

St. John Fisher Senior Elementary
Governing Board Minutes 02/09/2022
7:00 p.m. – 9:00 p.m.
Zoom Meeting (COVID 19)

Type of Meeting: Governing Board – Regular 2021-2022 #4

Parent Members: Nadia Lawand, Mark Sankoff, Marie-Claire Caillard, Christine Archambault, Tiffani Wheeler

Parent Substitutes: Tom Fullerton, Andrew Gunther, Andrea Borrelli, Jaiseema Kaur Seyan

Staff: Marie-Hélène Mondor, Rachel Éthier, David Arless, Laura Sulano

Ex-Officio: Deborah Shizgal

Community Representatives: Daphne Phillips

Regrets: Allison Saunders

4.1 AGENDA TOPICS

4.2 CALL TO ORDER AND WELCOME

Christine Archambault welcomed everyone and called the meeting to order at 7:05pm.

4.3 TERRITORIAL ACKNOWLEDGEMENT

Christine Archambault read the Territorial Acknowledgment.

4.4 ADOPTION OF THE AGENDA

Two amendments were proposed for the agenda. First, the numbering needs to be changed to reflect that this is the fourth Governing Board meeting (change numbers from two to 4). Second, Nadia Lawand asked that a discussion about the events this week between St. Thomas High School and St. John Fisher be added to the agenda. A motion to adopt the amended agenda was duly proposed by Nadia Lawand, seconded by Tiffani Wheeler. The agenda was approved unanimously. **Resolution: 21-22-24**

4.5 ADOPTION OF THE MINUTES OF DECEMBER 08, 2021

A motion to adopt the minutes of the December 08, 2021, meeting was duly proposed by Tom Fullerton, seconded by Nadia Lawand. The minutes were approved with two abstentions. **Resolution: 21-22-25**

4.6 QUESTIONS FROM THE PUBLIC

4.7 BUSINESS ARISING

4.8 NEW BUSINESS

4.8.1 COVID UPDATE

Deborah Shizgal gave an update on COVID 19. Please see attached document. **Appendix 1**

Tom Fullerton's' remarks: Congratulations, I appreciate that LBPSB is keeping us up to date with the number of cases in classes and schools. It is a way of reassuring parents as to the situations

in the schools and although it is not a provincial requirement, the fact that the Board is reporting to us is appreciated.

Christine Archambault commented: Parents are finding it less stressful not receiving numerous emails regarding COVID cases. They are happy with being able to login to Mozaik and see what grades the cases are in the school.

Deborah Shizgal responded that the school received its directive from the School Board.

4.8.2 BUDGET CONSULTATION 2022-2023

Christine Archambault referred to the *Budget Consultation 2022 - 2023* document shared with Governing Board prior to the meeting. **Appendix 2**

Christine Archambault informed the Governing Board they need to complete *Appendix C: 2022-2023 Budget Priorities*. Nadia Lawand presented what was sent the previous year and the Board discussed what changes should be made.

Tom Fullerton reiterated what was included last year. Greening of the school is still an important issue. Also greening transportation. Climate change is such an important issue if we can make changes at the local level we should.

Marie-Claire Caillard also agreed that we should use some of the same points as last year in order to stay consistent. She would like an emphasis put on early reading. There have been reports that during COVID reading levels have deteriorated therefore it is important to make sure this is prioritized. Secondly, more training in case we need to go online again.

Tiffani Wheeler also agreed that we should keep some of the criteria from last year. Diversity, health and well-being of students and environment. If we need to come up with specific examples of each the Board can do that.

Christine Archambault agreed that it is always important to keep staff training as well, health and wellness is important. Mental health support and resources for children and teachers. COVID has been two difficult years for all of us.

Tom Fullerton asked whom we are referring to when we say staff training. Do we mean professional development or do we mean daycare and other staff. We might want to change it to School Led Pedagogical Training.

Deborah Shizgal responded that in terms of Professional Development for the most part there is consultation with the teachers. The School Board has also put an emphasis on the mental health and well-being of staff.

Jaiseema Kaur Seyan commented about staff training and mental health. It is important to be more inclusive, especially during the holiday time or when projects are at school. Training

should include everyone, not just teachers.

Nadia Lawand commented the Board needs to be informed as to where the money is spent.

