team supported adults in 2022-23 by offering DELF/DALF preparation and evaluation, with nearly 100 individuals opting for certification testing.

Active links between industry and professional training programs in our Adult and Vocational Sector were maintained. This year we have increased our active partnerships by 10. These partnerships serve not only to keep training relevant to students but facilitate practicum placements and future employment possibilities.

The Student Services and Educational Services departments continued their early literacy collaboration from 2021 with 16 schools deciding to further invest in the project. Professional development and access to consultants, speech and language pathologists were provided. All participating schools received collections of books to support the initiative.

The LBPSB EDDI Literary Advisory Committee continued its work from the previous year, offering our schools a series of books and literary recommendations, accompanied by lesson plans and resources that focus on anti-racist pedagogy. The committee curated a list of diverse literary texts to promote and share with fellow educators.

Strategic Plan 2015-2023

Annual Report 2022-2023

DIRECTION 3 - Objective A, B



Direction 3: Strengthening Engagement			
OBJECTIVE A: To have our students intellectually engaged in their learning.			
Indicator	Baseline	2022-2023 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	10% Above the National average 2017-20 Composite National Average
Tell Them From Me (TTFM) Socio-Emotional Outcome Students Interested and Motivated	Elementary School Baseline: 8% above the Three Year National Average Composite 2013-2015	National Average 86% LBPSB 79%	10% Above the National average 2017-20 Composite National Average
	Secondary School Baseline: 4% above the Three Year National Average Composite 2013-2015	National Average 40% LBPSB 25%	6% Above the National average 2017-20 Composite National Average

OBJECTIVE B: To have our students engaged in the world around them.			
Indicator	Baseline	2022-2023 Result	Target
The number of Digital Citizenship Program (DCP) workshops offered	3 per year	100% Integration in all Professional Development where appropriate	Maintain 3 per year
The number of Educational Technology Summer Institute days	3 days per year	NA – No longer available	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>	ESD - NA	Total 113 10 new	2 partnerships per domain each year
	AVE - NA	6 of 9	
The number of high schools offering a LBPSB Bilingual Certificate (DALF Orientation)	NA	DEL/DALF Evaluation available in all secondary schools	All high schools by June 2020

TAUX DE DIPLOMATION ET QUALIFICATION

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

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

Source : Taux de diplomation et de qualification par cohorte de nouveaux inscrits au secondaire selon la durée des études (5 ans, 6 ans et 7 ans), cohortes de 2014 et 2015

Écarts entre les garçons et les filles	Âge à l'entrée du secondaire (au 30 septembre)	Cohorte 2014 suivie jusqu'en 2020-2021						Cohorte 2015 suivie jusqu'en 2021-2022					
		Nombre de nouveaux inscrits au 30 septembre 2014	5 ans	6 ans	7 ans			Nombre de nouveaux inscrits au 30 septembre 2015	5 ans	6 ans	7 ans		
			Total	Total	Total	Maculin	Féminin		Total	Total	Total	Maculin	Féminin
Ensemble du Québec	12 ans et moins	61,842	76.9	83.0	85.7	81.4	90.0	66,576	80.2	85.5	87.5	83.8	91.2
	13 ans et plus	9,201	40.8	49.7	54.8	52.9	57.6	9,032	45.9	53.6	57.7	55.4	61.1
	Total	70,843	72.7	79.1	82.1	77.6	86.8	77,608	76.2	81.9	84.1	80.1	88.4
Réseau public	12 ans et moins	51,281	72.7	79.7	82.9	78.0	87.9	52,617	76.7	82.9	85.3	81.1	89.6
	13 ans et plus	8,263	39.7	48.3	53.6	51.9	56.0	8,148	45.0	52.6	56.8	54.6	60.0
	Total	59,544	66.1	75.4	79.0	74.0	84.2	60,765	72.5	78.9	81.6	77.1	86.4
Commission scolaire Lester-B.-Pearson	12 ans et moins	1,514	86.3	90.0	90.9	88.9	93.1	1,617	86.6	90.0	90.8	88.5	93.2
	13 ans et plus	39	58.2	59.7	67.2	68.2	65.2	64	68.3	71.4	71.4	71.8	70.8
	Total	1,553	85.1	88.7	90.0	87.7	92.4	1,681	86.0	89.4	90.2	87.8	92.7

