

Since
1998

PUBLIC BOARD



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A Brief History of the Lester B. Pearson School Board

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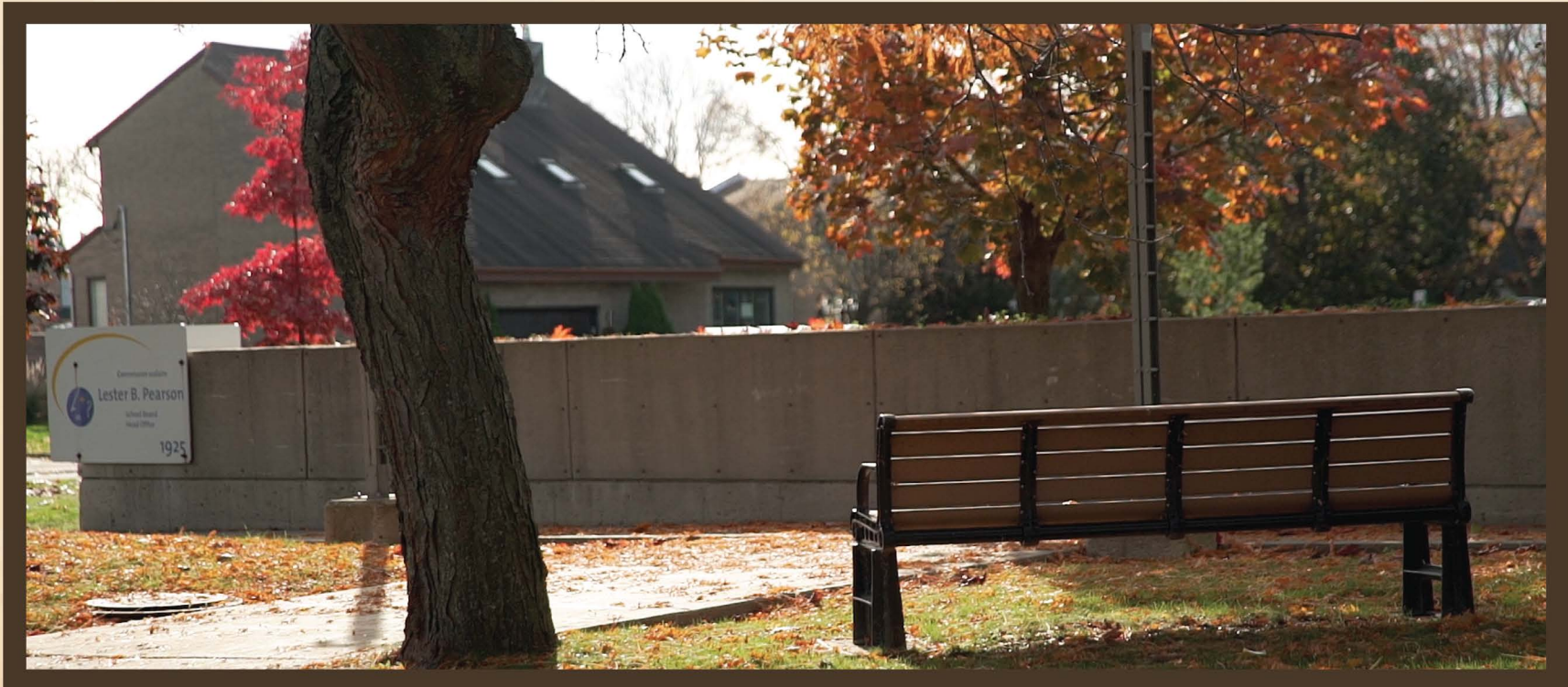


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PREFACE

This work is dedicated to present and past Commissioners, Administrators, Teachers, Staff, Parents and Students including those of the former Baldwin Cartier, Lakeshore, Protestant School Board of Greater Montreal, Sault-Saint-Louis, Trois-Lacs and Verdun Catholic School Boards who have contributed to the development of the LESTER B. PEARSON SCHOOL BOARD.

September 2003



Legislation and the MEQ

The shift from confessional to linguistic-based school boards in Quebec can be traced back through four decades of turbulent educational reform. Between Confederation in 1867 and the 1950s, the structure of Quebec's education system remained relatively unchanged apart from its growth alongside an expanding population. Beginning in the 60s, however, the general socio-political upheaval that would be known as "the Quiet Revolution" began calling into question the nature of the province's school systems, encouraging changes that would lead directly to the formation of linguistic boards like Lester B. Pearson.

As one of the building blocks of socio-economic reform, public education became a main focus for those seeking change. Providing equal access to standardized education for all of Quebec's children was seen as a way of modernizing the province in accordance with the new North American norm. This would prove very challenging. In 1951, over seventy percent of the schools in Quebec still consisted of only one classroom. Into the late 1950s, school attendance remained low in certain parts of the province and just over half of those students who went through the elementary system would ever finish Grade Seven.

Recognizing the state of Quebec's badly under funded and disorganized educational structure, the province's Liberal government called for a Royal Commission of Inquiry on Education in 1961, to be headed by Monsignor Alphonse-Marie Parent of the Université de Laval. The "Parent Commission" was to examine educational institutions within and outside of Quebec over a five-year period, with its ultimate goal being to table guidelines to help the government in its modification of the education system. Less than one year into the inquiry, the government translated the Commission's early suggestions into a brand new "Education Act", which stipulated, among other things:

- That students be required to attend school up to the age of 15
- That schools be required to provide secondary education up to Grade 11
- The right to vote in school elections for parents with school children under the age of 18
- That the groundwork be laid to create new regional school boards

This new charter had important implications for the way Quebec's school boards would be governed, as it called for a more structured leadership to implement the changes province-wide. Thus, in 1964, the Ministère de l'Éducation du Québec (the MEQ) was created to consolidate the upper levels of educational administration. Though schools remained denominational in name, the power to supervise Quebec's school boards had officially passed into the hands of the government.