Nadia Lawand motion to approve the criteria discussed for the budget consultation, seconded by Marie-Claire Caillard and approved unanimously. **Resolution: 21-22-26 Appendix 3**

4.8.3 PRINCIPAL CRITERIA CONSULTATION 2022-2023

Christine Archambault referred to the letter from LBPSB regarding the Principal Criteria Consultation. **Appendix 4**. She informed the Governing Board that the Principal is usually not present when the Principal Criteria Consultation occurs. Deborah Shizgal left the meeting and the floor was open for comments.

Nadia Lawand commented: in order not to make anyone feel uncomfortable, it is better if the Principal leaves for the discussion.

Tiffani Wheeler asked if The Board knows if this is Deborah Shizgal's last year because it is her fifth year at St. John Fisher Senior.

The Board responded: there is no rule as to how many years a Principal can stay at a school.

Tom Fullerton: Personally, I would like Deborah Shizgal's opinion and would like her to participate in this process. The Governing Board minutes are recorded so it seems odd that she cannot be here. Can we have a quick vote to see if we agree?

Nadia Lawand commented: we can have a discussion without her and then bring her back into the meeting and ask her opinion.

Rachel Éthier commented: She does not mind if Deborah Shizgal is part of the discussion, however in the future, when there is another Principal, we might not want them to be part of the discussion. We do not want to set a precedent that the Principal was part of the discussion.

Marie-Helen Mondor agreed with Rachel Éthier that we should not set a precedent.

Christine Archambault also agreed that if Deborah Shizgal is not the Principal next year the new Principal would see the minutes and expect to be present at the discussion and the Governing Board might have difficulty setting their expectations with them present.

Tom Fullerton rescinded his request to have Deborah Shizgal present for the discussion.

Nadia Lawand commented that The Board should add a criterion about having a good relationship with St. Thomas High School.

Rachel Éthier commented that the communication between the schools needs to be both ways.

When Lindsay Place was next door, they knew to communicate with us, however St. Thomas is not used to having an elementary school next door and maybe they do not know that continuous communication with us is important. Is there a member on their Governing Board that we can contact to make sure there is a continuous communication?

David Arless commented that if the communication between schools is regarding continuing education, then there are a large number of St. John Fisher Senior students attending John Rennie High School.

Marie-Claire Caillard asked if we would be able to invite other Governing Board members (St. Thomas and/or John Rennie) to a meeting to talk about these issues.

Marie-Helen Mondor would like to add a selection criteria if the Board agrees. Since the Government got rid of most school boards, the funding for schools is obtained through grants. Deborah Shizgal is amazing at applying for many grants to obtain the funding that our school needs. Therefore, any principal; that we have I would want to make sure they have a good knowledge of the grants that are available and the process to apply for those grants.

Tiffani Wheeler agreed with the addition of this criterion because grant writing is a difficult skill and not everyone is capable of writing them.

Christine Archambault asked for a motion to accept the Draft Principal Selection Criteria for 2022-2023. This motion was put forth by Laura Sulano, seconded by Nadia Lawand and approved unanimously. **Resolution: 21-22-27 Appendix 5**

4.8.4 FIELD TRIPS

Deborah Shizgal informed the Board there are no scheduled field trips. St. John Fisher Senior has been inviting people into the school rather than having the children go places.

Mark Sankoff asked if there would be a Graduation trip.

Deborah Shizgal responded there would be an activity on the school premises.

Mark Sankoff asked even if there are changes to COVID restrictions.

Deborah Shizgal responded yes, because it has already been planned.

Mark Sankoff asked about a grade six trip before graduation

Deborah Shizgal responded that it would be similar to last year where activities happen in the school and a lunch will be provided for the students.

4.8.5 DAYCARE NOVEMBER REVISED BUDGET 2021-2022

Laura Sulano updated the Board about the Revised Daycare Budget for 2021-2022. Laura Sulano read the Governing Board resolution to adopt the Daycare Budget for 2021-2022. A motion was

put forth by Tiffani Wheeler, seconded by Mark Sankoff and approved unanimously.

Resolution: 21-22-28

4.8.6 ST. THOMAS HIGH SCHOOL AND ST. JOHN FISHER SENIOR

Nadia Lawand began the discussion about St. Thomas students approaching children at the fence at both Junior and Senior Campuses. There is many conversations between parents and on Facebook as to what has happened and given the incident outside St. Thomas on Tuesday there is concern about our families and neighbourhood. I think what we all want is our High School neighbours to be looking out for and taking care of our younger neighbours. I am not sure what questions need to be asked, but there is concern.