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 2014 suivie jusqu'en 2020-2021						Cohorte 2015 suivie jusqu'en 2021-2022					
		Nombre de nouveaux inscrits au 30 septembre 2014	5 ans	6 ans	7 ans			Nombre de nouveaux inscrits au 30 septembre 2015	5 ans	6 ans	7 ans		
			Total	Total	Total	Maculin	Féminin		Total	Total	Total	Maculin	Féminin
Réseau public	Élèves ordinaires	43,260	78.5	84.2	86.8	83.3	89.8	43,755	82.6	87.2	88.8	86.0	91.3
	Total EHDAA	16,284	40.2	51.6	57.5	55.7	61.0	17,010	46.1	57.2	62.2	60.0	66.3
	Total	59,544	68.1	75.4	79.0	74.0	84.2	60,765	72.5	78.9	81.6	77.1	86.4
Commission scolaire Lester-B.-Pearson	Élèves ordinaires	1,164	93.6	95.5	96.3	95.5	96.9	1,224	93.4	95.2	95.4	93.2	97.3
	Total EHDAA	419	61.4	69.3	71.6	71.4	71.9	457	66.1	73.8	76.0	77.1	74.2
	Total	1,583	85.1	88.7	90.0	87.7	92.4	1,681	86.0	89.4	90.2	87.8	92.7

Écarts entre les élèves immigrants de première génération et les autres élèves	Statut des élèves (Immigration)	Cohorte 2014 suivie jusqu'en 2020-2021						Cohorte 2015 suivie jusqu'en 2021-2022					
		Nombre de nouveaux inscrits au 30 septembre 2014	5 ans	6 ans	7 ans			Nombre de nouveaux inscrits au 30 septembre 2015	5 ans	6 ans	7 ans		
			Total	Total	Total	Maculin	Féminin		Total	Total	Total	Maculin	Féminin
Ensemble du Québec	Immigrants de première génération	8,294	70.4	78.9	81.9	77.6	86.1	8,493	73.7	81.4	83.7	80.2	87.1
	Autres	61,549	72.9	79.1	82.0	77.5	86.9	69,115	76.5	81.9	84.1	80.0	88.5
	Total	70,843	72.6	78.1	82.0	77.5	86.8	77,608	76.2	81.9	84.1	80.1	88.4
Réseau public	Immigrants de première génération	6,278	67.6	77.6	81.3	77.0	85.7	6,406	71.6	80.5	83.4	79.3	87.4
	Autres	51,266	68.2	75.1	78.6	73.5	84.0	54,359	72.5	78.7	81.3	76.8	86.2
	Total	57,544	68.1	75.4	79.0	74.0	84.2	60,765	72.5	78.9	81.6	77.1	86.4
Commission scolaire Lester-B.-Pearson	Immigrants de première génération	35	77.8	80.2	81.5	79.5	83.3	90	73.6	79.3	80.5	75.0	83.6
	Autres	1,498	85.6	89.2	90.4	88.0	93.0	1,591	86.6	89.9	90.7	88.1	93.5
	Total	1,533	85.1	88.7	90.0	87.7	92.4	1,681	86.0	89.4	90.2	87.8	92.7

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 2014 suivie jusqu'en 2020-2021						Cohorte 2015 suivie jusqu'en 2021-2022					
		Nombre de nouveaux inscrits au 30 septembre 2014	5 ans	6 ans	7 ans			Nombre de nouveaux inscrits au 30 septembre 2015	5 ans	6 ans	7 ans		
			Total	Total	Total	Maculin	Féminin		Total	Total	Total	Maculin	Féminin
Réseau public	Milieux défavorisés	17,282	61.3	70.2	74.6	69.2	80.1	17,854	66.1	74.0	77.3	72.6	82.5
	Autres	41,685	71.6	78.1	81.2	76.3	86.4	42,351	75.6	81.4	83.8	79.4	88.4
	Total	58,967	68.1	75.4	79.0	74.0	84.2	60,205	72.5	78.9	81.6	77.1	86.4
Commission scolaire Lester-B.-Pearson	Milieux défavorisés	70	57.4	63.2	64.7	68.4	60.0	65	53.8	58.5	58.5	51.9	63.2
	Autres	1,512	86.5	88.9	91.0	88.6	93.6	1,616	87.2	90.5	91.4	88.8	94.0
	Total	1,582	85.1	88.7	90.0	87.7	92.4	1,681	86.0	89.4	90.2	87.8	92.7

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.

