

PEARSON ELECTROTECHNOLOGY CENTRE

Minutes of the Meeting

Governing Board Meeting of May 31, 2022

Present:	Marilyn Aon	Centre Director
	Ken Elliott	Community Representative
	Joan Bernard	Support Staff Representative
	Svet Rusev	Teacher Representative (Computing Support)
	Geoffrey Alleyne	Teacher Representative (Telecom)
	Kiarash Nakhost	Teacher Representative (IDD)
	Joanne Aubry	Pedagogical Consultant
	Serge Frechette	Teacher Representative (Electricity)
	Adam Hoppenheim	Industry Representative
	Raphael Tana	Industry Representative

Absent: Ursala Diaz Revilla Student 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
Geoffrey Alleyne moves to approve the Agenda and Joanne Aubry seconds the motion. Approved.
3. **APPROVAL OF MINUTES OF February 15, 2022**
Adam Hoppenheim moves to approve the minutes of February 15, 2022. Kiarash Nakhost seconds the motion. Approved
4. **BUSINESS ARISING**
4.1 None
5. **NEW BUSINESS**
5.1 **2022-2023 CALENDAR**
Geoffrey Alleyne moves to approve the 2022-2023 Calendar, Raphael Tana seconds the motion, approved unanimously.
5.2 **LBPSB – Three Year Plan**
Reviewed and discussed. Does not affect PEC.
5.3 **PEC – ABAV Plan**
Reviewed and discussed. Geoffrey Alleyne moves to approve the ABAV Plan, Raphael Tana seconds the motion, approved unanimously.
6. **REPORTS**
6.1 **DIRECTOR'S REPORT**
PEC will be getting Assistant Director, Dimitra Galanomatis as of July 01, 2022. Attached report, reviewed, and discussed.

6.2 TEACHER'S REPORT

- ✓ **Svet** – CS teachers have received their new laptops.
- ✓ **Geoffrey** – Thank you to Daniel Warken for inviting a former student, Fritz Solomon Lubin to come and talk to our current students regarding his work experiences.
- ✓ **Serge** – The new Electricity cohort are doing well. Work is still being done in the basement to build the new labs.

6.3 STUDENT'S REPORT

No report

6.4 NON-TEACHING STAFF

Joanne Aubry -Attached report

Shari Waldrich – attached is a report to show what she has been doing this past school year to promote our programs and support our students.

Adam Hoppenheim – it is nice to be using the skills learnt at PEC in the job daily.

7 FIELD TRIPS & STAGE REPORTS

Johanne Dion will be taking the Computing Support student to visit JSL company. They were present at our job fair on May 18th, the companies are feeling there is a need for our IT students as well as Telecom. We will need to follow up with Videotron who have shown an interest in our Computing Support students. Having Azhar Awan take care of stage for both Telecom and Computing Support students has been beneficial as companies are showing interest in hiring from both programs. The IDD stage was quite successful, attached report. There was a concern from the department that 90 hours on stage as opposed to 120 would not be enough, but the results are positive.

8 VARIA

None

9 NEXT MEETINGS

The next meeting is scheduled for June 14, 2022, at 4:30.

10 ADJOURNMENTS

Joanne Aubry moves to adjourn the meeting, motion seconded by Serge Frechette. Approved.

Respectfully submitted by Joan Bernard.

Ken Elliott, Chairperson

Marilyn Aon, Centre Director

Date



LESTER B. PEARSON
Pearson Electrotechnology Centre

Lester B. Pearson School Board
Commission scolaire Lester-B.-Pearson

2022-2023



2
0
2
2

Juillet/July				
L/M	M/T	M/W	J/TH	V/F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Août/August				
L/M	M/T	M/W	J/TH	V/F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Septembre/September				
L/M	M/T	M/W	J/TH	V/F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

2
0
2
3

Octobre/October				
L/M	M/T	M/W	J/TH	V/F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Novembre/November				
L/M	M/T	M/W	J/TH	V/F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Décembre/December				
L/M	M/T	M/W	J/TH	V/F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Janvier/January				
L/M	M/T	M/W	J/TH	V/F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Février/February				
L/M	M/T	M/W	J/TH	V/F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

Mars/March				
L/M	M/T	M/W	J/TH	V/F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Avril/April				
L/M	M/T	M/W	J/TH	V/F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Mai/May				
L/M	M/T	M/W	J/TH	V/F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Juin/June				
L/M	M/T	M/W	J/TH	V/F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Reminder: April 11, 2022 ped day there is no support staff in the building.

