

**St. John Fisher Senior Elementary**  
**Governing Board Minutes 02/10/2021**  
**7:00 p.m. – 9:00 p.m.**  
**Zoom Meeting (COVID 19)**

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**Type of Meeting: Governing Board – Regular 2020-2021 #4**

**Parent Members:** Sarah Campeau, Christina Forest, Mark Sankoff, Nadia Lawand, Marie-Claire Caillard

**Parent Substitutes:** Andrea Borrelli, Tiffani Wheeler, Carla DaSilva

**Staff:** Linda Neron, Marie-Hélène Mondor, Laura Sulano, David Arless, Rachel Ethier

**Community Representatives:** Daphne Daifas, Tom Fullerton

**Ex-Officio:** Deborah Shizgal

**Invited:** Judith Kelley

**4.1 AGENDA TOPICS**

**4.1.1 TERRITORIAL ACKNOWLEDGEMENT**

Christina Forest read the Territorial Acknowledgement.

**4.1.2 CALL TO ORDER AND WELCOME**

Christina Forest welcomed everyone and called the meeting to order at 7:08pm.

**4.1.3 ADOPTION OF THE AGENDA**

A motion to adopt the agenda was duly proposed by Nadia Lawand, seconded by Laura Sulano.  
**Resolution: 20-21-33**

**4.1.4 ADOPTION OF THE MINUTES OF DECEMBER 9, 2020**

A motion to adopt the minutes of the December 9, 2020 meeting was duly proposed by Rachel Ethier, seconded by Mark Sankoff. Nadia Lawand abstained from voting, as she was not present at the December 9, 2020 meeting. The minutes were approved unanimously. **Resolution: 20-21-34**

**4.2 QUESTIONS FROM THE PUBLIC**

**4.3 BUSINESS ARISING**

**4.3.1 INVITATION TO AN INDIGENOUS MEMBER OF THE COMMUNITY**

Christina Forest had put this on the agenda to get an update from Tom Fullerton with regards to him contacting a member of the Indigenous community. Unfortunately, he was unable to comment due to technical difficulty; however, he responded in the chat box on Zoom that there was no update at this time.

**4.4 NEW BUSINESS**

**4.4.1 2021-2022 BUDGET CONSULTATION**

Deborah Shizgal commented on the 2021-2022 Budget Consultation. She informed the Board that the document sent via email was to be discussed.

Christina Forest announced that the Governing Board had received two documents: the first announcing the Budget Review and the second the Budget Consultation Report. **Appendix 1 & 2.** LBPSB will be presenting this budget before our next Governing Board meeting which is why we need to go through it tonight and voice any concerns before it is sent for approval. Below are the suggestions that will be sent to LBPSB.

*Page 16, Question 2, recommendations made:* Health and Well-Being, Environment, Diversity and Greener Transportation

*Page 16 Question 3 recommendations made:* French Programming, Early Literacy Intervention, Special Education and Staff Training.

*Page 17 Question Four recommendations made:* Greening of schools, school yard, outside lighting in the parking lot, Daycare entrance repaved and repair the parking lot located at St. John Fisher Parish (owned by LBPSB)

*Page 17 Question 5 recommendations made:* Environmentally friendly lighting and dimmers

*Page 17 Question 6 recommendations made:* let us know how the funds end up being allocated. Christina Forest informed the Board that we have until March 31, 2021 to respond. The Board does not typically meet in March, however, there are still a few weeks to think about this document, send feedback among Board members and submit our response.

#### **4.4.2 2021-2022 PRINCIPAL SELECTION CRITERIA CONSULTATION**

Deborah Shizgal left the meeting for this discussion. Christina Forest had emailed the Governing Board two documents. The first document was from the school board and outlined the Principal selection criteria consultation and the second document was from the Governing Board archives. This document was a copy of the letter the Governing Board prepared for the consultation a few years ago. **Appendix 3 & 4.** A discussion ensued as to whether the letter remains the same or if changes need to be made.

Christina Forest commented that throughout the pandemic stability has been key and given that Deborah Shizgal has been with the school community throughout this time it would be good if it were maintained.

Mark Sankoff asked if there was a limited number of years that a Principal is allowed to remain. Judith Kelley said no, it depends on many different factors.

Tom Fullerton mentioned that one of the things he appreciates most about Deborah Shizgal's leadership is her ability to juggle, not only her relationship with the school board and all the political aspects, but also establish positive relationships with all staff and also make the time to connect individually with students.

Nadia Lawand commented that the relationship between the Junior and Senior campuses is an extremely important factor.

Christina Forest commented that we should include something about the continued leadership throughout the COVID 19 pandemic.

Christina Forest will update the letter and forward it to the Governing Board for approval before sending it. A motion was put forth by Laura Sulano to accept the changes to the letter, seconded by Nadia Lawand and approved unanimously. **Resolution: 20-21-35**

#### **4.4.3 ST. THOMAS**

Christina Forest asked Deborah Shizgal if there was any other information she had with regards to the St. Thomas move. Deborah Shizgal commented that the only information she had was



the presentation that was given by David Meloche at the Special Governing Board meeting on February 10, 2021. A discussion ensued with regards to the information that was viewed in this presentation from David Meloche.

David Arless asked about the number of students at St. Thomas next year. Deborah Shizgal responded that the total will be in the vicinity of 1350 students.

Deborah Shizgal commented that when she was working at St. Thomas at the Ambassador location there were not only 17 buses with students, but also hundreds of parents dropping off their children by car. She continued to say that Summerhill will be full of cars at St. Thomas' drop off time at their new location on Broadview. A discussion ensued with regards to parents dropping their children off for early morning Daycare (7:00am – 9:00am) when St. Thomas is also dropping off (between 7:30am – 8:00am).

Nadia Lawand voiced her concern that we, as a school community within Lester B. Pearson, have been wronged and the way in which this decision was made did not take into consideration our opinions. She believes we need to respond to TAC's recommendations.

Sarah Campeau commented that she would be willing to form a sub-committee with Nadia Lawand to write a letter.

Marie-Helene Mondor agreed with the need to voice our concerns, however, she mentioned that she remembered when the school was a late start school and they were switching to be an early start school and there were a lot of parents upset about this change and there were news reporters at the school but nothing changed.

Tom Fullerton also commented that there are proven theories that high school aged children need more sleep and to have an early start time for them can be detrimental to their learning.

Mark Sankoff posed the question as to why St. Thomas parents would use Summerhill to drop off their children. Deborah Shizgal replied that historically parents have used Summerhill to drop off Lindsay Place High School students because it is a less busy street.

Mark Sankoff also asked the question as to whether the decision can be reversed or is it a done deal. Deborah Shizgal responded that yes, it is a done deal because of the transportation situation. However, she does believe that the different stakeholders who are involved should still voice their opinions/concerns.

Mark Sankoff also asked whether there was any concern over losing some of our current students because they are unable to attend a late start school. Deborah Shizgal hoped this would not become an issue, however there is the option for parents to change schools if space permits them to.

Laura Sulano commented that a good argument against this change would be that it is bad timing due to COVID. She thinks the numbers for after school daycare will go down, and also voiced her concern that if we are still dealing with COVID the number of bubbles that need to be respected and the increase in numbers for the morning Daycare will be difficult.

Marie-Claire Cuillard also commented that because of COVID it might be better to leave it as is because it will be too difficult to change it now and then throughout the following year come up with a solution that works for everyone.

Sarah Campeau asked if we can send out a Google Survey. Deborah Shizgal responded that the school cannot send out a survey, but the Governing Board can send out a letter and what is in that letter is up to the Governing Board.