The years following the creation of the MEQ were ones of consolidation and controversy. In 1965, the government launched a campaign to improve facilities for secondary education, as the influx of secondary-age baby boomers continued unabated in Quebec. "Operation 55", as it was called, led to the creation of 64 regional school boards across the province - 55 Catholic and 9 Protestant. While smaller local boards remained intact, they were increasingly being housed under the umbrella of more central administrations. Operation 55 also called for the reorganization of secondary institutions into much larger units - what would today be recognized as a high school or polyvalent of one thousand to a few thousand students. This decision attracted much criticism, as it seemed to highlight one of the main debates during the Quiet Revolution; the institutionalization of society. Moving through the next decade, however, two other points of contention dominated educational circles - the issues of denomination and language.

In keeping with the recommendations made by the Parent Commission, the Quebec government continued its trend of decreasing the number of school boards in the province throughout the 1970s. A year after local boards in the rest of the province were cut from 800 to 254 in 1971, the island of Montreal saw its first major modern restructuring with the passing of Bill 71. That legislation dissolved all existing local boards and reorganized them into eight regional boards serving the entire island. Despite an obvious and steady decline in the influence of the clergy within the schools themselves, the eight new boards remained denominational, with six Catholic and two Protestant, and were governed by the School Council of the Island of Montreal. An attempt by the MEQ to establish eleven neutral school boards in the previous year had been widely criticized so failing to reach a public consensus, the status quo was retained.

Legislation and the MEQ

As confessional education remained a hot topic well into the 1980s, the related question of language arose again and again. Bill 71 failed to address the concerns of many in the minority anglophone community that their rights would be respected under the confessional system. A notable absence of English representation in many of the school boards provoked protest among anglophone teachers and parents. While the Canadian government Constitution guaranteed Quebec's largest minority the right to have schools in their own language, under representation at the most important levels of school board administration was a legitimate fear. In response to these concerns, the government included in its 1988 revision of the Education Act, a provision that outlined another reorganization of the province's school boards, this time along linguistic lines. The legislation, Bill 107, existed on paper only for several years until the Supreme Court of Canada could rule on its constitutionality. In 1993, it was decided that linguistic school boards did not violate the protected rights of Catholics and Protestants, clearing the way for preliminary discussions on establishing the new boards to begin. When Bill 109, the Act to Amend the Education Act, was passed in June of 1997, language-based school boards were officially realized in Quebec, continuing the trend towards secularization that had begun decades earlier. On course with another trend, Montreal would be downsized again into only five large boards, three French and two English. Along with its counterparts, the yet unnamed English board 50-08 - set out that year to bring together an entirely new educational community.



The Founding Boards

When the Lester B. Pearson School Board came to be in July of 1998, six contributing boards - (five Montreal Island Boards and one off Island) most of which having served their school communities for at least several decades - ceased to exist. Each brought an individual perspective to the new organization; a unique student body, different traditions, and their own set of challenges. While Lester B. Pearson has functioned for over five years, a look back at what each board contributed to that aggregate makes its achievements all the more special, as one notices the enormous diversity that eventually came together under one roof. This is a short history of the six founding boards.

The Catholic Boards

La Commission Scolaire, Baldwin-Cartier

The framework of school systems that would eventually form the Catholic school board Baldwin-Cartier began developing as early as the 1860s. Permanent residency in the western half of the island of Montreal increased during this time and local populations established their own school commissions.

This scattering of local school boards functioned individually throughout the early twentieth century, but in keeping with the trend towards amalgamation within the educational system, they would be pared down by a series of governmental decrees. Between 1958 and 1973, eighteen school boards were annexed and reshaped before Baldwin-Cartier ultimately resulted. The last major reform imposed by Bill 71 in 1972 designated five West Island school boards to be united as one new organization. St. Laurent, Ile Bizard, Ste-Anne-de-Bellevue, Dorval, and Pointe Claire-Beaconsfield school boards, covering nearly the entire western half of the island, were brought together officially as Baldwin-Cartier School Board in July of 1973. At the time, the Catholic student population served by Baldwin-Cartier was roughly half French and half English.

The Catholic Boards

La Commission Scolaire du Sault-Saint-Louis

In 1846, when major school commissions were established on the island of Montreal, a fledgling parish school board sprung up along the southern shore of the island. The 'Corporation Scolaire de la paroisse St-Michel de Lachine' was created, in part, as a reaction to what many considered inadequate access to quality education in the area. The school board, which covered a territory from the western limit of Verdun to Lachine, focused originally on the establishment of basic elementary facilities for the area's Catholic children. Inevitably, with population growth, this dedication to standardized education led to an increase in construction of both elementary and secondary schools. As the commission's responsibilities expanded, it also translated into the segmentation of the school board into smaller parts. Piece by piece, constituencies that had been part of the St-Michel de Lachine school board broke off to form independent Catholic commissions.

