

# PEARSON ELECTROTECHNOLOGY CENTRE

## Minutes of the Meeting

### Governing Board Meeting of November 16, 2021

<b>Present:</b>	Marilyn Aon	Centre Director
	Ken Elliott	Community Representative
	Joan Bernard	Support Staff Representative
	Svet Rusev	Teacher Representative (Computing Support)
	Geoffrey Alleyne	Teacher Representative (Telecom)
	Joanne Aubry	Pedagogical Consultant
	Serge Frechette	Teacher Representative (Electricity)
	Raphael Tana	Industry Representative
	Adam Hoppenheim	Student Representative (Electricity)
	Ursala Diaz Revilla	Student Representative (IDD)

**Absent:** Kiarash Nakhost                      Teacher Representative (IDD)

1. The meeting was called to order at 4:30 pm. The meeting took place via Zoom.
2. **ADDITIONS & ADOPTION TO THE AGENDA**  
**Additions**  
Joanne Aubry moves to approve the Agenda and Serge Frechette seconds the motion. Approved.
3. **APPROVAL OF MINUTES OF September 16, 2021**  
Raphael Tana moves to approve the minutes of September 16, 2021. Svet Rusev seconds the motion. Approved
4. **BUSINESS ARISING**  
4.1 None
5. **NEW BUSINESS**  
5.1 **DEED OF ESTABLISHMENT**  
Discussed, and reviewed. No changes required.  
5.2 **CENTRE BUDGET**  
Discussed and reviewed. Our ETP's have increased. Raphael Tana motioned to approve the budget, seconded by Adam Hoppenheim, approved unanimously.  
5.3 **FUTURE GOVERNING BOARD MEETINGS**  
Discussed, unanimous decision to stay online.  
5.4 **NEW KITCHEN AREA**  
Construction is underway to create a new kitchen area for the teachers in Computing Support, Daycare, and Private Security Guard.

## **5.5 STUDENT TUTORING**

We received measure money to be used for student retention. Admin is looking with the involvement of staff and students to create a student lounge area and student tutoring centre. It will be brought up at the November 19<sup>th</sup> ped day and presented to teachers to discuss their ideas. Tutoring can take place at lunch time or after school. It is a pilot project. Svet's concerns is that it will eliminate the teacher helping and how does this compliment the teachers. Ursula feels this is really helpful. She feels some of her piers have left the program because they were frustrated and teaching moves too fast. It would be important to follow the teachers lesson plans when students are absent, the needs differ, there are language barriers and some of the students are struggling with English. French can also be a struggle. Marilyn suggests that teachers can refer students who either can tutor or are in need of tutoring. Adam's concern is teachers have presence, if they are teaching all day, they are not available, or after hours, but all programs also have remediation days. If students are reaching out to teachers for office hours and no one is responding it is important to let Marilyn know.

## **6. REPORTS**

### **6.1 DIRECTOR'S REPORT**

Attached report, reviewed, and discussed.

### **6.2 TEACHER'S REPORT**

Attached report

### **6.3 STUDENT'S REPORT**

Attached report

### **6.4 NON-TEACHING STAFF**

Attached report

## **7 FIELD TRIPS & STAGE REPORTS**

No reports

## **8 VARIA**

None

## **9 NEXT MEETINGS**

The next meeting is scheduled for February 15, 2022, at 4:30.

## **10 ADJOURNMENTS**

Adam Hoppenheim moves to adjourn the meeting, motion seconded by Serge Frechette. Approved.

Respectfully submitted by Joan Bernard.

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Ken Elliott, Chairperson

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Marilyn Aon, Centre Director

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Date



**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)

## DEED OF ESTABLISHMENT

**CENTRE:** Pearson Electrotechnology Centre

**ADDRESS:** 5000, rue René-Huguet  
Montréal, (Québec) H8T 1M7

**MEES CODES:** **Centre:** 888-404  
**Building #1:** 888-055


**LEVEL OF INSTRUCTION:** Vocational Training

**FACILITIES AVAILABLE  
TO THE CENTRE:**

All, with the exception of spaces reserved for:

- Pearson Adult and Career Centre – Adult Education or other Adult Education classes

Issued on June 30, 2021 – Valid until otherwise modified

  
Geneviève Dugré, Secretary General

LESTER B. PEARSON SCHOOL BOARD  
BUDGET 2021-2022

School or Centre	259- PEC
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CARRY OVER	REVISED	ACTUAL expenses	AVAILABLE
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FTE	Initial	Revised	0
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OPERATING BASIC ALLOCATION