Marie-Helene Mondor commented that if we were to create a survey and send it out we would

have to make sure it is clear that the recommendations have already been made and that this survey is to voice the parents opinions only.

Nadia Lawand reiterated that this decision is having a wider affect then just St. John Fisher Junior and Senior, it is also affecting after school programs, the elite programs, art programs, swim, dance and skating programs. These programs start early for the younger children and having a late start to the day does not work for them. She believes that parents should be informed right away about this recommendation and that letters should be written to the different committees and the councillors.

Christine Forest asked for a reminder of the dates for the upcoming meetings. The first meeting is with the Long Term Planning Committee on February 15, 2021 and the second meeting is with the Council of Commissioners on February 22, 2021. Christina Forest then asked Commissioner Judith Kelley what advice she would give the Governing Board to include in our response letter. Judith Kelley replied that we need to respond to David Meloche and to Noel Burke (Chair of Long Term Planning and Chair of LBPSB) as soon as possible, to give examples of how it affects the community at large and to offer alternative solutions.

Daphne Daifas, who sits on the executive of the St. Thomas Home & School Committee commented that there are members who are aware of the research with regards to late start for adolescents. She suggested that maybe SJF Junior and Senior Governing Boards could start a discussion with the St. Thomas Governing Board.

Sarah Campeau commented that instead of opposing the idea of the change in start times we should present it as something we both want and to come up with a plan that works for everyone.

Christina Forest commented that we need to gather all this feedback and create a response.

A motion was put forth by Christina Forest for Sarah Campeau and Nadia Lawand to work with the Senior Governing Board and jointly with the Junior Governing Board to provide a response on the recommendations put forward by the Traffic Advisory Committee. This motion was seconded by Nadia Lawand and approved unanimously. **Resolution: 20-21-36**

#### **4.4.4 TRAFFIC IN CUL-DE-SAC AT PEAK TIMES**

Mark Sankoff began a discussion about traffic on Summerhill. He picks up his son at the same time that Lindsay Place High School finishes school and Summerhill is extremely busy. His concern is that this already happens with only 400 students at LPHS, what will happen next year when St. Thomas has 1350.

Carla Da Silva commented that traffic is bad at all times (morning and afternoon drop off/pick up). We have already seen an increase in volume this year because of COVID. More parents are working from home therefore dropping off and picking up their children.

Sarah Campeau questioned whether or not the City of Pointe-Claire has ever been approached to collaborate a traffic plan?

Carla Da Silva commented that the city did work with John Rennie High School a few years ago to come up with a plan for their school.

Tom Fullerton asked about the possibility of a crossing guard.

Sarah Campeau will ask at the Parent Committee if anyone knows the process for getting a crossing guard.

Laura Sulano made two suggestions; the first was to have cement pylons so the cars have to go to the end of the road before they can turn around, and the second would be for St. John Fisher

students to use Summerhill, and St. Thomas students to exit on Valois Bay. Christina Forest wrapped up the conversation by concluding that there have been traffic concerns for many years and we have not come up with any viable solutions yet. This topic will be tabled until the next Governing Board meeting on April 14, 2021.

#### **4.4.5 MEETING EXTENSION**

Christina Forest informed the Board that it was almost 9:00pm and that the end time for the meeting should be extended. Nadia Lawand motioned that the meeting be extended until 9:15pm. This motion was seconded by Sarah Campeau and approved unanimously. **Resolution: 20-21-37**

### **4.5 REPORTS**

#### **4.5.1 COUNCIL OF COMMISSIONERS' REPORT**

Judith Kelley clarified that the Director General of the Lester B. Pearson School Board is Cindy Finn and Geneviève Dugré is Secretary General. A copy of the Commissioners' report is at the end of the minutes. **Appendix 5**

#### **4.5.2 DAYCARE REPORT**

Laura Sulano presented the Daycare Report. A copy of this report is at the end of the minutes. **Appendix 6**

#### **4.5.3 PRINCIPAL'S REPORT**

Deborah Shizgal presented the Principal's Report. A copy of this report is at the end of the minutes. **Appendix 7**

#### **4.5.4 PARENTS' COMMITTEE REPORT**

Sarah Campeau announced that the January meeting was cancelled and the next meeting is being held on Thursday, February 11, 2021. She did however, create an info-graphic sheet for the Facebook page, which is included at the end of the minutes. **Appendix 8**

#### **4.5.5 HANDS REPORT**

Tiffani Wheeler presented the Hands Report. A copy of this report is at the end of the minutes. **Appendix 9**

### **4.6 QUESTIONS FROM THE PUBLIC**

No members of the public were present at the meeting.

### **4.7 CORRESPONDENCE**

Christina Forest presented a letter that had been written by a parent, sent to Deborah Shizgal and then forwarded to the Governing Board. This letter was in response to the letter sent to parents with regards to mask wearing. **Appendix 10**

Christina Forest presented a letter that was written by the Governing Board to the parents of St. John Fisher Junior. **Appendix 11**

## **ADJOURNMENT**

Motioned at 9:08 pm by Christina Forest that the meeting be adjourned. **Resolution: 20-21-38**

Respectfully submitted

Tiffani Wheeler

# Appendix 1



The following is a copy of a resolution adopted by the Council of Commissioners of the Lester B. Pearson School Board at its virtual Special Meeting held on December 14, 2020.

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**Resolution number S2020-12-#02**

***Budget 2021-2022 Consultation Launch***

WHEREAS, in accordance with section 275 of the Education Act, the School Board must consult with Governing Boards and the Parents' Committee and take into account the recommendations of the Resource Allocation Committee (the ARC) to establish objectives and principles governing the allocation of subsidies, school tax proceeds and other revenues; and

WHEREAS, in accordance with Section 187 of the Education Act, a function of the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities (SNAC) is to advise the School Board on the allocation of financial resources to the services intended for those students; and

WHEREAS the School Board also wishes to consult with the Central Students' Committee among other consultative partners; and

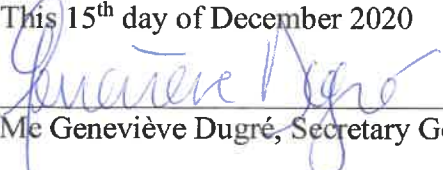
WHEREAS the Audit Committee studied the consultation plan and timeline and recommended its approval to Council:

WHEREFORE IT WAS MOVED BY Commissioner M. Boyer AND UNANIMOUSLY RESOLVED

THAT the consultation document entitled *Budget Consultation 2021-2022* be distributed to the consultative partners of the Lester B. Pearson School Board during the week of December 14, 2020, in order for the community to provide input on the allocation of subsidies, school tax proceeds and other revenues of the School Board, with responses to be returned to the Secretary General or completed online, no later than March 31, 2021.

*I certify that this document is an extract from the minutes of the Lester B. Pearson School Board Council of Commissioners' Special Meeting held on December 14, 2020; this text is subject to ratification by approval of the minutes of said meeting at the next regular meeting of the Council of Commissioners to be held on January 25, 2021.*

This 15<sup>th</sup> day of December 2020

  
Me Geneviève Dugré, Secretary General

## **Appendix 2**



Lester B. Pearson School Board

Commission scolaire Lester-B.-Pearson  
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2021-2022

# Budget Consultation





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## INTRODUCTION

The Lester B. Pearson School Board believes in an open budgetary process where stakeholders have the right to suggest orientations and priorities so as to benefit the system as a whole.