Loi sur la gestion et le contrôle des effectifs total des heures rémunérées - avril 2022 à mars 2023

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, 2022 and March 31, 2023, the level of staffing was 1,07 % above the assigned level, based on the assigned target for the period of April 1, 2021 to March 31, 2022.

888000 Lester-B.-Pearson

	AVRIL 20221 À MARS 2023			
	Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1 Personnel d'encadrement	293 709,45	364,00	294 073,45	185
2 Personnel professionnel	272 489,79	9,07	272 498,86	199
3 Personnel infirmier	0,00	0,00	0,00	0
4 Personnel enseignant	2 625 116,93	13 505,17	2 638 622,09	2 737
5 Personnel de bureau, technicien et assimilé	1 861 269,00	5 990,87	1 867 259,87	2 174
6 Agents de la paix	0,00	0,00	0,00	0
7 Ouvriers, personnel d'entretien et de service	470 183,98	10 242,91	480 426,89	457
8 Étudiants et stagiaires	0,00	0,00	0,00	0
Total	5 522 769,15	30 112,01	5 552 881,16	5 752

Lester B. Pearson School Board

Statement of Financial Position

June 30, 2023

	2023	2022 Restated
Assets		
Cash	2 380 958	1 874 666
Operating grants receivable (Note 4)	25 484 489	42 073 060
Grants related to the acquisition of property and equipment	436 877 883	291 649 834
Grants receivable - financing	1 117 881	1 188 842
Accounts receivable (Note 5)	49 652 348	29 563 317
	<u>515 513 559</u>	<u>366 349 719</u>
Liabilities		
Temporary loans (Note 6)	43 974 482	42 535 292
Accounts payable (Note 7)	45 680 032	48 809 529
Deferred contributions related to the acquisition of property and equipment (Note 8)	291 810 379	280 230 953
Deferred revenues	4 687 705	3 760 162
Allowance for employee benefits (Note 9)	16 495 280	16 822 220
Long-term debt (Note 10)	266 505 911	268 257 620
Liability for contaminated sites	1 522 881	1 217 198
Other liabilities (Note 10)	147 971 246	160 932 055
	<u>818 647 916</u>	<u>822 565 029</u>
Net debt	<u>(303 134 357)</u>	<u>(456 215 310)</u>
Non-financial assets		
Property and equipment (Note 12)	315 539 378	338 395 676
Prepaid expenditures	897 985	120 606
	<u>316 437 363</u>	<u>338 516 282</u>
Accumulated operating surplus (deficit)	<u>13 303 006</u>	<u>(117 699 028)</u>

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

Year ended June 30, 2023

	2023	2022 Restated
Revenues		
Ministère de l'Éducation (MEQ) operating grants	256 536 223	252 717 946
Investment grants	93 158 822	1 311 192
Other grants and contributions	2 729 495	2 316 710
School taxes	62 302 696	62 804 858
Tuition fees	3 261 851	3 050 787
Sales of goods and services	22 707 506	17 745 366
Miscellaneous income	4 897 813	2 985 116
Amortization of deferred investment grants	61 908 346	17 242 846
	<u>507 502 752</u>	<u>360 174 821</u>
Expenditures (Annex A)		
Teaching services	168 578 069	162 094 381
Educational support activities	90 081 728	83 312 470
Support services	32 438 855	28 513 757
Administrative activities	14 798 945	13 777 427
Property and equipment activities	52 130 133	50 666 579
Other	18 799 928	16 483 125
Net change in the accrued provision for fringe benefits	(326 940)	254 344
	<u>376 500 718</u>	<u>355 102 083</u>
Excess of revenues over expenditures	<u>131 002 034</u>	<u>5 072 738</u>