					G/L
Material	- \$	519,000 \$	- \$	519,000 \$	
Private security guarding		8,000 \$		8,000 \$	259-1-14110-401
Computer support		150,000 \$		150,000 \$	259-1-14116-401
Electricity		300,000 \$		300,000 \$	259-1-14361-401
Telecom		60,000 \$		60,000 \$	259-1-14362-401
Daycare Educator		1,000 \$		1,000 \$	259-1-14620-401
Spec Prg- Health & safety		- \$		- \$	259-1-14808-401
5827 - Interior Decorating		48,000 \$		48,000 \$	259-1-14231-401
Admin		53,000 \$		53,000 \$	259-1-21120-440
Surplus/Deficit carry over	7,563 \$			7,563 \$	259-1-21120-457
In trust	- \$	- \$		- \$	259-1-21120-458
<b>TOTAL OPERATING BASIC ALLOCATION</b>	<b>7,563 \$</b>	<b>620,000 \$</b>	<b>- \$</b>	<b>627,563 \$</b>	

Governing Board	436 \$	- \$	436 \$	XXX-5-51301-589
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SUPPORT TO STUDENT SUCCESS

Director's Days	2,000 \$		2,000 \$	259-5-13001-589
15043 Fréquentation et réussite des jeunes en FP	- \$		- \$	259-5-24170-589
15044 Activité d'exploration professionnelle des adultes	- \$		- \$	259-5-24171-589
15021 V2 Support to Students	25,000 \$		25,000 \$	259-5-24022-589
15022 Bien Etre au Centre de Formation	11,800 \$		11,800 \$	259-5-24568-589
15191 Soutien apprentissage et transition vers la FP	- \$		- \$	259-5-22303-589
15197 Accroche-toi en FP	- \$		- \$	259-5-24197-589
30020 Student teachers	4,379 \$	- \$	4,379 \$	259-5-73001-589
PD Teachers	2,443 \$		2,443 \$	259-5-26200-589

<b>TOTAL ALLOCATION SUPPORT TO STUDENT SUCCESS</b>	<b>6,822 \$</b>	<b>39,236 \$</b>	<b>- \$</b>	<b>46,058 \$</b>
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CAPITAL ALLOCATION

<u>MAO</u>	- \$	256,600 \$	- \$	256,600 \$	
Private security guarding		800 \$	- \$	800 \$	259-2-14110-710
Computer support		3,000 \$	- \$	3,000 \$	259-2-14116-710
Electricity		150,000 \$	- \$	150,000 \$	259-2-14361-710
Telecom		90,000 \$	- \$	90,000 \$	259-2-14362-710
Daycare Educator		800 \$	- \$	800 \$	259-2-14620-710
Interior Decorating and Display		12,000 \$		12,000 \$	259-214231-710
NTIC Fund 6	2,103 \$	38,408 \$		40,511 \$	259-6-22212-720

<b>TOTAL CAPITAL ALLOCATION</b>	<b>2,103 \$</b>	<b>295,008 \$</b>	<b>- \$</b>	<b>297,111 \$</b>
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<b>TOTAL DECENTRALIZED BUDGET</b>	<b>16,488 \$</b>	<b>970,732 \$</b>	<b>- \$</b>	<b>970,732 \$</b>
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2020-2021 YEAR SUMMARY	
TOTAL FUND 1 AND FUND 2	50,419
LESS FUND 5 OVERAGES	0
Subtotal	50,419
LESS IN TRUST	0
TOTAL	50,419
TOTAL SURPLUS 15% / DEFICIT	7,563

IF THE SCHOOL IS IN A DEFICIT, THE FULL DEFICIT IS CARRIED OVER. IF SCHOOL HAS SURPLUS 15% IS CARRIED OVER

## GOVERNING BOARD RESOLUTION TO ADOPT THE SCHOOL / CENTRE INITIAL 2021-2022 BUDGET

WHEREAS 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 as per section 95 of the Education Act; and

WHEREAS the Principal shall prepare the Annual Budget of the School, (and) submit it to the Governing Board for adoption, as per section 96.24 of the Education Act.