“ Participation in the budgetary process encourages ownership and responsibility while fostering creativity and innovation. ”

The Board strives to maintain an equitable distribution of resources while assuring its supervisory, administrative and support roles toward its schools and centres with the goal of ensuring success for all students.

## BUDGET MANAGEMENT, PHILOSOPHY AND OBJECTIVES

The guiding principles behind budget planning revolve around the School Board's Strategic Plan (Appendix B) which concentrates on:

- Improving Achievement
- Ensuring Wellness
- Strengthening Engagement



The School Board adopts a budgetary approach that strives to achieve a balanced budget within an environment with limited financial resources.

- Maintain the integrity of educational services at all schools and centres;
- Maintain essential centralized services;
- Support the implementation of the curriculum;
- Respond to educational and administrative responsibilities;
- Support each school and centre plan of action for educational success;
- Foster the communication of the information required for the management of educational institutions;
- Enable its role in the distribution of available resources;
- Foster support in carrying out the educational institution's mission.

## GUIDING OBJECTIVES, PRINCIPLES, AND CRITERIA

The School Board determines the allocation of its revenues and establishes objectives and principles governing this allocation. The School Board must take into account the recommendations on the objectives and principles governing the allocation of the revenues that the Allocation Resource Committee (ARC at LBPSB, also known as Resource Allocation Committee or RAC in the Education Act) is to submit to the Council of Commissioners.

## OBJECTIVES

The Lester B. Pearson School Board will seek to:

- Spend only the funds available;
- Align spending to reflect the strategic directives of the school board, the educational projects of schools and centres with ministerial orientations;
- Have school principals, centre directors and board-level administrators participate in and be accountable for the budgetary process (both short and long term);
- Provide schools and centres the greatest possible flexibility in the budgetary choices they make as part of their educational mission, mandates and responsibilities;
- Establish, a priori, the principles and criteria for the equitable allocation of resources among institutions in order to maintain a high level of transparency and clarity.



## PRINCIPLES

The budgetary process at the Lester B Pearson School Board will be guided by our values of community, inclusion, innovation, respect and integrity and to that end:

- The needs of students and staff shall be considered;
- Support be provided to projects and initiatives that allow for an equitable distribution of resources;
- Due consideration be given to projects and initiatives that promote innovation and learning;
- Reflect both permanent and evolving objectives, principles, criteria, and orientations;
- Community stakeholders be involved in the budget building process;
- Decisions be made in a spirit of honest, transparency and accountability.

## CRITERIA

### Criteria for Elementary and Secondary Schools

A decentralized operating budget will be determined through a per capita allocation which takes into account the size of the elementary or high school as well as the level of disadvantage (i.e., the IMSE decile rank).

### Criteria for Adult Education Centres

Decentralized allocations to Adult Education Centres will be established for materials and an administration budget.

### Criteria for Vocational Training Centres

Decentralized allocations to Vocational Centres will be established for material resources, MAO and an administration budget.

# BUDGET CYCLE

The budget cycle consists of four phases – each phase includes participation of the Director General, Senior Administration, Council of Commissioners and Financial Services. The Parents' Committees, the Allocation Resource Committee and other stakeholder groups are consulted.



## PHASE I: Planning (October - March)

This phase consists of the following activities:

- Identification of objectives, principles and criteria used to determine the amount allocated (budgetary guidelines), taking into account the recommendations of the Allocation Resource Committee;
- Definition of needs;
- Analysis of the MEES budget consultation parameters;
- Student forecasts;
- Fiscal projections;
- Determination of priorities;
- Consultation with the Allocation Resource Committee and with the stakeholders by the School Board.

(Education Act (Please see Appendix B for the text of these articles) – **Articles 96.20, 96.22, 96.24, 275**)

## PHASE II: Preparation (April - May)

This phase consists of the following activities:

- Distribution of budgetary envelopes;
- Preparation of initial budget for schools, centres and department;
- Review of consultation responses.
- Presentation of the recommendations of the Allocation Resource Committee to the Council of Commissioners.

(Education Act – **Articles 96.24, 110.13**)

## PHASE III: Consolidation / Choice (May - June)

This phase consists of the following activities:

- Variance analysis between the MEES consultation parameters and the Initial parameters and adjust the budget if necessary;
- Adoption of school or centre budgets;
- Adoption of School Board budget by Council of Commissioners.

(Education Act – **Articles 66, 96.24, 110.3, 201, 276, 277**)

## BUDGET CYCLE (cont.)

### PHASE IV: Management and Control (September - June)

This phase consists of the following activities:

- Review of youth student population on September 30;
- Presentation of previous year financial statements;
- Adjustment of envelopes based on confirmed student population;
- Regular results reviews and adjustments to budgets as required.

(Education Act – **Articles 66, 96.24, 220, 283, 286**)

## ROLES AND RESPONSIBILITIES

### ADMINISTRATION GROUP

- Reports and makes recommendations to the Director General;
- Acts as advisor to the Director General regarding budget orientations and priorities through the consultation process;
- Recommends financial resource criteria in accordance with **Article 275** of the Education Act;
- Prepares draft budget including anticipated revenues and expenses;
- Monitor the budget assigned in order to update all stakeholders and determine unforeseen variations.



### ADVISORY COMMITTEE ON SERVICES FOR HANDICAPPED STUDENTS (SNAC)

- Respond to the consultation request regarding objectives, principles and criteria or distribution of financial resources as per **Article 187** and **Article 197** of the Education Act.

### ALLOCATION RESOURCE COMMITTEE (ARC)

To set up a consultation process in order to make recommendations to the Council of Commissioners on the following matters:

- The objective and principles governing the annual allocation of revenues taking into account the application of **Article 275** and **275.1**;
- The distribution of student services taking into account the staffing requirement submitted to the school board by the principal of schools and the centre directors and also the application collective agreement as per **Article 261**;
- The distribution of other professional services (the committee may decide to undertake such review);
- The distribution of the surpluses of the school boards as per **Article 96.24**.

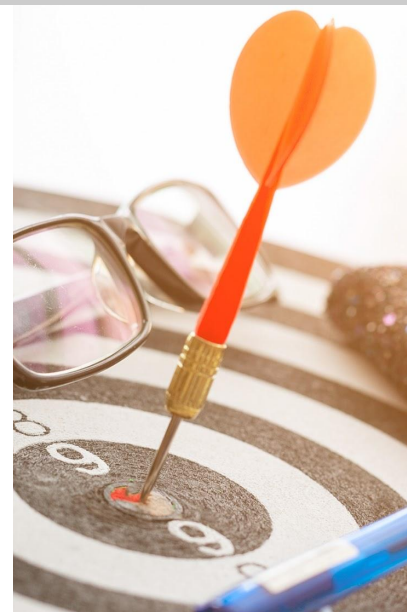
## ROLES AND RESPONSIBILITIES (cont.)

### AUDIT COMMITTEE

- The audit committee shall assist the commissioners in seeing to the establishment of internal control mechanisms and the optimal use of the school board's resources as per **Article 193.1** of the Education Act.

### CENTRE DIRECTORS AND PRINCIPALS

- Adhere to School Board orientations and priorities;
- Participate in School Board budget activities;
- Analyze school/centre's activities and budget requirements;
- Inform Regional or Continuing Education Director, in accordance with School Board orientations and priorities, of good, service and capital requirements and as per **Article 96.20** of the Education Act;
- Receive school/centre's budget envelope, prepare distributions of appropriations and submit to Governing Board for adoption then submit to School Board;
- Administer budget within parameters while following up with Governing Board and the Regional Director or Director of Continuing Education.