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

Statement of Accumulated Operating Surplus

Year ended June 30, 2023

	2023	2022 Restated
Surplus (deficit), beginning of year	9 496 103	(3 168 845)
Prior period adjustments	(127 195 131)	(119 602 921)
As restated	<u>(117 699 028)</u>	<u>(122 771 766)</u>
Excess of revenues over expenditures	131 002 034	5 072 738
Surplus (deficit), end of year	<u>13 303 006</u>	<u>(117 699 028)</u>

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

Lester B. Pearson School Board

Additional Information

Year ended June 30, 2023

Expenditures - Annex A

	2023	2022
Teaching services		
Kindergarten	12 925 600	12 560 514
Elementary	61 896 540	59 606 717
Secondary	52 559 133	51 435 647
Technical vocational	24 701 387	23 723 170
Educational intervention	8 540 656	7 014 980
Adult education	7 954 753	7 753 353
	<u>168 578 069</u>	<u>162 094 381</u>
Educational support activities		
Management of schools and centres	21 801 881	20 773 793
Educational material	4 727 337	5 513 304
Complementary services	39 511 239	37 546 113
Pedagogical services	15 223 685	13 291 539
Animation and pedagogical services	1 489 214	1 516 950
Professional development	824 866	349 547
Social, cultural and sports activities	6 503 506	4 321 224
	<u>90 081 728</u>	<u>83 312 470</u>
Support services		
Living allocation	26 485	29 000
Food services	558 274	505 217
Transportation	18 366 919	15 043 605
Daycare	13 487 177	12 935 935
	<u>32 438 855</u>	<u>28 513 757</u>
Administrative activities		
Council of Commissioners	268 460	304 404
Management	11 244 038	10 049 261
Corporate services	3 182 831	3 403 180
Professional development	103 616	20 582
	<u>14 798 945</u>	<u>13 777 427</u>

Lester B. Pearson School Board

Additional Information

Year ended June 30, 2023

Expenditures - Annex A (Continued)

	<u>2023</u>	<u>2022</u>
Property and equipment activities		
Maintenance and amortization of furniture and equipment	6 083 218	6 635 320
Maintenance and amortization of buildings	28 724 104	26 373 639
Caretaking services	10 526 862	11 629 172
Energy	5 443 732	5 187 181
Rental	919 974	374 196
Protection and security	128 239	162 243
Non-capitalizable information and telecommunication systems	304 004	304 828
	<u>52 130 133</u>	<u>50 666 579</u>
Other		
Financial cost	290 351	230 426
Special projects	569 592	432 393
Retroactivity	2 523 586	1 961 044
Tuition fees and agreements	12 617 501	11 936 665
Allowance for doubtful account variation	823 337	489 708
Loan of service	1 847 196	1 328 902
Miscellaneous	128 365	103 987
	<u>18 799 928</u>	<u>16 483 125</u>
Net change in the accrued provision for fringe benefits	<u>(326 940)</u>	<u>254 344</u>
	<u>376 500 718</u>	<u>355 102 083</u>

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, 2023, 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.

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, 2023, 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

As part of the application on July 1, 2022, of section PS 3280 "Asset retirement obligations" of the CPA Canada Public Sector Accounting Handbook, the School Board recorded, as of June 30, 2023 and 2022, a liability for asset retirement obligations. In connection with the recognition of the liability for asset retirement obligations, the School Board has recorded a grant receivable. We were unable to obtain sufficient and adequate audit evidence regarding the significant amount and information provided on the obligations. As a result, we were unable to determine whether any adjustments may need to be made to the amounts recorded as liabilities for asset retirement obligations, obligation disclosures, investment grants receivable, revenue from investment grants or to other items in the financial statements for the financial years ended June 30, 2023 and 2022. This situation therefore leads us to express a qualified audit opinion on the financial statements for the financial year considered.

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 in the financial statements, which explains that certain comparative information presented for the financial year ended June 30, 2022, has been restated.

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, 2023.

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.

MNP S.E.N.C.R.L., s.r.l./LLP

3131, boulevard Saint-Martin Ouest, bureau 400, Laval (Québec) H7T 2Z5

Tél. : 514.343.5247 Téléc. : 514.739.2785

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.