Shutdown: The school board will be closed from July 25th to August 05th, 2022.



Teacher's convention



Legal Holidays



Centre Shutdown



Board Level Ped. Days 4



Centre Level Ped. Days 5



Graduation, May 18th



Non-teaching days 6

Contract Dates

1st 100 days: Aug. 24, 2021

2nd 100 days:

Remediation / Orientation Dates			
IDD	Electricity	Telecom	Comp Support
August 12, 2022	August 12, 2022	August 24, 2022	August 15, 2022
September 28, 2022	October 19, 2022	October 7, 2022	November 14, 2022
October 24, 2022	January 18, 2023	December 5, 2022	January 23, 2023
December 19, 2022	March 31, 2023	January 11, 2023	April 12, 2023
March 27, 2023	May 10, 2023	March 31, 2023	April 28, 2023
June 21, 2023	June 9, 2023	June 12, 2023	June 19, 2023



Background information on the Three-Year Plan of the Allocation and Destination of Immovables.

Article 211 of the Education Act requires school boards to consult annually on the Three-Year Plan of the Allocation and Destination of its Immovables. The plan must indicate school and centre address, the premises of the building at the disposal of the school/centre, the level of instruction provided, any purpose of the building which may be other than its educational purpose (i.e., rental), the capacity of the school and school enrollment forecast for the duration of the plan.

School enrollment is based upon historical trends and the Quebec government demographic forecasts. School enrollment forecasts are estimates which are revised annually according to the best available information. The capacity of a school is determined through a government formula as per the link below.

http://www3.education.gouv.qc.ca/dgfe/Parametre_asp/Application/Formulaires/AjE/Doc/Capacite_accueil_primaire-secondaire_reference.pdf

The Three-Year Plan is the basis for issuing a deed of establishment to each school and center. Deeds of establishment are required to officially create each school and centre at the Ministry of Education level. It is imperative to ensure the information contained in the Three-Year Plan (school address, level of instruction) is correct because it will be reflected on the deed of establishment.

Governing Boards are consulted more specifically to review the premises placed at their disposal. This will determine if their approval is required for the use of the premises (for example, a rental to an outside organization) during the school year.

Please find an extract of the Education Act below:

Education Act

93. *The governing board is responsible for approving the use of the premises or immovables placed at the disposal of the school, proposed by the principal, subject to the obligations imposed by law for the use of the school premises for election purposes and to agreements for the use of school premises entered into by the school board before the issue of the deed of establishment of the school.*

Any agreement entered into by the governing board for the use of the premises or immovables placed at the disposal of the school requires prior authorization from the school board if the term of the agreement exceeds one year.

The governing board is responsible for approving the organization by the school board, on the school premises, of cultural, social, sports, scientific or community services.

110.4. *Sections 80 to 82 and 93 to 95, adapted as required, apply to the governing board of a centre.*

211. *Each year, after consulting any municipality or metropolitan community whose territory is situated entirely or partially within its own, the school board shall establish a three-year plan for the allocation and destination of its immovables. The plan must specify, for each school and each vocational training and adult education centre, the name and address of the school or centre, the*



Background information on the Three-Year Plan of the Allocation and Destination of Immovables.

premises at its disposal, the level of instruction provided, any purpose it may have other than its educational purpose, its capacity and the school enrolment forecast for the duration of the plan.

The school board shall transmit the plan to every municipality or metropolitan community consulted.

The school board shall then draw up, in accordance with the plan, a list of its schools, and of its vocational training and adult education centres, if any, and shall issue a deed of establishment to them.

Where two or more educational institutions are established in the same premises or immovables, the school board shall determine the allocation of the premises or immovables, or the allocation of the use of such premises or immovables among such educational institutions.

In the case described in the fourth paragraph, the school board may, at the request of the governing boards concerned, establish a coordinating committee composed of representatives of the governing boards and determine the distribution of powers and functions between the governing boards and the coordinating committee, as well as the administrative and operating rules applicable to the coordinating committee.