### COUNCIL OF COMMISSIONERS

With the participation of Senior Administration, the Council of Commissioners is responsible for strategic planning, orientations and priorities of the School Board:

- Redistribute financial resources as per **Article 275** of the Education Act;
- Ensure financial resources are redistributed conforming to School Board priorities;
- Approve and adopt School Board budget and approve budgets submitted by the Governing Boards of all schools, technical vocational centers and adult education centers;
- Receive and analyze the annual financial report as per **Article 278** of the Education Act.

### DIRECTOR OF FINANCIAL SERVICES

- Is responsible for the coordination of budget building process;
- Establishes criteria and guidelines for the equitable distribution of funds;
- Is responsible for budget planning process including: budget projections, analysis of parameters, preparation of summary documentation;
- Acts as resource person and provides advice to Directors with financial queries;
- Follows up and coordinates updates on budgetary situation;
- Evaluates financial situation and make recommendations to the Administration Group.



## ROLES AND RESPONSIBILITIES *(cont.)*

### DIRECTOR GENERAL

- Promotes the philosophy of the budgetary process;
- Jointly, with the Council of Commissioners, establishes global strategic goals for the Board including orientations and priorities;
- Ensures the budget is redistributed in an equitable fashion while respecting the orientations and priorities of the School Board as per **Article 275** of the Education Act;
- Ensures an openness of information exists between the Administration Group and all stakeholders;
- Recommends the adoption of the School Board budget and Governing Board budgets;
- Studies and submits the year-end financial statements to the Council of Commissioners as per **Article 286** of the Education Act.

### DIRECTORS OF SERVICE

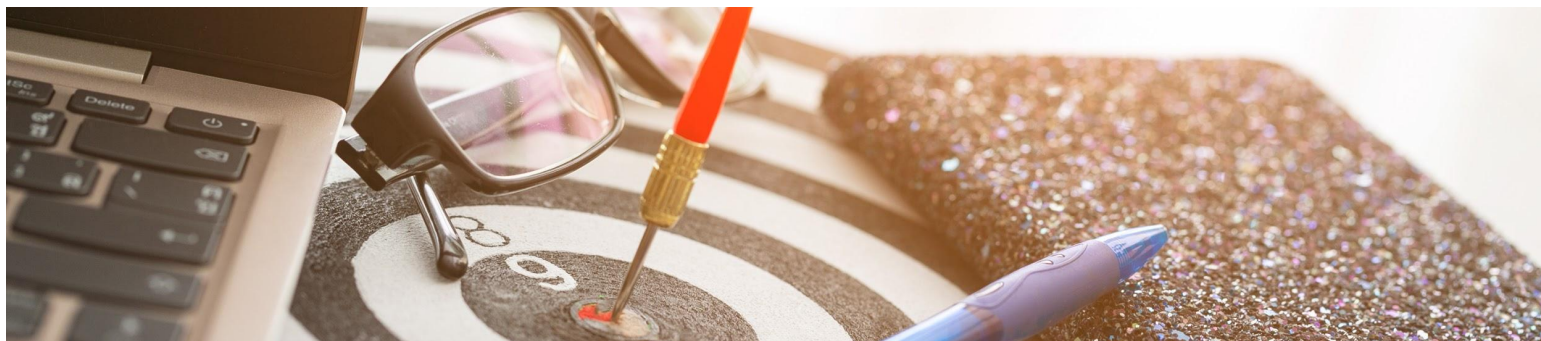
- Adhere to School Board orientations and priorities;
- Participate in School Board budget activities;
- Analyze service activities and budget requirements;
- Analyze parameters and changes to laws, rules, and ententes affecting each area of service to determine financial impacts;
- Administer budget within parameters while following up with the Director General.

### GOVERNING BOARD

- Advise the principal/centre director on the needs of the school/centre;
- Analyze and adopt the school/centre's annual budget as per **Article 95** of the Education Act;
- Submit budget to School Board for approval;
- Respond to the consultation request regarding objectives, principles and criteria or distribution of financial resources as per **Article 275** of the Education Act.

### PARENTS' COMMITTEES

- Respond to the consultation request regarding objectives, principles and criteria or distribution of financial resources as per **Article 193**, **Article 197** and **Article 275** of the Education Act.



# 2021-2022 BUDGET BUILDING TIMELINE

**JANUARY** • Allocation Resource Committee's consultation with ARC stakeholders

**MARCH**

- Facilities & Security Committee 2021-2022 Capital Project Review
- Special Needs Advisory Committee meeting
- Governing Board meetings to discuss their consultation response
- Parents' Committee to discuss their consultation response
- Allocation Resource Committee discuss consultation
- Meeting with Unions and Associations, as required
- Projection of student numbers for staffing requirements
- Labor Relations Committee contractual meeting with Teachers'
- Union re: Board excess (employees will be notified, finalized May 1<sup>st</sup>)
- Administrative staffing recommendations with Administration Association
- Responses to consultation returned by stakeholders

**APRIL**

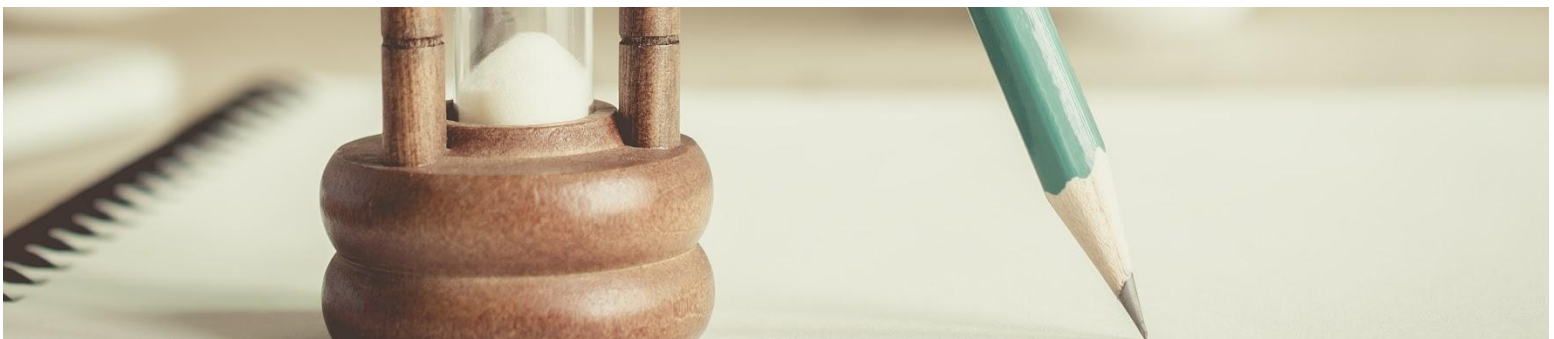
- Meeting with Unions and Associations, as required
- Presentation of the recommendations of the Allocation Resource Committee to the Council of Commissioners

**MAY**

- Commissioners' Workshop on first budget draft (if available)
- Meeting with Management Committee General Assembly
- Meeting with Unions and Associations, as required

**JUNE**

- Facilities and Security Committee reviews final capital budget
- Meeting with Audit Committee to review budget proposal
- Council receives annual budget proposal
- Budget forwarded to MEES





## APPENDIX A – RELEVANT ARTICLES IN THE EDUCATION ACT

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### **Section 66**

*“The governing board shall adopt and oversee the administration of its annual operating budget and render an account thereof to the school board.*