Daphne Phillips asked if we knew what time during the school day this issue happened.

Nadia Lawand commented that she believes it was during afternoon recess.

Christine Archambault commented that she does not know when it happened, but the children are talking about it and one story leads to another story and by the time it comes home, it is an even bigger story. Something is happening, and it is concerning to parents.

Deborah Shizgal explained that it is happening at the back of St. John Fisher Senior and the children from St. Thomas Highschool access it through the upper gym doors. It has happened in the past. We have spoken to our students about the situation. I think that it may have been talked about more among the children because of everything else that has recently happened.

Mark Sankoff asked if St. John Fisher Seniors' afternoon recess conflicts with St. Thomas' dismissal.

Deborah Shizgal responded that SJFS recess ends just before St. Thomas' dismissal.

Laura Sulano commented that the incident happened during morning recess, which is when St. Thomas has lunch.

Daphne Phillips commented that there is supervision during St. Thomas' lunchtime.

Tiffani Wheeler asked if the supervisor walks the perimeter of the high school.

Daphne Phillips responded yes, it is a visibility walk.

Nadia Lawand questioned whether the fence is see-through or if there is a way to make it not as accessible/easy to talk to the children.

Deborah Shizgal responded that it is always an option to make it a solid fence; however, the St.

Thomas students will just climb the tree and look over.

Nadia Lawand asked if there will be a phone call made or some kind of communication to St. Thomas with regards to the incident with the 'special candies', because I think that is the main concern from parents.

Deborah Shizgal responded that yes, on a normal day contact with St. Thomas would have been made. However, because of the altercation that occurred, St. Thomas is dealing with a lot right now. St. John Fisher would not get the response they want; therefore, we are giving it a day or two until things calm down a bit before we discuss the situation with them.

Tom Fullerton commented that it is important to make sure that future staff/principals know that these types of instances have occurred in the past and for them to be vigilant while on outdoor duty.

Deborah Shizgal responded that the teacher on duty responded quickly during this incident and the high school students dispersed quickly. Unfortunately, it became a talking point for kids for a couple of days.

Tiffani Wheeler asked was there actually candy/drugs.

Deborah Shizgal responded no. The students were just saying, 'I'm going to give you candy, come to my white van'.

Tiffani Wheeler responded that it is extremely important to make sure that there is a continuous, open dialogue between students, teachers, daycare staff and principal. Rumors and miss communication happen and it is important to make sure the children know how to react and that they can come to staff with questions and concerns.

Deborah Shizgal responded that it is imperative that we reiterate daily how to respond to situations like these. An email was sent to all staff with talking points as to how to have conversations such as these with the children.

Christine Archambault commented that the communication Deborah Shizgal had with staff and children was greatly appreciated.

Marie-Claire Caillard asked if the students coming to the fence at St. John Fisher Senior was new or if it happened when St. Thomas was Lindsay Place.

Deborah Shizgal responded that it has happened before. It usually happens in the spring when more children are outside.

4.9 REPORTS

4.9.1 PARENTS COMMITTEE REPORT

Christine Archambault announced that the Parents Committee meeting took place on Thursday, February 3, 2022 and a report will be forthcoming.

4.9.2 HANDS REPORT

Tiffani Wheeler presented the HandS Report. A copy of this report is at the end of the minutes.
Appendix 6

4.9.3 COUNCIL OF COMMISSIONERS' REPORT

Allison Saunders was not at the meeting. A copy of the Commissioners Report will be forthcoming.

4.9.4 DAYCARE REPORT

Laura Sulano presented the Daycare Report. A copy of this report is at the end of the minutes.
Appendix 7

4.9.5 PRINCIPALS' REPORT

Deborah Shizgal presented the Principals' Report. A copy of this report is at the end of the minutes. **Appendix 8**

4.10 QUESTIONS FROM THE PUBLIC

No members of the public were present at the meeting.