By the early twentieth century, only the school community of LaSalle was left under the direction of the original Lachine parish board. They changed the name to the LaSalle School Board to reflect its diminished mandate. In the 1960s, a series of reorganizations left several local school communities to negotiate the possibility of consolidation. The general sense of social continuity felt amongst the communities of Lachine, LaSalle and St-Pierre expressed during these early meetings, was carried over into the restructuring of Bill 71. School Commission number 4, as it was initially called, united the Lachine, Très-Saint-Sacrement, LaSalle, and Saint-Pierre-aux-Liens school boards under a central administration - one of six large Catholic boards on the island of Montreal. The organization eventually adopted the name Sault-Saint-Louis, a term that had represented the portion of the St-Lawrence River located off the shores of Lachine and LaSalle.



La Commission Scolaire des Trois-Lacs

In many ways unique within the linguistic restructuring effort is Trois-Lacs, a school board that continues to exist in the region west of Montreal, off island to the Ontario border. The youngest of Lester B. Pearson's founding boards, Trois-Lacs is also the only one not dissolved in 1998 upon the creation of new language-based school boards.

The communities that came to be served by Trois-Lacs School Board counted amongst them a fusion of English and French, Catholic and Protestant. English Protestants of Hudson, Vaudreuil, Dorion, Ile Perrot, etc., had begun to establish their own dissentient schools and school commissions within the majority French Catholic population, but it was only around the middle of the twentieth century that such accommodations were arranged for the English Catholics of these areas. Until then, most English Catholics either attended classes at Protestant schools or were housed in French schools belonging to the local board.

In the 1960's, however, two new schools - St. Patrick of the Island in Pincourt and Vaudreuil Catholic High School in Dorion - were built specifically for English Catholics, who had been petitioning for their own facilities as early as 1948.

The Trois-Lacs School Board that continues today came into being in 1992. In July of that year, Quebec Government decree #163-92 stipulated that one large school board would be formed by the amalgamation of the Vaudreuil-Soulanges Regional School Board, the Ile Perrot School Board, the Vaudreuil School Board, and the Soulanges School Board, to serve both the English and French Catholic population in these communities. The name Trois-Lacs was adopted to represent the three Lakes - Saint-Louis, Saint-Francois, and Deux-Montagnes - that ring its territory.



The Catholic Boards

La Commission des Écoles Catholiques de Verdun

Of all of the founding boards that merged to form Lester B. Pearson, Verdun Catholic School Board was the oldest, virtually unaltered since its inception 1898. The School Municipality of St-Pierre River began as a single school located in the home of a local man, moving into the basement of the Notre-Dame des Sept Douleurs parish chapel a few years later under the tutelage of the Sisters of the Congregation. The small school commission grew in the early twentieth century as the school-age population in that area increased rapidly with immigration.



To reflect the new name applied to the surrounding region, in 1932 St-Pierre River changed its name to the Verdun Catholic School Commission, effecting the last such change before the board was disassembled altogether in 1998. The structure of Verdun Catholic was untouched by the major amalgamations of 1972-73, being retained as one of the six Catholic boards in Montreal, but was affected in some ways by the change nonetheless. The most important was the creation of the School Council of the Island of Montreal. This body was in charge of coordinating all eight new boards on the island, leaving Verdun's fiscal management in the hands of a central administration. Like all of the other new boards in Montreal, Verdun Catholic became responsible to a higher authority that would decide on issues like budget and construction. At a local level, however, the board's administration remained as it had been organized over the past-decades. The Verdun Catholic School Commission was one month shy of celebrating its centennial anniversary when linguistic restructuring came into effect in 1998.

The Protestant Boards

The Lakeshore School Board

The roots of the Lakeshore School Board can be traced back to the early nineteenth-century, when the first Protestant school houses were built to accommodate early British and Loyalist settlers in the area west of Montreal to the Ontario border. These small dissentient schools - schools serving a minority group within a larger population - began popping up throughout western Quebec and on the western portion of the island of Montreal as anglophone immigration to those areas gradually increased. The early twentieth century saw the amalgamation of many of those schools serving the non-Catholic communities into Protestant School Commissions. The Lakeshore School Board that dissolved with the formation of linguistic boards descends directly from these.

A series of annexations and consolidations in the 1950s, 60s, and 70s, formed what was known as the Lakeshore School Board. By 1950, all of the local boards at the western tip of the island (covering Ste. Anne de Bellevue, Baie d'Urfe, Ste. Anne de Bout de l'Ile and Senneville) as well as Dorion, Isle Cadieux, and Ile Perrot, had been regrouped into two new boards: the Macdonald Protestant Central School Board and the Protestant School Municipality of Baie d'Urfe-Senneville. Moving further east, the Protestant School Commissioners of Pointe-Claire and Beaconsfield, in existence since 1921 to serve students in those communities began a succession of territorial annexations in order to provide Protestant education to children from Ste. Genevieve, Pierrefonds, and Dollard Des Ormeaux. To reflect this change, the name of the board was changed in 1962 to the West Island School Commission. Three years later a new entity, the Lakeshore Regional School Board, was created in order to govern secondary education for the West Island Commission as well as the Macdonald Protestant and Hudson school boards (formed in 1918). In 1968 Lakeshore Regional assumed control over elementary education in its school system as well, creating an integrated network of schools only a few years before the government's major administrative restructuring effort throughout Quebec.

With the passing of Bill 71 in 1972, the Lake shore Regional School Board, the Protestant School Municipality of Baie d'Urfe-Senneville, the West Island School Commission, and the Harwood School Board (the new Hudson board that was renamed and included the area of Soulanges) were amalgamated to form the new Lakeshore School Board officially coining into existence on the first of July, 1973.