*The budget must maintain a balance between expenditures, on the one hand, and the financial resources allocated to the governing board by the school board, on the other.”*

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### **Section 95**

*“The governing board is responsible for adopting the school’s annual budget proposed by the principal, and shall submit the budget to the school board for approval.”*

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### **Section 96.20**

*“After consulting with the school staff, the principal shall inform the school board, on the date and in the form determined by the school board, of the needs of the school in respect of each staff category and of the professional development needs of the staff.”*

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### **Section 96.22**

*“After consulting with the governing board, the principal shall inform the school board of the requirements of the school as regards goods and services, and of any required improvement, equipment, construction, conversion or repair of the premises or immovable placed at the disposal of the school.”*

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### **Section 96.23**

*“The principal shall manage the physical resources of the school in keeping with the applicable standards and decisions of the school board; the principal shall render an account of such management to the school board.”*

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### **Section 96.24**

*“The principal shall prepare the annual budget of the school, submit it to the governing board for adoption, administer the budget and render an account thereof to the governing board.*

*The budget must maintain a balance between expenditures, on the one hand, and the financial resources allocated to the school by the school board and the school’s own revenues, on the other.*

*The approved school budget shall constitute separate appropriations within the school board’s budget, and the expenditures for that school shall be charged to those appropriations.*

*At the end of every fiscal year, the school’s surpluses shall be transferred to the school board. However, the school board may, for the following fiscal year, credit all or part of the surpluses to the school or another educational institution if the resource allocation committee established under section 193.2 recommends it and the council of commissioners implements that recommendation. If the council of commissioners fails to implement the recommendation, it must give reasons for its decision at the meeting at which the recommendation is rejected.*

*If a school closes, the school’s surpluses and funds shall be transferred to the school board.”*

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### **Section 110.13**

*“Sections 96.20 to 96.26, adapted as required, apply to the principal of a centre.”*

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## APPENDIX A – RELEVANT ARTICLES IN THE EDUCATION ACT (cont.)

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### Section 187

*“The functions of the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities are*

*(1) the school board on a policy for the organization of educational services to handicapped students and students with social maladjustments or learning disabilities;*

*(2) to advise the resource allocation committee and the school board on the allocation of financial resources to the services intended for those students.*

*(3) to advise the school board on its commitment-to-success plan.*

*The committee may also advise the school board on the implementation of an individualized education plan for a handicapped student or a student with social maladjustments or learning disabilities.”*

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### Section 193

*“The parents’ committee shall be consulted on the following matters:*

*1) The division, annexation or amalgamation of the territory of the school board;*

*1.1) the school board’s Strategic Plan and any updated version of the Strategic Plan;*

*2) The Three-Year Plan of Allocation and Destination of the Immovables of the School Board, the list of schools and the deeds of establishment;*

*3) The policy adopted under section 212 on the continued operation or closure of schools and on other changes made to the educational services provided in a school;*

*4) Paragraph repealed;*

*5) The distribution of educational services among the schools;*

*6) The criteria referred to in section 239 for the enrollment of students in schools;*

*6.1) The dedication of a school to a special project pursuant to section 240 and the criteria for the enrollment of students in that school;*

*7) The school calendar;*

*8) The rules governing promotion from elementary school to secondary school or from the first cycle to the second cycle of the secondary level;*

*9) The objectives and principles governing the allocation of subsidies, school tax proceeds and other revenues among educational institutions as well as the criteria pertaining thereto, and the objectives, principles and criteria used to determine the amount to be withheld by the school board for its needs and those of its committees;*

*10) The learning activities established by the school board and intended for parents.*

*Moreover, the parents’ committee may make recommendations to the school board regarding the matters referred to in the first paragraph and childcare provided at school. It may also waive a consultation on a matter referred to in the first paragraph. In such a case, it shall so inform the school board in writing, and it shall do the same if it wishes to put an end to the waiver.”*

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## APPENDIX A – RELEVANT ARTICLES IN THE EDUCATION ACT (cont.)

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### **Section 193.1**

*“The council of commissioners must establish the following committees:*

- (1) A governance and ethics committee;*
- (2) An audit committee; and*
- (3) A human resources committee*

*The governance and ethics committee shall, among other things, assist the commissioners, if necessary, in selecting persons whose competence and qualifications are considered to be useful for the administration of the school board for the purposes of co-optation under paragraph 3 of section 143, and in developing and updating the code of ethics and professional conduct provided for in section 175.1*

*The audit committee shall, among other things, assist the commissioners in seeing to the establishment of internal control mechanisms and the optimal use of the school board’s resources. The committee must secure the assistance of at least one person who has competency in accounting or financial matters.*

*The human resources committee shall, among other things, assist the commissioners in developing an expertise and experience profile and selection criteria for persons to be appointed by the school board under sections 96.8, 110.5 and 198.*

*The council of commissioners may establish other committees to assist it in the exercise of its functions or the examination of specific matters.”*

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### **Section 193.2**

*“The school board must establish a resource allocation committee composed of not more than 15 members, including the director general of the school board, who is responsible for its direction. Subject to the third paragraph, the committee members must be members of the school board’s executive staff. The majority of the committee members must be school principals or principals of centres, including at least one principal of a school providing preschool education or elementary education, one principal of a school providing secondary education and one principal of a centre. These principals of institutions shall be chosen by their peers. The person responsible for educational services for handicapped students and students with social maladjustments or learning disabilities, appointed under section 265, must also be on the committee. At least one committee member must be a member of the school board’s executive staff not expressly mentioned in any of the first three paragraphs. At the committee’s request, other members of the school board’s personnel may also take part in committee sittings, but are not entitled to vote.”*

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### **Section 193.3**

*“The resource allocation committee must set up a consultation process with a view to establishing objectives and principles governing the annual allocation of revenues in accordance with section 275, determining how those revenues are to be allocated in accordance with section 275.1, including by setting out the criteria to be used to determine the amounts allocated, and determining how student services are to be distributed in accordance with section 261.*

*In addition to student services, the committee may also submit the distribution of other professional services to the consultation process.*

*Each school board and educational institution must provide the committee with any information or document necessary for the exercise of its functions.*

## APPENDIX A – RELEVANT ARTICLES IN THE EDUCATION ACT (cont.)

### **Section 193.3 (cont.)**

*At the conclusion of the consultation process, the director general or any other member designated by the committee must present recommendations at a meeting of the council of commissioners concerning the objectives and principles to govern the allocation of revenues, the annual allocation of those revenues and the distribution of student services and other professional services, as applicable. If the council of commissioners fails to implement a recommendation, it must give reasons for its decision at the meeting at which the recommendation is rejected. A copy of the minutes of the meeting of the council of commissioners containing the decision with reasons must be sent to the resource allocation committee.”*

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### **Section 193.4**

*“The resource allocation committee must annually make a recommendation to the council of commissioners regarding the allocation of the surpluses of the school board’s educational institutions in accordance with section 96.24”.*

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### **Section 197**

*“The parents committee and the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities shall adopt their annual operating budget, see to its administration, and give an account thereof to the school board.*

*The budget shall maintain a balance between the expenditures of each committee on the one hand and the financial resources allocated to each committee by the school board and each committee owns other revenues on the other.”*

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### **Section 201**

*“The Director General shall assist the Council of commissioners and the Executive committee and the exercise of their functions and powers.*

*He is responsible for the day-to-day management of the activities and resources of the school board. He shall see that the decisions of the Council of commissioners and of the Executive committee are carried out and shall perform the duties that they assign to him”.*

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### **Section 220**

*“Every school board shall inform the population in its territory of the education and cultural services provided by the school board and report on the level of quality of such services.*

*It shall also inform the population in its territory of the educational and cultural services it provides and shall give it an account of the quality of such services, of the administration of its schools and centers and of the use of its resources and the results obtained with regard to the goals and measurable objectives set out in the partnership agreement entered into with the Minister at the end of the second paragraph.*

*Every school board shall prepare an annual report giving the population in the territory an account of the implementation of its Strategic Plan.*

*The report shall also give an account to the Minister of the results obtained with regard to the directions and objectives of the Strategic Plan established by the Ministère de l’Éducation et de l’enseignement supérieur.*

*The school board shall send a copy of the report shall be sent to the Minister and make the report public.”*

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## APPENDIX A – RELEVANT ARTICLES IN THE EDUCATION ACT (cont.)