The school board may also appoint a single principal for all the institutions and one or more vice principals for each institution. In such a case, the school board, after consulting with the governing boards concerned, shall determine the distribution of powers and functions between the principal and the vice principals.

1988, c. 84, s. 211; 1990, c. 8, s. 22; 1997, c. 96, s. 50; 2000, c. 56, s. 159; 2002, c. 68, s. 52; 2003, c. 19, s. 203; 2006, c. 51, s. 98.

Three-year Plan of Allocation and Destination of Immovables 2022-2025

School	Street Address	City, Town, Borough	Postal Code	Premises at the Disposal of the School The entirety of the premises is at the disposal of the school/centre from August 15 to June 26 except for gymnasiums, auditoriums and outdoor fields after 6 pm and on weekends. Additional rooms not available are	Enrollment 2021-2022	2022-2023 Enrollment Forecast	2023-2024 Enrollment Forecast	2024-2025 Enrollment Forecast	Level/ Cycle	Capacity
Allion	140-9th Avenue	LaSalle, borough of Montreal, QC	H8P 2N9	Downstairs office areas of S109 entente with LaSalle for Air Cadet		Elementary K-6	Elementary K-6	Elementary K-6	E	348
					336	337	326	312	K-6	
Beacon Hill	170 Alton Drive	Beaconsfield, QC	H9W 2Z3			Elementary K-6	Elementary K-6	Elementary K-6	E	348
					286	278	269	265	K-6	
Beaconsfield High	250 Beaurepaire Drive	Beaconsfield, QC	H9W 5G7			Secondary 1-5	Secondary 1-5	Secondary 1-5	S	1200
					848	834	806	834	1-5	
Beechwood	13155 Shelborne	Pierrefonds, borough of Montreal QC	H9A 1L4			Elementary K-6	Elementary K-6	Elementary K-6	E	288
					258	252	248	231	K-6	
Beurling Academy	6100 Champlain Boulevard	Verdun, borough of Montreal, QC	H4H 1A5	YMCA Room C-261A		Secondary 1-5	Secondary 1-5	Secondary 1-5	S	725
				Shared facility with Verdun Adult & Career Centre (see appendix)	211	225	230	225	1-5	
Birchwood	1325 rue Jolicoeur	Saint-Lazare, QC	J7T 1Z4			Elementary K-6	Elementary K-6	Elementary K-6	E	393
					402	403	367	338	K-6	
Children's World Academy	2241 Ménard	LaSalle, borough of Montreal, QC	H8N 1J4			Elementary K-6	Elementary K-6	Elementary K-6	E	530
					496	508	512	513	K-6	
Christmas Park	422 Beaconsfield Boulevard	Beaconsfield, QC	H9W 4B7	REACH Program		Elementary K-6	Elementary K-6	Elementary K-6	E	429
					212	198	196	183	K-6	
Clearpoint	17 Cedar	Pointe-Claire, QC	H9S 4X9			Elementary K-6	Elementary K-6	Elementary K-6	E	441
					442	453	407	390	K-6	
Dorset	106 Dorset	Baie d'Urfé, QC	H9X 2Z6			Elementary K-6	Elementary K-6	Elementary K-6	E	286
					318	309	280	264	K-6	
Dorval	1750 Carson	Dorval, QC	H9S 1N3			Elementary K-6	Elementary K-6	Elementary K-6	E	441
					363	374	375	382	K-6	
Edgewater	220 Cardinal-Léger	Pincourt, QC	J7W 3Y5			Elementary K-6	Elementary K-6	Elementary K-6	E	428
					423	420	421	419	K-6	