4.11 CORRESPONDENCE

ADJOURNMENT

The next Governing Board Meeting is April 13, 2022, at 7:00pm via Zoom

Motioned at 8:40 pm that the meeting be adjourned. **Resolution: 21-22-29.**

Respectfully submitted
Tiffani Wheeler

Appendix 1

COVID UPDATE

- Prior to the holiday break and into January the cases of COVID in students was present. There was one outbreak (which is two or more students) in one class. The rest of the cases were isolated or siblings.
- Our COVID numbers in January and February have been low more or less. We peaked with 12 cases one day.
- We have had 4 staff members who contracted COVID in January and February.
- We have gone back to limiting exposure between classes. We have opened up the school yard to everyone's joy. Now the individual grades have to be separate but classes within the grade can mingle outside.
- Extra curricular activities were cancelled for the last two weeks of school in December to be extra safe. They have just resumed this week.
- All tournaments have been cancelled.
- Ski Club has been cancelled for January. We are happy to say that we could run the February dates.
- Puberty classes in grade 6 were cancelled. Hopes remain that we will be able to reschedule for later in the year.
- Second delivery of Rapid Tests arrived in school in January and were distributed to parents.
- Parents can see the number of COVID cases and potential cases on Mosaik. There will no longer be reporting with letters as in the past.
- The school community is 79% vaccinated with at least one dose as of mid January.

Appendix 2



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

2022-2023

Budget Consultation



TABLE OF CONTENTS

INTRODUCTION	3
BUDGET MANAGEMENT, PHILOSOPHY AND OBJECTIVES	3
GUIDING OBJECTIVES, PRINCIPLES, AND CRITERIA	3
OBJECTIVES	4
PRINCIPLES	4
CRITERIA	4
BUDGET CYCLE	4
PHASE I: Planning (October - March)	4
PHASE II: Preparation (April - May)	5
PHASE III: Consolidation / Choice (May - June)	5
PHASE IV: Management and Control (September - June)	5
ROLES AND RESPONSIBILITIES	6
ADMINISTRATION GROUP	6
ADVISORY COMMITTEE ON SERVICES FOR HANDICAPPED STUDENTS (SNAC)	6
ALLOCATION RESOURCE COMMITTEE (ARC)	6
AUDIT COMMITTEE	7
CENTRE DIRECTORS AND PRINCIPALS	7
COUNCIL OF COMMISSIONERS	7
DIRECTOR OF FINANCIAL SERVICES	7
DIRECTOR GENERAL	8
DIRECTORS OF SERVICE	8
GOVERNING BOARD	8
PARENTS COMMITTEES	8
2022-2023 BUDGET BUILDING TIMELINE	9
APPENDIX A : RELEVANT ARTICLES IN THE EDUCATION ACT	10
APPENDIX B: STRATEGIC PLAN	15
APPENDIX C: 2022-2023 BUDGET PRIORITIES	16

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 honesty, 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 rank [Indice de milieu socio-économique \(IMSE\) | Ministère de l'Éducation et Ministère de l'Enseignement supérieur](#)).

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;
- 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 staffing budgetary envelopes;
- Analysis of the MEQ budget consultation parameters;
- 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 MEQ 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:

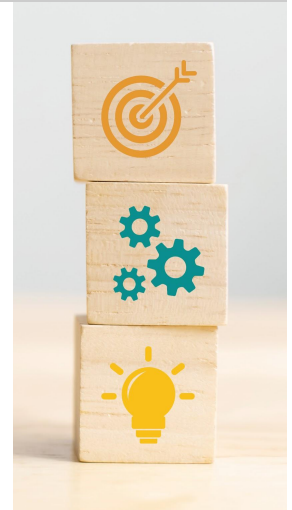
- Review of youth student population on September 30;
- Presentation of previous year financial statements;
- Adjustment of envelopes based on confirmed student population;
- Regular results reviews and adjustments to budgets as required.

(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**.

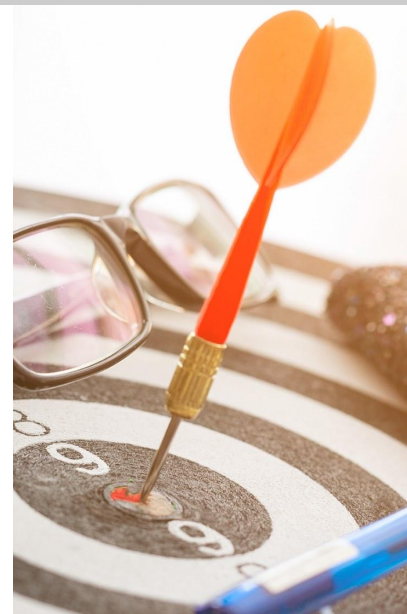
ROLES AND RESPONSIBILITIES *(cont.)*

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.