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### **Section 275**

*“After consulting with the governing boards and the parents’ committee and taking into account the recommendations of the resource allocation committee under the fourth paragraph of section 193.3, the school board shall establish objectives and principles governing the allocation of subsidies, school tax proceeds and its other revenues.”*

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### **Section 275.1**

*“The school board shall determine the allocation of the revenues referred to in section 275 for every school year taking into account the recommendations of the resource allocation committee under the fourth paragraph of section 193.3.*

*The allocation must be carried out in an equitable manner and reflect the needs expressed by the educational institutions, the social and economic disparities they must deal with, the school board’s commitment-to-success plan and the educational projects of its schools and centres.*

*The allocation must include amounts for the operation of the governing boards and amounts to meet the needs of the school board, its educational institutions and its committees.”*

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### **Section 275.2**

*“The school board shall include in its annual report a description of the objectives and principles governing the allocation of its revenues and the criteria used to determine the amounts allocated.”*

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### **Section 276**

*“Every school board is responsible for approving the budget of its schools, vocational training centres and adult education centres.*

*The budget of an educational institution shall be without effect until it is approved by the school board. However, the school board may, subject to the conditions it determines, authorize an institution to incur expenses that have not been approved.”*

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### **Section 277**

*“Every school board shall adopt its operating investment and debt service budget for the following school year and transmit it to the Minister before such date and in such forms as he determines.*

*The budget of every school board shall indicate the financial resources allocated to its committees and the financial resources allotted to services for handicapped students and students with social maladjustments or learning disabilities.*

*The budgets of the educational institutions of the school board shall constitute separate appropriations within the school board’s budget.”*

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### **Section 278**

*“Before adopting its budget, every school board shall give a public notice of at least 15 days of the date, time and place of the sitting of the Council of Commissioners at which its budget is to be studied.”*

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### **Section 279**

*“Except with the authorization of the Minister and subject to the terms and conditions he determines, the budget may not provide for expenditures that exceed the revenues of the school board.”*

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## APPENDIX A – RELEVANT ARTICLES IN THE EDUCATION ACT (cont.)

### Section 283

*“Every school board shall keep accounting records in such manner and in such form as the Minister may prescribe.”*

### Section 286

*“Once the financial activities have been audited, the director general shall submit the financial statements of the school board and the external auditor’s report to the council of commissioners at its first sitting following by at least 15 days the date of receipt of the report.*

*The Secretary General shall give public notice of the date, time and place of the sitting at least 15 days in advance.”*

## APPENDIX B: STRATEGIC PLAN

### Strategic Direction 1

#### *Improving achievement*

- To increase the number of students under the age of 20 who graduate or acquire a qualification to 90% by 2020.
- To increase the student success in elementary school Mathematics, English Language Arts and French.
- To increase student success in secondary school Mathematics, Science and Technology, History and Citizenship, English Language arts and French.

### Strategic Direction 2

#### *Ensuring Wellness*

- To strengthen healthy lifestyles and positive mental health.
- To encourage learners to adopt a healthy and physically active lifestyle.
- To foster safe and caring relationships within the school, the community and the digital environments.

### Strategic Direction 3

#### *Strengthening Engagement*

- To have our students engaged in their learning.
- To have our students engaged in the world around them.



## APPENDIX C: 2021-2022 BUDGET PRIORITIES

In order to participate in the budget building planning process, please list your suggestions in order of priority (you may list as many as you think relevant).

**Question 1:** What is your relationship to the Lester B. Pearson School Board?

**Answer Options**

- Governing Board
- School Board Committee
- Student
- Parent/Guardian
- Employee
- Community Member
- Other

**Question 2:** Do you have any suggestions regarding objectives, principles or criteria used to govern the allocation of funds?

1.

2.

3.

**Question 3:** To help us further support our students' success, in your opinion, which of The following resources and programs are essential to supporting high levels of student achievement? Please select all that apply.

**Answer Options**

- Integration of Technology
- Early Literacy Intervention
- Renewed Math Strategy
- French Programming
- Staff Training
- Experiential Learning
- Special Education Programming

## APPENDIX C: 2021-2022 BUDGET PRIORITIES *(cont.)*

**Question 4:** The school boards priority is to maintain buildings in the best condition that is possible within the budgets provided by the Ministry of Education. If there are surplus funds available please choose the school and centre building component that you believe requires the most service, maintenance or replacement.

### Answer Options

- Classroom furniture
- Flooring, painting, lighting
- Grounds maintenance, exterior work
- Interior upgrade
- Other

**Question 5:** In light of upcoming budget compressions, do you have suggestions for cost savings throughout the school board?

1.

2.

3.

**Question 6:** Other Comments or Suggestions.



## **Appendix 3**



Lester B. Pearson School Board  
Commission scolaire Lester-B.-Pearson  
1925 Brookdale Ave., Dorval, QC, Canada H9P 2Y7  
514-422-3000 [www.lbpsb.qc.ca](http://www.lbpsb.qc.ca)

February 3, 2021

Dear Governing Board Chairperson,

The Administrators of the Lester B. Pearson School Board are in the process of planning the administrative staffing for the 2021-2022 school year. Sections 79 and 110.1 of the Education Act require that all Governing Boards be consulted concerning the selection criteria for the appointment of the Principal/Centre Director of the school/centre. As we anticipate staffing changes for the next school year, your input for the selection criteria is an important part of the process.

Kindly email your criteria to **M. Geneviève Dugré, Secretary General**, at [gclemenza@lbpsb.qc.ca](mailto:gclemenza@lbpsb.qc.ca), with a copy to your school/centre administrator, no later than **Friday, March 12, 2021**.

As the Board works on its administrative staffing plan for the 2021-2022 school year, your input will be considered. It is expected that the process will be completed by the spring of 2021 to allow us to plan for the next school year.

I wish to thank you for participating in this consultation process and look forward to reviewing your input.

Yours truly,

Cindy Finn  
Director General  
/gc

c.c. G. Dugré, Secretary General  
T. Rhymes, Assistant Director General  
C. Heffernan, Assistant Director General  
Principals/Centre Directors  
Regional Directors  
Commissioners

## **Appendix 4**

Mr Michael Chechile  
Director General  
Lester B. Person School Board

17 February, 2019

**RE: Principal Selection Criteria**

Dear Mr Chechile,

The St. John Fisher Senior School community is seeking stability in its leadership. Ms Deborah Shizgal now completing her first year as Principal and is in the process of establishing relationships with the community. Given that consistency and continuity play a crucial role in the success of our students, we strongly believe that a change of leadership at this time would be detrimental to the school community. Consequently, we are requesting that Ms Deborah Shizgal continue as Principal of St. John Fisher Senior for the 2019-2020 school year.