WHEREAS the Governing Board of Pearson Electrotechnology Centre has reviewed the proposed 2021-2022 budget as submitted by the Principal at the November 16, 2021 Governing Board meeting, showing revenues of \$970,732 and expenses of \$970,732 and giving a budgeted net result of \$0,

WHEREFORE BE IT RESOLVED that, on a motion Raphael Tana, seconded Adam Hoppenheim, budget for the 2021-2022 school year be adopted

Attached Email

\_\_\_\_\_  
Ken Elliott, Chairperson of Governing Board

  
\_\_\_\_\_  
Marilyn Aon, Centre Director

*Nov. 16 2021*

November 16, 2021



LESTER B. PEARSON  
Pearson Electrotechnology Centre

## Joan Bernard

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**From:** elliottken24 <elliottken24@gmail.com>  
**Sent:** Tuesday, November 23, 2021 11:58 AM  
**To:** Joan Bernard  
**Subject:** RE: Budget Resolution

CAUTION: This email originated from outside the school board. Do not click links or open attachments unless you recognize the sender and know the content is safe.

I hereby approve the budget resolution.

Ken Elliott

Governing Board Chair

Pearson Electrotechnology Center

Sent from my Galaxy

----- Original message -----

From: Joan Bernard <jbernard@lbpsb.qc.ca>

Date: 2021-11-23 9:04 a.m. (GMT-05:00)

To: Ken Elliott <elliottken24@gmail.com>

Subject: Budget Resolution

Hi Ken,

Please see the attached resolution, can you email your approval of this.

Thank you, Joan

Joan Bernard

Pearson Electrotechnology Centre (PEC)

5000 René-Huguet

- Presence returning to onsite
- IDD group for November slated to start
- Telecom group for Dec – only 5 students
- The WESCO/Anixter exhibition that took place on Friday, November 5<sup>th</sup>, 2021, was a very important educational experience for our Telecom students.
  - The Telecom students from Leonardo Da Vinci were all there. It was a mandatory visit for that centre.
  - Next year it will be mandatory at PEC
- Career fairs are back to in-person. Marilyn will see which teachers are on presence and assign them to represent the school.
- ABAV plan- Dec 2<sup>nd</sup> staff meeting – introduction & survey launch
- PED
  - New PLC lab training \_ELEC
  - Course outlines Telecom
  - Ladder training Telecom
- **CS HYBRID program delivery-**

I want to start by thanking the CS dept for their flexibility for getting us online quickly at the start of the pandemic therefore permitting our students to complete their program. Especially want to thank Svet for his ingenuity and leadership in the CS dept. in setting up, deploying, and maintaining the remote system.

As we return to a new normal the hybrid delivery system which helped us navigate the pandemic needs to give way for a return onsite as this is affecting the students' ability to successfully complete their DEP. I am presently discussing the timeline with my boss.

Due to the increased number of student issues in the Comp Support program, Joanne has been supporting myself and the teachers in dealing with the numerous dossiers. (I will let Joanne speak to this ..)

Although their inclination is to choose attending classes online from home, ultimately their choice is counter-intuitive to what would be most beneficial for themselves.

Snapshot – Present day:

1. Increased number of students dropouts.
  - The ratio of student issues in the Comp Support program is 5 to 6 times greater than all our other programs; for each one student issue flagged in any of the other program's CS has 5-6 times more student issues occurring.
2. increased number of students not present for their exams due to not feeling prepared
  - During our multiple conversations with the students, they themselves have stated an inability to maintain a sustained focus appropriately from home.
  - Teachers have highlighted that many of the students appear to have learning difficulties/delays and this has also come to light during our appointments with these students. Online learning is less advantageous for this type of learner

- Onsite learning provides these students with more collaborative learning opportunities/experiences which is also more beneficial for this type of learner.
3. Increased number of students failing exams and unable to take rewrites due to high absenteeism.
- Both Students and teachers have mentioned the students lack of motivation
  - Being onsite means Teachers better able to offer office hours after class to meet with students during the teaching of their competency.
  - Feeling insecure in the learning decreases student's confidence and motivation to attend classes

When we call students to provide them an opportunity to return/reintegrate many students do not want to return to finish until we are back in the Centre fulltime.



Some teachers will be having Rockwell PLC training on Monday Nov 15.  
New equipment training for electricity module 22, PLC.  
(Nacer, Omid, Mohamed, and me, perhaps Christopher and Ricardo).  
Joanne has the names).