2022-2023 PROPOSED BUDGET BUILDING TIMELINE

JANUARY • Allocation Resource Committee prepares for consultation with ARC stakeholders

MARCH

- Facilities & Security Committee 2022-2023 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 consultation with ARC stakeholders
- 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 1st)
- Administrative staffing recommendations with Administration Association
- Responses to consultation returned by stakeholders

APRIL

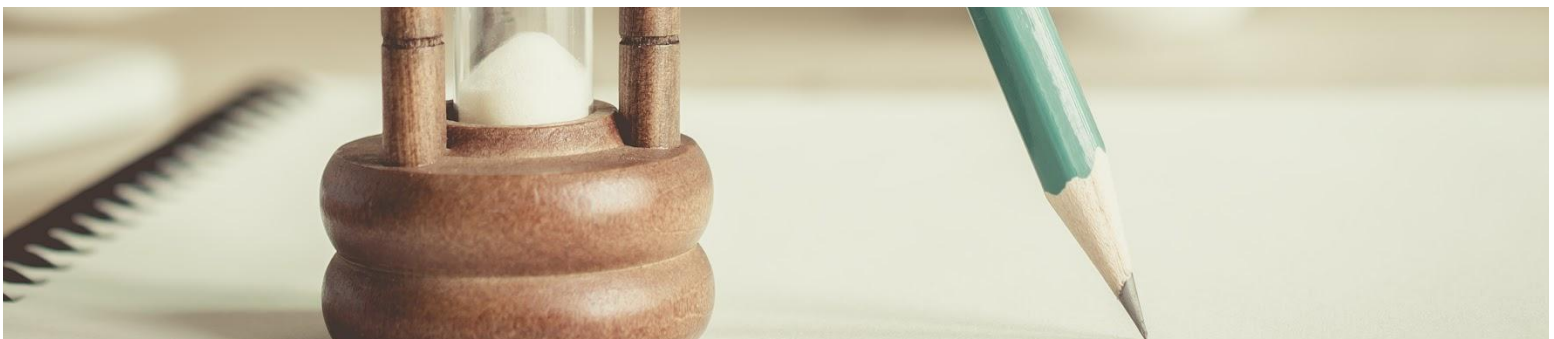
- Meeting with Unions and Associations, as required
- Presentation of the recommendations of the Allocation Resource Committee to the Council of Commissioners

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 reviews and adopts budget proposal
- Budget forwarded to MEQ



APPENDIX A – RELEVANT ARTICLES IN THE EDUCATION ACT

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.”

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.”

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.”

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.”

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.”

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.”

Section 110.13

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

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

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.”

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.”

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

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.”

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.”

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.

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”.

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.”

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”.

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.”

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

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.”

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.”

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.”

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.”

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.”

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.”

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.”

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 2022 (strategic plan extended by 2 years from 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: 2022-2023 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 the objectives, principles or criteria used to govern the allocation of funds?

1.

2.

3.

APPENDIX C: 2022-2023 BUDGET PRIORITIES *(cont.)*

Question 3: Other Comments or Suggestions.

Appendix 3

Budget Consultation Criteria

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

Answer: Governing Board

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

Answer:

- 1) French Programming
- 2) Early Literacy
- 3) Special Education Programming
- 4) Staff Training (Occupational Therapists, Speech Therapists, Psychologists, and other specialists)
- 5) Greening of Schools (including greener transportation)
- 6) Mental Health (programming and resources)
- 7) Inclusivity in the School (training, awareness programs and activities)

Question 3: Other Comments or Suggestions

Answer: As per our request last year, we would like to see how the funds are used and in the case of surplus, how it is distributed. In order to help us consult on these topics we would like to have a yearly correspondence on the outcomes based on the consultations that made.

Appendix 4



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

December 8, 2021

Dear Governing Board Chairperson,

The Administrators of the Lester B. Pearson School Board will be planning the administrative staffing for the 2022-2023 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@lbsb.qc.ca, with a copy to your school/centre administrator, no later than **Friday, March 11, 2022**.