In the unfortunate event that the Board seeks to replace Ms Deborah Shizgal, we submit the following criteria for the selection of a Principal at St. John Fisher Senior:

- Forward-thinking with the adoption of new technologies and processes in relation to education;
- A genuine interest in children and their development;
- Supportive of all staff members;
- Open-minded and a team player, particularly given the bond with St. John Fisher Junior;
- Respectful of parents' ideas and opinions;
- Excellent communication skills;
- Teaching experience;
- Knowledge of rules and regulations established in the Education Act of Quebec;
- Cognizant of current pedagogical philosophies and research;
- Fiscal responsibility;
- Working knowledge of French;
- Enjoys working in an elementary school environment;
- Committed to the Early Immersion Program.

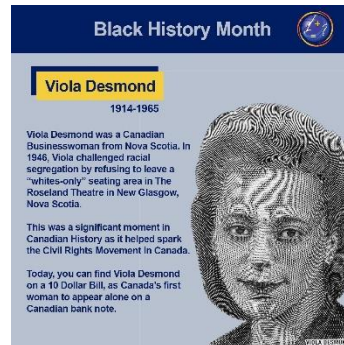
On behalf of the St. John Fisher Senior Governing Board, I thank you for the opportunity to offer our input on this consultation process.

Yours truly,

Balgovind Pande  
GB Chair

## **Appendix 5**

Judy Kelley – Vice Chair of the LBPSB – Commissioner: Ward 4 - St. John Fisher Jr. & Sr., John Rennie, Lindsay Place, St. Thomas and Horizon High School  
[jkelly@lbpsb.qc.ca](mailto:jkelly@lbpsb.qc.ca)



## Report from Council January 2021

- We continue to be living in unpredictable times. My thank you extends to everyone who is working to ensure our students have the best possible educational experience within the confines of our current public health crisis. It is not easy at home or at school.
- Appointments: With the upcoming and absolutely well-earned retirement of Cristina Prata, Jennifer Kurta, principal at LCCHS was appointed to be the new principal at JRHS starting on March 8, 2021. As well, two other appointments were confirmed: Deborah Dixon will become the principal at LCCHS on March 8, 2021, and Brian Swirsky, VP at PCCHS, January 18, 2021.
- Student Commissioners: Finn Poirier and Sophia Clarisse Pasia presented their report, and as always, they were thoughtful and articulate and very impressive. The Central Students Committee's two most recent questions of the month that might be of interest to you are:  
*November* - How would you rate your stress level on a scale from 1-10 (1=lowest, 10=highest)? How are you living/coping with this stress and anxiety?  
BHS: Varies, coping (phys activity), online learning has reduced stress  
JRHS: High (7-9) but trying to cope, no break in classwork, mentally challenging, reduced stress being online.  
LCCHS: Fast paced environment, a lot going on in everyone's mind, multiple changes, being at home does help with a sense of security and safety. Everyone is doing their best.  
LPHS: 7-5 Staying home has helped gr. 10-11, Gr. 11 CEGEP Stress on how selection will be made, how application judgement will go about.  
STHS: 7-10 Coping looking at things one day at a time, sleep is an issue, Break will be welcome for all, looking forward to having something else to think about.  
(The comments above are taken directly from their report.)  
*December* Student Question of the Month - "What can schools do to assure that there is more acceptance and diversity within their schools?"

Governance and Ethics Committee: *(This is an excerpt from the report)*

Annual Report of Student Ombudsperson - Me Isabelle Turgeon gave a thorough overview of her annual report provided to Council last November and answered various questions from commissioners regarding interventions held throughout the year. There was a small increase in the number of interventions held by the Student Ombudsperson, going from 64 in 2018-2019 to 72 in 2019-2020. Me Isabelle Turgeon expressed that considering the community's size, the number of requests for assistance and complaints remains small. She highlighted the role and the importance of the Ombudsperson in a School Board. Me Isabelle Turgeon explained that the interventions were mainly questions, and some were about COVID-19 protocols. It was also noted that most interventions involved only one contact with complainants, which could indicate that issues were likely resolved. The main worry communicated to her by parents was the fear of reprisal for making a complaint, which she addressed by explaining that a partnership of all stakeholders is in students' best interest.

Transportation Advisory Committee (TAC): The committee reviewed a very data intensive document on the various transportation zones for the 2021- 2022 school year, precipitated in part by the transition of the campus of St. Thomas to the current Lindsay Place building. The content of this discussion, including the grandfathering of affected students, will be further discussed at their next meeting.

Resolution: The Council passed a resolution on the Inoculation of Staff against COVID-19:

*WHEREAS the Government of Québec has established priority groups for vaccination against COVID19; and  
WHEREAS in most cases, teachers and school staff currently find themselves at the second to last step of the priority list unless there is an underlying health condition; and*

*WHEREAS given that schools are to remain open, the staff of schools and centers in direct contact with students should be designated essential service employees and should be considered a higher priority under this vaccination list:*

*WHEREFORE BE IT RESOLVED: THAT the request be made to the Minister of Education to advocate with the health authorities for the designation of the staff of schools and centers in direct contact with students, as essential service employees, in order for these staff members to be considered a higher priority under the vaccination list established by the Government of Québec.*

Committees: Commissioners attended a Zoom workshop on Saturday, January 30<sup>th</sup>, where we were introduced to and fully informed of the duties, roles and responsibilities of the administrative team at the head office. This was of great benefit to old and new commissioners as a reminder of the internal workings of the LBPSB and the many people who support our entire network. We continue to work on our own roles and responsibilities as commissioners at these workshops and as a hybrid/blended Council with both sitting and acclaimed commissioners, several who are new to the job. There is always a lot to know and a lot to learn.

Please feel free send me questions and concerns at any time. It is an honour to represent the constituents of Ward 4 and to work for the LBPSB.

Warmly, Judy Kelley

All the best for a healthy February.



## **Appendix 6**



## February Governing Board Report

1. On our December 4<sup>th</sup> ped day the students each made a Holiday flower centerpiece and decorated Christmas cookies.
2. This year in light of the pandemic, our annual art gala took on a different spin. Instead of holding an event for the parents which was not possible this year, we decided to donate all our crafts to the staff working in the covid unit at the Lakeshore Hospital. It was a great experience that taught our kids generosity and gratitude towards our frontline workers and all that they do on a daily basis. We gift wrapped all our projects and included a special messages and they were delivered on December 18<sup>th</sup>, 2020.
3. On our last day of school before the holidays we watched Christmas movies on Netflix and served popcorn & juice to the students.
4. On our January 18<sup>th</sup> ped day we had Dynamix drop off material and we held our first zoom ped day. All considering, it was an impressively well organized and fun-filled day that kept the kids active with games in the gym.
5. On January 25<sup>th</sup> we surprised the students with a pancake and strawberries breakfast. In the afternoon, our very own Ms. Lori hosted a painting class and the students learned how to create block printing on canvas.
6. Some of the highlights of January include:

Making ice-cream, with simple ingredients such as salt ice and vanilla crushed in a Ziploc bag. The combined cooking & science activity took only 10 minutes to make and less to eat! The students have been taking frequent trips to Sunnyside Park to slide down the hill and walks around the neighbourhood. It's been a great time to enjoy this mild winter we are having. All classes were given sleds, shovels and snowboards to enjoy this winter. Ms. Alison is teaching the kids to make simple meals that they can make themselves when home alone which include grill cheeses sandwiches, pancakes & French toast. Lava lamps was also an activity the students enjoyed making.