We did participate in John Abbott career fair as telecom and other depts,

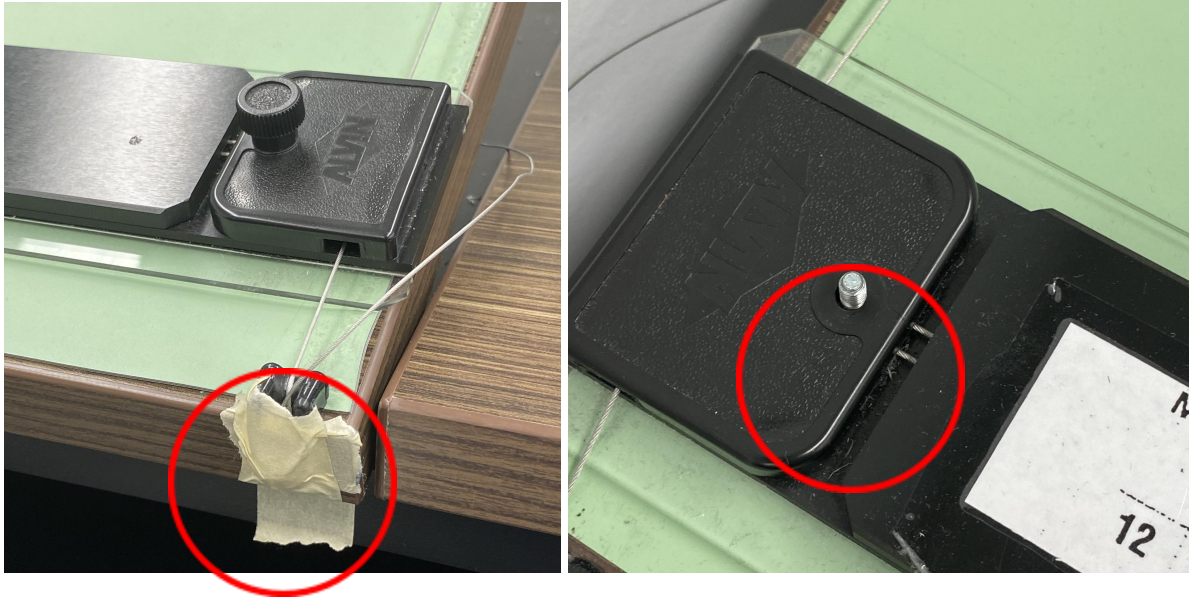
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Serge Frechette

## **Student's Report - PEC Governing Board Meeting November 16, 2021**

### **1. Drafting Tables**

Some of the drafting tables are not in good condition. Many of them have broken parts and are not working properly. Here is a couple of examples:



### **2. Software**

We know that we can get the programs (AutoCAD & SketchUp) in a free version but it would be good to explain to everyone equally how to download them and install properly before the start of the module that requires these programs to be adequately prepared.

### **3. Uniform**

We would like to have the option of another more neutral sweater (hoodie) color for IDD, because it is easier to combine and to be able to use at all times. Most of the IDD students would like to use one but don't like the bright purple color.

### **4. Discounts**

As of now, IDD students are receiving a kit of materials. However, throughout the modules, teachers suggest or request additional materials. Therefore, it would be pertinent if there was an agreement with a specialized store that offers students a special discount for acquiring said materials. In this way, additional help can be given for all students to have standardized equipment.

### **5. Field Trips**

We know that currently COVID is still latent but the situation has been improving little by little. Many activities have already been resumed and therefore, it would be good if the field trips too. Field trips strengthen observation skills and enrich and

expand the curriculum. It is one of the best tools to have real-world experiences, especially if we could go to different specialized companies like floor tiling, paint, fabrics, furniture, and others even to a construction site of and interior remodeling.

#### **6. Referrals**

Word of mouth is one of the most powerful ways to refer to a service. If you are looking to attract students to the school, a good option may be motivating current students to make word of mouth recommendations by offering them an incentive or discount. Above all, it would be of great interest to international students, who pay a much higher fee for the program and would be of really much help.

#### **7. Student Integration Activities at Special Holidays (e.g. Christmas)**

Many students today come from different countries and cultures. It would be good to have integration activities where we can learn and get to know a little more about our day-to-day companions. An integrated school encourages friendships and relationships across group lines and prepares us to succeed and expand our networking contacts. For example, IDD students will later need to work with electricians, accountants, plumbing and heating, or vice versa and what better way to be able to know our potential future co-workers.