The Protestant Boards

The Protestant School Board of Greater Montreal

In 1846, a decision by the provincial parliament of Lower Canada created two official school boards, one Protestant and one Catholic for the island of Montreal. At that time, the new Protestant Board of School Commissioners became the only school board serving the island's Protestant community. With all of the board's schools located within the downtown core over the next few decades, the far-reaching commission was a practical organization. Starting in the late nineteenth and picking up in the early twentieth century, however, a booming period of immigration to Montreal translated to enormous growth, creating the need for new facilities across the island. By 1925, ten other Protestant school commissions had come into existence in the greater Montreal area, serving the burgeoning communities of Lachine, Verdun, Coteau St. Pierre, Westmount, Town of Mount Royal, Sault-au-Recollet, Outremont, Hampstead, St. Laurent, and Pointe-aux-Trembles. It is from these local boards that the Protestant School Board of Greater Montreal would eventually result.

As the Protestant school community of Montreal grew, a central board to manage and distribute finances for all of the smaller boards became increasingly necessary. Thus, in 1925, the Montreal Protestant Central School Board was created as a financial manager, with all of the island's Protestant school municipalities falling under its jurisdiction. By 1945, this 'Central Board' had absorbed the administrative duties of the original ten school boards as well, and changed its name six years later to the Protestant School Board of Greater Montreal, or the 'Greater Montreal Board'.

The restructuring of 1972 molded the PSBGM into the board recognizable before the linguistic reorganization. Bill 71 called for a total re-haul of Montreal's school system, dissolving all previous boards and remodeling them into eight larger ones. Out of all of the local school boards within PSBGM territory, only the Protestant Board of School Commissioners of the City of Montreal, the entity that had been the island's first Protestant board in 1846, was retained. Every other board was incorporated into that administration, with the new formation adopting the name, along with the obligations, of the old regional board, the Protestant School Board of Greater Montreal. This new PSBGM, whose commissioners were no longer appointed but elected, came into effect in July of 1973, as one of two Protestant school boards on the island of Montreal.

1973-1998: CHANGES

In the years between Bill 71 and linguistic restructuring, the six boards that were fused to form Lester B. Pearson evolved in a number of ways. Quebec, as a province, was changing, both politically and socially. These transformations posed new challenges for each board's administration that, in dealing with the issues head-on, noticed a gradual shift in the nature of their school community.

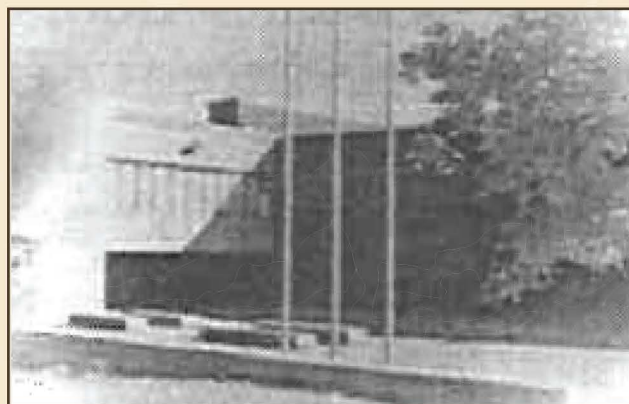
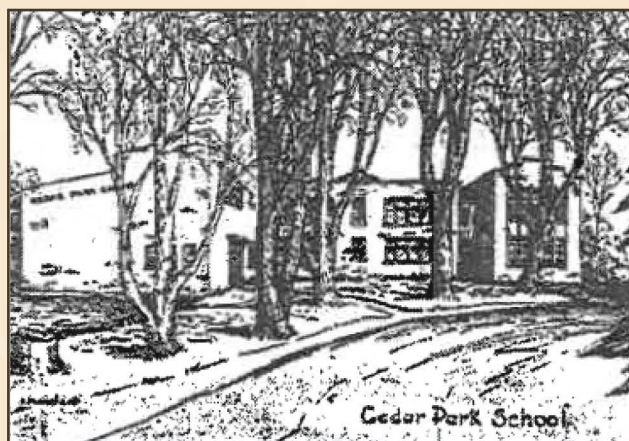
Of special note during this period was a shift in the linguistic make-up of each school board. With the introduction by the provincial government of Bill 101,

restricting access to English education, most boards saw a marked increase in the ratio of French students to English ones. The uncertain political climate in Quebec also contributed to a decline in the Anglophone population, as many families with school-age children left the province for Ontario and other parts of Canada, where the threat of separation did not exist. Sault-Saint-Louis School Board, for example, had three fewer English schools coming into Lester B. Pearson than it did starting out in 1973. Baldwin-Cartier's Anglophone sector, which began with a 55% share of the total student population in 1973, made up only 40% of the total by 1998; three out of four new schools that were built during this time were French. Similarly, by 1998 all three of Verdun Catholic's English schools existing in 1977 had been moved into one building. While the proportion of French students to English rose in the 70s and 80s, the English sector was not the only one to decline in terms of the raw number of students. A low birth rate during these decades lowered school enrollment across the island, which has only now begun to stabilize back to pre-1973 numbers.

1973-1998: CHANGES

With Quebec's new political situation, many school boards took steps to increase access to quality French instruction in their schools. French Immersion programs were developed in several English schools, including those that would become part of Lester B. Pearson. In 1973, Sault-Saint-Louis became the first of the island's school commissions to introduce a French Immersion program in all of its English schools, while the Protestant School Board of Greater Montreal instituted Immersion in many of its schools. The other boards took similar initiatives to establish better French education, in accordance with a series of basic regulations put forth by the Quebec government aimed at improving the overall quality of education at all levels.