1

MNP LLP

MNP LLP

Laval, Québec
October 27, 2023

¹ CPA auditor, public accountancy permit no A130159

MNP



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

Montreal, August 28th, 2023

To the attention of the Council of Commissioners

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

OBJECT: Student Ombudsman Annual Report – School year 2022-2023

It is my pleasure to submit the Student Ombudsman annual report, as required by section 220.2 of the *Education Act* and section 4.3 of the By-Law 9-A (*complaint examination procedure*). This report covers the period from October 1st, 2022 to August 28th, 2023.

I have been nominated by the Council of commissioners in October 2019. On August 28th, 2023, my contract will be terminated following the entry into force of the *National Student Ombudsman Act*.

The Student Ombudsman is an independent and impartial individual. She is mandated to provide information to students or parents about the LBPSB *Complaint examination procedure* and direct their inquiries to the appropriate person in accordance with the By-Law 9-A and By-Law 9-B. When a complainant has exhausted all remedies but remains unsatisfied with the outcomes of their complaint, the Student Ombudsman can intervene and investigate this complaint. Exceptionally, she can intervene earlier in the process to prevent a serious prejudice to a student.

During the school year, she 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 2022-2023.

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.

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

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

Review of the school year 2022-2023

During the past school year, between October 1st and August 28th, 2023, the total number of complaints was 60. There were 96 complaints in 2021-2022 and 101 complaints in 2020-2021. The numbers for the previous years are 72 for 2019-2020, 100 in 2016 – 2017, 69 in 2017 – 2018 and 64 in 2018 – 2019.

On the 60 complaints received, two complaints were of the jurisdiction of the Student Ombudsman and resulted in an investigation. In both cases, the Student Ombudsman came to the conclusion that they were unfounded.

I want to address specifically the question of complaints about acts of bullying and violence, as requested by the section 220.2 of the *Education Act*. Sixteen (16) complaints were received this past year concerning acts of bullying and violence. This is an increase from the previous years (fifteen (15) complaints were filed in 2021-2022, nine (9) complaints were filed in 2020-2021 and two (2) complaints were filed in 2019-2020). Complaints about bullying or violence are usually filed by students or parents dissatisfied with the management of the situation at the school level.

In October 2022, one (1) report was received from the Student Ombudsman concerning potential acts of sexual violence. The School Board was notified, but after verifications we came to the conclusion that the alleged abuser was not an employee or somebody known within the LBPSB. As the report mentioned potential acts of abuse during the practice of a sport, the Student Ombudsman contacted the appropriate sport association to file a report.

On a personal note, I would like to express my gratitude to everyone within the School Board who responded to my requests for assistance in a prompt manner. I wish to express a special thank you to Me Geneviève Dugré for her assistance and availability.

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,



Me Laurence Sarrazin

Profile of the complaints

Level of Education	Students	International Students	Parents	Other	Total
Elementary	0	0	25	1	26
High School	1	0	21	1	23
Adult / Vocational	2	0	0	2	4
Other / Unknown	2	0	1	4	7
Total	5	0	47	8	60

Complaints by category

	Number of complaints
1. Teacher-student relationship	
Bullying, Mobbing, Violence (between students or teacher intervention)	16
Assignments, Schedules	1
Performance appraisal /Grading	2
Inappropriate Behaviour of the Teacher	2
2. Services /Administrative issues	
Quality of services	2
Administrative decisions and interpretation /application of rules	8
Behavior of service providers or school employees (other than teachers)	1
Security and Safety Issues	2
Sanctions	2
3. Legal, Regulatory, Financial and Compliance	
Discrimination	2
Disability and Reasonable accommodation (EHDA)	7
Privacy and Security of Information	1
Finances	0
4. Organizational, Strategic, and Mission related issues	
Leadership & Governance	4
Transportation	3
Values and culture	2
Other interventions (Follow-ups, General Information, References, etc.)	5
Total	60

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 2022-2023 school year, no disclosure of wrongdoing was received by the Lester B. Pearson School Board.

ANNUAL REPORT FOR YEAR ENDING JUNE 30, 2023
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, 2023 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, August 23, 2023



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

Me Vincent Guida



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Lester B. Pearson School Board

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ANNUAL REPORT

2022-2023

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