#### **8. Part-Time Jobs**

Many international students have left everything in their countries to start from scratch. Many of us come alone or with our families. Most of us are given the facility of being able to study and work part time. However, when we find ourselves in a new environment, it would be of great help for the school to help its students, especially international students, to find a part-time job either at the same school or through a school's career opportunities website for students.

Thank you,

**Ursula P. Diaz Revilla**

+1 (438) 406 3886

*Interior Decorating & Visual Display Student*

*LB Pearson Electrotechnology Centre*

## Ped Consultant's Report – PEC Governing Board Meeting November 16, 2021

### A. Electricity

- Two new teachers have since joined the department – working closely with them for their orientation (lesson planning, etc.)
- Onsite training for the electricity teachers has been organized for Monday Nov. 15 with Rockwell/Lumen for PLC software ( new PLC lab requires updating of software etc.)

### B. Telecom

- According to BIM the new program will be obligatory year 2022-23
- We have been asked to participate with BIM-GRICS on the evaluation committee to develop the exams for the New Program of Study – still awaiting the finalized, sanctioned version of the new program of study from MEES
- At Marilyn's request I have begun developing an initial draft course outline for each competency in the new program; 12 out of 23 have been drafted to-date
- Researching various ladder and working at height PD training for the Telecom department we will review the various submissions together at our upcoming pedagogical dept. meeting on Monday Nov. 15

### C. IDD – Interior Display & Design Program

- Researching various training resources (online, reference manuals, etc.) for SketchUP and Podium software so teachers have different PD opportunities available.
- Continue working with the teachers for the three exam submissions for BIM-GRICS; Monday Nov. 15 IDD mini day we will continue working on Comp 3 and 5.

### D. Recently added dossier of supporting the teachers and centre director with various student issues. Students in the Comp support program are experiencing the most significant problems (higher drop out rate; increased absenteeism; students not presenting at final exams). In meeting and speaking with the students, the following points have come to light:

- Many of our students are local and often mention that they had IEP in high school.
- To be successful with remote/hybrid learning – it requires a strong sense of self-discipline; an active learner with very good organizational and time management skills, areas where these students struggle
- Many of these students have also emotional and mental health issues and remote/hybrid learning exacerbates feelings of isolation and depression, heightened stress, anxiety.
- Online classes are not as dynamic and interactive as in-class work and hands-on, less opportunities for personalized feedback
- There is a social component to learning (peer to peer; student and teacher; face to face; at lunch time) with the hybrid delivery method, opportunities for cooperative learning to occur are drastically reduced.

There are definite benefits to online learning, but present indicators are strongly suggesting that it does not meet the needs of our student clientele.

### E. Working on PEC's ABAV plan with the centre director.

### F. New Computing Support Program of Study - No updates.

*Respectfully submitted: Joanne Aubry*

#### **MEASURE 15022 Volet 2 (ADULT AND VOCATIONAL TRAINING)**

This measure focuses on the implementation of strategies to improve the level of well-being in schools for students and school staff. It supports initiatives by schools, adult education centers and vocational training centers aimed at developing protective factors that contribute to the well-being of students and school staff. Actions supported through this measure are centered around the development of the following skills and protective factors:

- social and emotional skills;
- self-esteem;
- sense of self-efficacy;
- school climate;
- healthy living and mental health.

This measure concerns actions deployed to promote the well-being of school personnel. In particular, it makes it possible to finance coaching and support for staff members in order to develop their social and emotional skills and promote healthy stress management. It also allows for the implementation of projects aimed at promoting the well-being of students.

#### **Measure 15043 - Attendance and success of young people in vocational training (VOCATIONAL TRAINING ONLY)**

This measure aims to promote the attendance and success of young people under 20 in vocational training.

#### **Measure 15083 (ADULT ONLY)**

This measure aims to support teachers in the pedagogical use of technology and digital resources (TRN) by adding professional staff. It is allocated to ensure the training and support of the school organization's teachers through coaching in the planning, experimentation and implementation of learning projects in accordance with the Quebec Education Program.

#### **MEASURE 15167 (ADULT ONLY)**

This measure is intended to accompany and support the centers with regard to "pedagogical" leadership.

This support provides funding for the release of faculty to develop and support "pedagogical" leadership in centers for:

- the development of professional communities of practice or learning;
- coaching the center team with an expert teacher.

In collaboration with educational services and RÉCIT FGA services, centers can define the model that best meets their needs.

This measure is part of the implementation of the Digital Action Plan for Education and Higher Education.