The 1970s, 80s, and 90s also saw an expansion in the scope of the educational services offered by the six original boards. A new focus on vocational services led to the establishment of several institutions devoted solely to professional instruction. Courses varying from auto-mechanics to interior design and hairdressing were included in the centers that began popping up throughout the West Island, greatly broadening the choices for those seeking a path directly leading to the workforce. Boards also diversified by incorporating the International Baccalaureate program into some of their schools. The International program, which highlights a student's global responsibility, became appropriate during this time as changing technology made the world an increasingly interconnected place. Today, seven Lester B. Pearson schools offer the International program as a direct result of the efforts by the individual school boards in the years leading up to the linguistic merge.



The Provisional Council

When the Education Act was amended in 1997, finalizing plans to create linguistic school boards in Quebec, councils across the province were put together to prepare each fledgling school board for its massive transition. In the western half of the island of Montreal, two provisional councils, one English and one French, were created to oversee the foundation of two linguistically distinct school boards whose territory would partially overlap. Establishing new school boards from scratch would be no easy feat. Among other responsibilities, the Provisional Councils would need to take inventory of everything being transferred to them from their founding boards, including lands, buildings, personnel, finances, and of course, students.

Lester B. Pearson began that process as Provisional Council 50-08, setting out in 1997 to tackle the enormous issues inherent in uniting six school boards into one English Board.

The Provisional Council

Delegating each element to its proper place required a great amount of cooperation between council members coming from the different founding boards, each with their own unique perspective. Many members of the Provisional Council would express concerns that bringing together such a diverse group of backgrounds and political ambitions might hinder the job ahead of them. Above all, those involved held a common goal - to set up a school board whose whole was greater than its parts. By building on the best elements from each of the founding boards, council members aimed to design a board with its own distinct culture, yet one that also felt inclusive to everyone involved - administrators, teachers, parents, and students. Any differences that had existed were set aside; ultimately, everyone wanted the concept of an English board to work and knew that their English clientele would be better served if Lester B. Pearson began with a solid foundation.

Members of the Provisional Council 50-08 with their previous board and function

Baldwin-Cartier

Ralph Mastromonaco, Vice President
John Prevost, Commissioner
Bart Sellitto, Commissioner

Lakeshore

Eric Bender, Commissioner
Ann Cumyn, Vice-Chairman
Joel Hartt, Commissioner
Cam Sherry, Commissioner
Marcus Tabachnick, Chairman

Trois-Lacs

Vivian McConville, Commissioner

PSBGM

Allan H. Butler, Chairman
Ricardo Gill, Commissioner
Marion Roberts, Commissioner

Sault-Saint-Louis

Patrick Carroll, President
Ruben Fazio, Commissioner

Verdun Catholic

Betty Daoust, Commissioner

Parent Commissioners

Ellie Klaus, Verdun Catholic
Howard Solomon, PSBGM
Ralph Tietjen, Lakeshore
Berel Weiner, Baldwin-Cartier

Administrators

Rosalie Fata, Assistant Director General, Baldwin-Cartier
Leo La France, Assistant Director General, Lakeshore
Catherine Prokosh, Director General, Lakeshore

At the outset of the Provisional Council's work, elections were held to choose a Chairman and Vice-Chairman. Ralph Mastromonaco from Baldwin-Cartier was named Chairman, while Joel Hartt from Lakeshore was named Vice-Chairman.

Naming the Board

As part of its mandate the Provisional Council was responsible for choosing a name for 'School Board 50-08'. Suggestions from stakeholders in all six founding boards were received and were narrowed down by a committee in charge of the naming process. Issues such as what territory the board covered and who it represented were taken into account.

The first choice of the Provisional Council was "Lower Canada School Board". The submission of this name to MEQ resulted in much opposition, partly from La Commission de Toponymie (Toponymy Commission) and partly from Lower Canada College. Part of the government opposition was based on the historical fact that the new board did not cover the original territory of Lower Canada. The college felt that there would be confusion from having a similar name. The Provisional Council decided to choose a new name with the provisos that it would be recognizable and that all of the board's future employees would be proud to work under it. The name that was eventually selected honors Lester Bowles Pearson, Canada's fourteenth Prime Minister, who served between 1963 and 1968. As a winner of the Nobel Peace Prize in 1957, for his work in organizing a peacekeeping force during the Suez crisis, attaching Lester B. Pearson's name to the school board was an easy choice.

Lester B. Pearson's great-grandson, who was a student at the school board, attended the official naming ceremony where prizes were awarded to winning entries.