As the Board works on its administrative staffing plan for the 2022-2023 school year, your input will be considered. It is expected that the process will be completed by the spring of 2022 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 5

Draft-Principal Selection Criteria 2022- 2023

- 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 and St Thomas
- Continued collaboration on any issues that arise with surrounding schools.
- 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.
- Good knowledge of available grants and an understanding of the application process to apply for the grants

Appendix 6



ST. JOHN FISHER
HOME AND SCHOOL
ASSOCIATION



H&S Report to GB

February 2022

- H&S meeting took place on January 19, 2022 at 7pm over zoom
- We did not meet quorum at the last meeting so staff appreciation week will be held later in February or March
- Pizza and TCBY days are going well. Thank you to all staff for allowing us to come in and prepare and to daycare for distributing. Please remind staff that we are asking families to bring in their own spoons for TCBY
- The H&S Executive will begin to recruit for our AGM in May. We have many volunteers who are stepping down at the end of the year and we need new volunteers to join our team.
- **Next Meeting Wednesday, February 16 at 7pm on Zoom**

Appendix 7

February Governing Board Report

1. On Tuesday December 14th we had our Holiday Gift Shop. Items ranged from gifts for parents, grandparents, siblings, aunts, uncles and more and included gift wrap. Everything was sold and we also had a parent in the school make a donation which allowed us to have a \$138.15 profit which was used to purchase additional sleds, shovels & snowboards for the classes. This event does not run as a profit making event so prices can be kept as low as possible.
2. Thursday December 16th we held an in person Holiday Art Gala. It was our first since 2019. The students worked on crafts and showcased them for their parents afterschool. When parents picked up their kids they were welcomed into the gym to view the different crafts.
3. Monday December 20th the kids in daycare enjoyed a live event of Santa's bus. The show included a large voyageur bus with elves and our very own Santa himself putting on an interactive show for the kids. The students were treated to a gift at the end of the show.
4. Friday January 21st we had an in school ped day where the kids enjoyed activities like nerf games & string lantern craft. For lunch the kids made quesadillas and fruit & yogurt parfaits.
5. On our Friday February 4th ped day the activities were Glow in the Dark Capture the Flag and the students made a bar of soap which they got to bring home in individual packaging.
6. To help bring back some normalcy and give our grade 6 something to look forward to the Red Cross Babysitting classes start next week.

Appendix 8

GB February 9th, 2022

Principal's Report

- Grade 3s and 4s went to Stewart Hall in December for a presentation on the Holidays at Mull Hall. They got to see what Christmas was like long ago and had the opportunity to do an art activity.
- Vaccination Day was Dec 16th. It took place at the Junior school. There were 6 nurses so the day went by very quickly and efficiently. There were approximately 80 vaccinations for both campuses. Thanks to the Home and School volunteers who helped distribute snacks, make sure the students were ok and bring and return the Senior students to the Jr School.
- For the last few days before the holiday we had special events such as Riddle day, Ugly Sweater Day, a door decorating contest, story time, and milk and cookies. PJ Day will be rescheduled as it was missed.
- School was cut short with a closure on December 21st.
- School went online in January. We had very good attendance and the staff and students did really well on zoom. There were very few no shows and classes were full.
- IEP Days went virtual first week back
- January 19th we had a presentation from Youth Stars in Action. It was An Indigenous Awareness Tour that spoke to the different Indigenous cultures, their language, music, history, daily life, celebrations and more.
- Friday January 21st was a PED Day. Staff benefitted from workshops on topics such as diversity, inclusion, and different topics in pedagogy.
- Ski Club started again with our first trip being Cycle 3 on February 3rd.
- February 4th was a Regional PED Day. We heard Delia Noel discuss unconscious bias.
- We are commemorating Black History Month with a variety of class projects and a presentation on February 7th.
- February 7th our Term 1 reports were released to parents.

- February 7th we were lucky to have the Overture of the Arts present Black History Month Trailblazers which spoke of important black people throughout Canadian history.
- Our grade 6s are doing the DELF Standardized French test that will provide information to the high school.
- Biscuit has become a valued member of our community. It is making a really nice addition to the class.

Coming up

- The Ecomuseum is coming to grade 6 tomorrow and Friday
- February 14th is a PED Day. Some of the staff will be entertained by Shelley Moore who will be speaking on the Future of Inclusion.
- Vaccination day for second doses is Wednesday the 25th. We have approximately 50 students being vaccinated.