## **Appendix 7**

## **GB Principal's Report**

**Feb. 10th, 2021**

- Dec 10th and 11th were our IEP Days
- The last week (3 days) of school before the break we celebrated with crazy hair or hat day, ugly sweater day and pj day. We also enjoyed cookies and milk on the last school day.
- Dec 17th and 18th and Jan 4-8th were online days. Teachers were teaching for an hour each day and providing students with work to complete on their own.
- It has been decided to put Reading Week and Public Speaking on hold for this year.
- Phys. Ed. classes are heading out for cross country skiing.
- Jan 18th was a PED Day. Staff enjoyed a presentation on mindfulness
- Jan 19th - Virtual Open House. Congrats to Natasha Mentore who did a great job organizing. Thanks to the parents who volunteered for the evening.
- Jan. 21st - Shane Peacock, a Canadian author "visited" us with virtual presentations for each grade.
- Feb. 1st Band has started for grade 6.
- February is Black History Month that is being commemorated in all classes
- Black History Month Challenge is ongoing where students are asked to create a poster or flyer about a Black hero
- Feb. 10th - The Staff Room reno Committee met with Patrick Duclos

### **Coming Up**

- Feb 11th - author Akilah Newton will be presenting her book *Movers, Shakers, History makers* and answering questions from the students
- Renos in the library are going to be planned with an initial meeting on Feb 11th
- Feb 12th and 13th the school is being retested for lead in the water
- The painters are giving our school a bit of a make-over. The blue is giving way to grey which matches our new floor well.
- Plans are underway for ongoing construction this year
- We have all been enjoying the outdoors with forts, snowpeople and sliding

## **Appendix 8**



**PARENTS**  
**SUPPORTING**  
**PARENTS**

## PARENTS' COMMITTEE MEETING SUMMARY

The Parents' Committee of The Lester B. Pearson School Board is made up of parents who are elected at the general assemblies held each year at the schools of the LBPSB. The committee meets no fewer than six times a school year. This is a summary of the **DECEMBER 3rd 2020** meeting.

### LBPSB Task Force

The **Commissioner Representing The Parents' Committee**, Sharad Bhargava, gave an update on the status of the LBPSB Task Force on equality and inclusivity. The Task Force was set up in June and is chaired by Dr Myrna Lashley of McGill University. It is focusing on five areas: Race and Ethnicities, Abilities, Genders, Sexualities and Religion. It has been gathering personal stories on experiences that people in the LBPSB community have had both good and bad. These stories, along with academic research and a review of the school board policies, will be used to form the recommendations that the task force makes to the school board.

You can submit a story to [taskforce.equity@lbpsb.qc.ca](mailto:taskforce.equity@lbpsb.qc.ca)  
All stories are **CONFIDENTIAL**.

[boardsite.lbpsb.qc.ca/council-of-commissioners/task-force-on-equity-and-inclusivity](https://boardsite.lbpsb.qc.ca/council-of-commissioners/task-force-on-equity-and-inclusivity)

### COVID-19

- Hepa filters have been purchased and are being installed in naturally ventilated schools throughout the board.
- Classrooms that can, will open windows in intervals of 15 minutes per hour throughout the day to keep the air circulating.
- Classroom bubbles will be closed as needed.

The administration took the time to thank parents for their continued support in the effort to keep our schools safe with mask wearing initiatives, keeping students home if necessary and following public health guidelines.

### Green Initiative

The Parent Committee passed a resolution asking the LBPSB to determine its Carbon Footprint, and come up with a 5 year plan to reduce its GHG emissions, with the goal of going to net-zero carbon emissions by 2050.

### Additional Info:

- Due to weather conditions and the need for mittens and gloves, hand sanitizers will not be available on school buses over the winter.
- The LBPSB Council of Commissioners elections will be postponed due to COVID-19 until further notice.
- Daycare for at-home learning days, Dec 17th and 18th, will be extended to **ESSENTIAL WORKERS ONLY**.

## NEXT PC MEETING

Thursday January 14th at 7p.m.

Meeting links will be posted to our website and Facebook page.

### Follow us to stay connected!

[parents.lbpsb.qc.ca](https://parents.lbpsb.qc.ca) • [facebook.com/lbpsbparents](https://facebook.com/lbpsbparents)

### HOW ARE WE DOING?

Suggestions on how we can better reach the LBPSB community? Let us know!

[pc-communications@lbpearson.ca](mailto:pc-communications@lbpearson.ca)



## **Appendix 9**



**ST. JOHN FISHER**  
**HOME AND SCHOOL**  
**ASSOCIATION**



## H&S Report to GB

February 2021

- H&S meeting took place on January 21st
- Book Bingo finished January 22nd. Winners from both campuses are listed on the H&S website
- H&S Newsletter sent out, Feb 3rd and is available on the [website](#)
- Teacher/Staff Appreciation week February 15th to 19th (new dates) will be a little different this year as we show our appreciation from a distance
- Looking into fun activities for students (virtual activities or something delivered to the school). To be discussed at the next H&S meeting

**Next Meeting Wednesday, February 17th at 7pm**

## **Appendix 10**



Good afternoon Mrs Shizgal,

I am appreciative of the school and staff members for all their hard work, so please note that this is for the governing board members.

Schools are to enforce government laws/rules and not to apply pressure or suggest otherwise. If the governing board members wish to be heard, then they can address their concerns to the Head Office, Public Health and the Education Minister.

There is no need to further divide the school community on such an issue nor to stigmatize any children or parent.

Thank you,

Matthew Dunn

# **Appendix 11**



**ST. JOHN FISHER ELEMENTARY JUNIOR CAMPUS**  
**87 AVENUE Belmont, Pointe-Claire (Québec) H9R 2N7**  
**Telephone: 514-798-0746 Daycare: 514-694-7144**  
[www.lbpsb.qc.ca](http://www.lbpsb.qc.ca)

February 5th, 2021

To all parents of St John Fisher Junior,

As we are well aware, in red zones, all students, with the exception of preschoolers (K4 & K5), are required to wear a face covering when circulating within the common areas of the school and when using school transportation. The children have been doing such a great job of this according to staff at the school, even our Kindergarten kids make an effort.

On behalf of the governing board who represents the best interest of the student body and staff that work for our school, we ask that in all outdoor areas where parents, students and teachers are moving around that masks are worn by all members of the community, including parents.

At the start and end of the school day we have a large gathering of people from various households and bubbles. Please be respectful of the bubbles that are being respected all day long when having your children play outside after school.

Regardless of your point of view on Covid-19 or the efficacy of mask wearing, we ask that the rules of the private school property be respected. Let us be respectful to the staff that works tirelessly daily to keep our kids safe, the children who are making a huge effort to wear masks all day long, and the parents who would like to feel comfortable to come pick up their kids on school grounds.

We, the parent representatives of the St John Fisher Junior Governing Board, advocate for the daily use of masks by St. John Fisher Junior parents in all outdoor areas of the school.

Thank you,

On Behalf of the St-John Fisher Junior Governing Board

Nadia Lawand- GB Chair  
Angela Kovalak- GB Vice-Chair  
Phil Lambert- GB Secretary  
Christina Cory- GB Member  
Naomi Proctor- GB Member  
Christine Archambault- GB Alternate  
Allison Gerhart- GB Alternate  
Matthew Knox- GB Alternate

cc: Ms. Natasha Mentore (Acting Principal), Mr. David Meloche (Director of Schools Region 3)