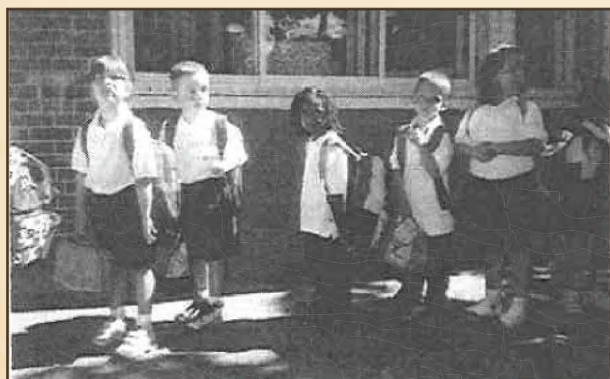


Staffing the Board

With the amalgamation of six school boards into one came the enormous task of transferring all employees to a post within their new organization. In preliminary meetings to decide how such a move would be made, a two step operation, whereby employees would be transferred and then integrated into specific posts, as put into effect. Some positions were easier to shift than others; Principals, Vice-Principals, and regular teachers generally followed their respective schools to their new board. For school board administrators, however, such a simple solution did not apply. Former Directors-General and Assistant Directors-General followed their linguistic affiliations, while other administrators were required to express their board preference. An initial agreement between what was to become Marguerite-Bourgeoys and Lester B. Pearson as to how many administrators would transfer to each new board actually underestimated the amount that would volunteer to make the move to the English board. Legally, as defined by the provincial government, the Provisional Councils of each new board were required to create positions for every regular employee that was transferred to them. Lester B. Pearson gladly accepted the extra administrators and passed a resolution to appoint them into new posts.

Among all of the exceptions and individual cases that the Provisional Council had to arrange in its staffing project, the support staff proved the most complicated; Lester B. Pearson would encompass no less than eleven local unions once the merge took place. Support staff assigned at individual schools generally followed their school but there were many employees stationed at the board-level as well. An agreement was finally made that saw the support staff employed at each board moving according to where the majority of that board's students were to be transferred. After that was completed, the new boards negotiated amongst themselves to balance out the support staff that was required for each one. Lester B. Pearson absorbed the surpluses of both Marguerite Bourgeoys and the English Montreal School Board in order to meet its need.

The Provisional Council decided in early 1998 to negotiate an agreement with GRICS, a payroll system supplier, to integrate all of its new employees into one comprehensive database. Five out of Lester B. Pearson's six founding boards, and 95% of Quebec's school boards, had payroll systems provided by GRICS, so giving it the contract for Lester B. Pearson seemed both logical and practical. For all board employees to receive only one tax slip for that year; as was outlined by the MEQ and the governmental tax authorities, GRICS had to coordinate a massive project converting all relevant employee information from their original board into a new Lester B. Pearson staff file. In the first stage of this operation, individual employee profiles (including insurance and union information) were extracted from each board's system. These were then reinserted into the new GRICS database, where careful attention was paid to matching the totals of cumulative deductions and earnings in every new file. Lester B. Pearson sent out its first paychecks only two days after coming into existence.



Departments and Administration

The 'Administrative Group', composed of the Directors and Assistant Directors in all the departmental services, is one of the decision-making bodies of the school board. Bi-monthly meetings allow the group to disseminate information and to table recommendations to be reviewed by the Council of Commissioners. Appointing a strong administrative team was essential if Lester B. Pearson was going to succeed in its first years. Hiring the Lester B. Pearson team was the responsibility of the Provisional Council who, working from the top down, sought out the most qualified candidates among those transferring to the new board from each of the six founding boards. While the Provisional Council was required by law to appoint all regular employees to a post within the new administration, they would not necessarily occupy the same position at Lester B. Pearson as they had once held. This was due not only to the logistical factor of melding six boards into one, but also because the formation of a larger board like Lester B. Pearson required the creation of new departments that had not existed in the founding boards. The formation of the Community Services Offices was an entirely original body created to oversee the registration of students, the administration of professional development funds, and the coordination of the Major School Change policies of the Council. A combined legal counsel and archivist role was another new addition that few previous boards had ever seen. Forging Lester B. Pearson's creative and efficient administration structure and staffing it with the best team available would be one of the Provisional Council's biggest accomplishments.

The administrators who began as Lester B. Pearson's first head office staff were:

Original Board & Position	Catherine Prokosh	Lakeshore, Director General
	Leo La France	Lakeshore, Assistant Director General
	Rosalie Fata	Baldwin-Cartier, Assistant Director General
	William Stockwell	Lakeshore, Secretary General
	Remi Poliquin	Sault-Saint-Louis, Legal Counsel
	Don Taylor	PSBGM, Regional Director
	David Maloney	Sault-Saint-Louis, Director of Educational Services, English Sector
	Lynne Stockless	Lakeshore, Director, Secondary Schools
	Giordano Rosa	Baldwin-Cartier, Assistant Director, Student Services
	Gregor Campbell	Lakeshore, Director, Elementary Schools
	Francois Dupuis	Lakeshore, Director, Information Services
	Marti McFadzean	Lakeshore, Director, Adult Education
	Denis Poirier	Sault-St-Louis, Director, Vocational Education
	Robert Mills	PSBGM, Director, Educational Services
	Diane McLean-Heywood	Lakeshore, Director, Student Services
	Carol Heffernan	Lakeshore, Director, Financial Services
	Claude Lallemand	Baldwin-Cartier, Assistant Director, Financial Services
	Charleen Graham	Lakeshore, Director, Human Resources
	Luc Cauchon	Baldwin-Cartier, Assistant Director, Human Resources
	Tom McKenzie	PSBGM, Assistant Director, Human Resources
	Denise Llewellyn	PSBGM, Assistant Director, Human Resources
	Daniel Hogue	Baldwin-Cartier, Director, Equipment Services
	Mario Barrette	Lakeshore, Coordinator, Transportation

Departments and Administration

Lester B. Pearson's administrative team did not initially work in close quarters. The head office departments were housed in four different locations: Lakeshore's former head office at 257 Beaconsfield Boulevard housed the Director General, Human Resources, Maintenance, Information Services, the Secretariat, and Commissioners; Baldwin Cartier's former head office took in the Assistant Directors General, Educational Services, Student Services, Transportation, Registration, Community Services, and the Regional Directors; various personnel called 10, 24, and 28 des Sources home. This impractical situation was rectified with the construction of an additional wing to the former home of Surrey Gardens Elementary at 1925 Brookdale Avenue in Dorval. The extra space allowed all of Lester B. Pearson's departments to occupy the converted building. It became the board's official headquarters in October of 2000.

Buildings

In terms of the transfer of buildings, there were a number of important issues that the Provisional Council needed to resolve. Securing the buildings necessary to properly serve the new English clientele was one of the main priorities. Discussions were mainly undertaken with the Provisional Council of School Board 06-03 - what would become the French board that overlapped Lester B. Pearson's territory in the western part of Montreal, Marguerite-Bourgeoys. The majority of the buildings in question, which housed individual elementary or high schools, were transferred easily to one or the other based on their linguistic affiliation. There existed a number of exceptional cases where such a solution would not work. In several instances, both French and English schools occupied one building. The two Provisional Councils had to decide upon solutions that would best suit the needs of their respective school communities. École secondaire Pointe-Claire and Ecole primaire Pierrefonds, French schools being housed in John Rennie and Riverdale, respectively, were allowed to stay at their locations for an additional three years, ending on July 1, 2001. Similarly, it was agreed that students attending Marguerite Bourgeoys' Ecole Terre des Jeunes and Lester B. Pearson's Children's World Academy, both housed under one roof would remain in that site pending further arrangements, even though the ownership rights of the building belonged solely to Lester B. Pearson. A comparable settlement was made whereby the students of Laurier-Macdonald and' Ecole Laurier-Macdonald could stay in their shared location, with ownership of the building going to Marguerite-Bourgeoys.



On July 1st, 1998, Lester B. Pearson incorporated the following schools into its network:

Baldwin-Cartier

Elementary
Charles A. Kirkland
St. Anthony
St. Bernard
St. Charles
St. Edmund
St. John Fisher
St. Paul
St. Veronica
Terry Fox
Wilder Penfield

Secondary
Pierrefonds Comprehensive
St. Thomas

PSBGM

Elementary
Beechwood
Cecil Newman
Courtland Park
Herbert Purcell
Keith
Meadowbrook
Riverview
Westpark
Woodland

Secondary
Argyle
John Grant
Lachine
Riverdale
Riverside Park Academy

Lakeshore

Elementary
Allancroft
Beacon Hill
Cedar Park
Christmas Park
Dorset
Edgewater
Evergreen
Forest Hill
Greendale
Mount Pleasant
North view
Seigniorie
Spring Garden
Sunnydale Park
Thorndale
Valois Park
Windermere

Secondary
Beaconsfield
Hudson
John Rennie
Lindsay Place
Macdonald

Trois-Lacs

Elementary
St. Patrick

Secondary
Vaudreuil Catholic

Sault-Saint-Louis

Elementary
Allion
Allion Annex
Bishop Whelan
Children's World Academy
Laurendeau-Dunton
Laurier-Macdonald

Secondary
Bishop Whelan
Centre de formation
professionnelle de Lachine
LaSalle Catholic

Verdun Catholic

Elementary
St. Thomas More

Secondary
Verdun Catholic and Annex

Adult/Vocational Education

When Lester B. Pearson came, together in 1998 it incorporated five adult and vocational teaching centers under its administrative umbrella. Like the elementary and high schools affected by the change, these alternative programs were transferred to the new school boards according to their linguistic affiliation.

The Gordon Robertson Career Center

The Gordon Robertson Career Center was established in 1995 after a grant from the Ministry of Education allowed for the extension and renovation of Beaconsfield High School in order to accommodate the new facility. Students that had previously been housed at Lindsay Place High School and Polyvalente des Sources united in the new building, which became the first fully operational vocational training center on the West Island and the first totally bilingual training facility in the province. As part of the Lakeshore School Board primarily serving the English community, Gordon Robertson was turned over to Lester B. Pearson when linguistic boards came into effect. The center offers programs in the beauty field, including hairdressing, esthetics, and electrolysis, and can house up to 150 students at a time in both day and night classes. All of its salons, waxing rooms, and esthetic areas offer services to a community clientele at nominal costs.



Place Cartier Adult Center

Place Cartier began as a night time center in John Rennie High School operated by the Lakeshore Board; mainly serving adults who held jobs during the day. After moving to 145 Place Cartier in 1996, however, it became a full-time day centre and expanded its clientele to include an increasing number of younger students trying to fulfill prerequisites needed for advancement in high school and CEGEP courses. After becoming part of Lester B. Pearson, Place Cartier moved once again to a new location at 257 Beaconsfield Blvd., the former head office of Lakeshore School Board, when Lester B. Pearson found a new home in Dorval. The center has since grown to approximately 1300 registrants and continues to serve a diverse clientele.

Riverside Park Technology Center

LaSalle's Riverside Park-Technology center was opened in 1973 by the Protestant School Board of Greater Montreal. Originally offering courses in welding, automotive, and hairdressing, Riverside went through a series of million-dollar expansions beginning in 1993 which displaced those courses and brought in a newly-centralized Food and Health Services program. Pastry Making, Professional Cooking, Dental Assistant; and Nursing Programs united at Riverside during this time; Accounting, Home Care Nursing, and Medical Secretary courses were soon added. In 1998, Riverside Park Technology became part of Lester B. Pearson and has grown over the years to include Contemporary Cuisine, Butchery and Computing Support classes as well. A boutique and restaurant are also housed at Riverside Park to showcase the students' talents to the public.

Adult/Vocational Education

The West Island Career Center

Located on the same grounds as Pierrefonds Comprehensive High School, The West Island Career Center (WICC) was under the auspices of the Baldwin Cartier School Board until being transferred to Lester B. Pearson in 1999. WICC offered Auto Mechanics courses in French and English, as well as Interior Decoration and Design, and other semi-skilled trades. After Lester B. Pearson assumed control of the center Accounting, Secretarial, and Residential and Commercial Drafting programs were also added: WICC has since seen a growth of clientele in all areas.



Woodland Adult Center

The Woodland Adult Center was opened in 1986 by the Protestant School Board of Greater Montreal to provide full-time day programs for students financed by the Centre de Travail du Quebec. The one-class center, which offered a Secondary School Diploma (DES) program, grew over that year as it absorbed students and teachers from the High School of Montreal adult program when they ran out of space. Vocational programs were added to Woodland in 1990 and the center experienced a population growth over the next decade. When it was taken over by Lester B. Pearson in 1998, Woodland was home to 300 students and had ten full-time teaching positions. Since then a wider selection of programs has been introduced at the center, including Francisation and Literacy courses, and its clientele has expanded to include part-time students and students seeking courses required for CEGEP entrance. Woodland has undergone extensive renovations, vastly improving services for its students and staff.

TRANSPORTATION



In the year leading up to the official birth of Lester B. Pearson, the newly formed Transportation Services department was in the thick of developing an original Transportation Plan to be implemented in the new board. Deciding on a comprehensive bussing strategy meant reconciling the plans of the six founding boards into one that could work for everyone. Each board held similar standards for issues such as limits for walking distances, danger zones, and students with special needs, but varied in many ways as well. While most set their limits for kindergarten students at 800 meters (after which bussing would be provided), some had set limits for high school students while others offered no transportation after elementary school whatsoever. The Provisional Council would need to compromise in implementing their plan for Lester B. Pearson. It was decided, finally, that the original parameters of each school's transportation strategy would be kept in place for their first year as part of Lester B. Pearson, with the new standards to be applied beginning in the 1999-2000 school year. Common walking distance limits were set at 0.8 kilometers for kindergarten, 1.6 kilometers for grades 1 to 6, and 2.4 kilometers for grades 7 to 11.

Wards and Boundaries

In October of 1997, the Provisional Council established an Election and Ward Boundaries Committee to reformat Lester B. Pearson's electoral districts along linguistic lines. This was the first time voters would be grouped in such a way and working with new parameters translated into a lot of work for the committee. Boundaries needed to respect, first and foremost, the rules outlined by the government's Election Act. In addition, the committee wanted to maintain a sense of community within the wards and ensure that each ward contained at least one elementary school. With these general goals in mind the Provisional Council broke down its territory by numbers, using the 1996 Census Data to determine the total number of voters eligible for their school elections (over the age of 18 and stating English as a first language). Based on the Election Act, the committee set its number of wards at twenty-one and using the census data, it determined how many voters needed to be grouped in each ward so that there would be equal numbers in all districts. After a balance was achieved by combining some municipalities and dividing others into smaller parts to form same-size wards, Quebec's Director General Of Elections, Francois Casgrain, authorized the final plan.

The first elections held at Lester B. Pearson in June of 1998 produced the board's first Council of Commissioners:

WARD	COMMUNITIES	ELECTED COMMISSIONER
1	Verdun	Dan O'Reilly
2	LaSalle South	Marion Roberts
3	LaSalle Northeast	Antoinette Modric
4	LaSalle Northwest/Ville St. Pierre	Frank diBello
5	Lachine	Patrick Carroll
6	Dorval	Barbara Freeston
7	DDO East	Steve Tamas
8	Pierrefonds East/Roxboro	Howard Solomon
9	Pointe-Claire East	Allan Levine
10	Pointe-Claire West	Margaret Manson
11	DDO Centre	Marcus Tabachnick
12	Pierrefonds/Ile Bizard/Ste-Geneviève	Sylvia Di Donato
13	DDO Centre-West	Victor Levis
14	DDO West/Kirkland East	Joe Zemanovich
15	Beaconsfield North	Joel Hartt
16	Kirkland West	Eric Bender
17	Pierrefonds West	Bart Sellitto
18	Ste-Anne/Baie d'Urfe/Beaconsfield South	Ann Cumyn
19	Ile Perrot	Susan Bartlett-Lewis
20	Les Cèdres/Vaudreuil-Dorion	Cameron Sherry
21	Hudson/St-Lazare	Diane Ratcliffe

In July of 2001, an additional territory (previously part of the Lakeshore School Board) off the island of Montreal west of Highway 201, was removed from the jurisdiction of the New Frontier School Board and given to Lester B. Pearson. The twelve municipalities that made up this region had always believed, as did the Lester B. Pearson School Board, that they should have been included as part of School Board 50-08 from the start. A successful lobby campaign prompted the government to amend the error and Lester B. Pearson's borders were readjusted. With the readjustment, the Lester B. Pearson family welcomed a new commissioner for the temporary twenty-second (22nd) ward, Rona Cupak, as well as an additional school, Soulanges Elementary. Taking into account the slight shift in total voters, the number of electoral districts were adjusted back to twenty-one (21) in 2002 in anticipation of the next school board elections in November 2003.