Evergreen	2625 du Bordelais	St-Lazare, QC	J7T 2Z9			Elementary K-6	Elementary K-6	Elementary K-6	E	348
					317	312	304	309	K-6	
Forest Hill Junior	1950 Chanterel	St-Lazare, QC	J7T 3C2			Elementary K-2	Elementary K-2	Elementary K-2	E	312
					307	304	291	292	K-2	
Forest Hill Senior	1449 Bédard	St-Lazare, QC	J7T 3B4			Elementary 3-6	Elementary 3-6	Elementary 3-6	E	432
					402	419	419	432	3-6	
Horizon High	90 Jubilee Square	Pointe Claire, Qc	H9R 1M3	FSSTT Rooms, Edventure, lease for caretaker apartment	Secondary 2 - 5	Secondary 2-5	Secondary 2-5	Secondary 2-5	S	220
				Literacy unlimited room 13	89	109	109	109	2-5	
John Rennie High	501 Saint Jean Boulevard	Pointe-Claire, QC	H9R 3J5	FTQ Local 800 Rooms, Pro Action Hockey Association Room		Secondary 1-5	Secondary 1-5	Secondary 1-5	S	1650
					1298	1314	1346	1350	1-5	
Kingsdale Academy	4381 King	Pierrefonds, borough of Montreal, QC	H9H 2E8			Elementary K-6	Elementary K-6	Elementary K-6	E	417
					305	278	265	244	K-6	
Lakeside Academy	5050 Sherbrooke	Lachine, borough of Montreal, QC	H8T 1H8	Club Zone de Lachine rooms 113 and 115 Lachine Cadets room 335 Pearson Education Foundation Room 124A		Secondary 1-5	Secondary 1-5	Secondary 1-5	S	1150
				Three 4-year-old Maple Grove kindergarten classes # 111,114 & 116 Archive Rooms	500	472	454	470	1-5	
LaSalle Community Comp. HS	240, 9th Avenue	LaSalle, borough of Montreal, QC	H8P 2N9	Catholic Community Services Daycare Rooms lease renewed annually or cancelled at end of term with 6 months' notice		Secondary 1-5	Secondary 1-5	Secondary 1-5	S	1325
					752	826	873	838	1-5	
Lasalle Elementary Junior	8340 David-Boyer	LaSalle, borough of Montreal, QC	H8N 2A1	REACH Program Room		Elementary K-2	Elementary K-2	Elementary K-2	E	300
					283	281	278	284	K-2	
Lasalle Elementary Senior	1555 Rancourt	LaSalle, borough of Montreal, QC	H8N 1R7	Entente with LaSalle - storage space		Elementary 3-6	Elementary 3-6	Elementary 3-6	E	504
					349	343	351	333	3-6	
Macdonald High	17 Maple	Ste-Anne-de-Bellevue, QC	H9X 2E5			Secondary 1-5	Secondary 1-5	Secondary 1-5	S	975
					933	988	1014	1025	1-5	
Maple Grove	740-52 nd Avenue	Lachine, borough of Montreal, QC	H8T 2X6	Three 4-year-old kindergarten classes in Lakeside class # 111, 114 & 116		Elementary K-6	Elementary K-6	Elementary K-6	E	405
					369	377	357	352	K-6	
Margaret Manson	18750 Elkas	Kirkland, QC	H9J 4C1			Elementary K-6	Elementary K-6	Elementary K-6	E	393
					222	214	196	197	K-6	
Mount Pleasant	97 Mount Pleasant	Hudson, QC	J0P 1H0			Elementary K-6	Elementary K-6	Elementary K-6	E	324
					287	296	286	280	K-6	
Pierre Elliott Trudeau	490 Bourget	Vaudreuil-Dorion, QC	J7V 6N2			Elementary K-6	Elementary K-6	Elementary K-6	E	372
					322	310	295	301	K-6	

Pierrefonds Community High	13800 Pierrefonds Boulevard	Pierrefonds, borough of Montreal, QC	H9A 1A7	Shared facility with West Island Career Center (see appendix)		Secondary 1-5	Secondary 1-5	Secondary 1-5	S	1100
					912	879	820	827	1-5	
Riverview	971 Riverview	Verdun, borough of Montreal, QC	H4H 2C3	CLC Rooms, CPE Riverview Rooms until June 30, 2023		Elementary K-6	Elementary K-6	Elementary K-6	E	381
					240	238	244	247	K-6	
Saint Anthony	17750 Meloche	Pierrefonds, borough of Montreal, QC	H9J 3P9			Elementary K-6	Elementary K-6	Elementary K-6	E	393
					302	288	277	287	K-6	
Saint Charles	4331 Saint Anne	Pierrefonds, borough of Montreal, QC	H9H 4G7			Elementary K-6	Elementary K-6	Elementary K-6	E	372
					280	279	269	273	K-6	
Saint Edmund	115 Beaconsfield Boulevard	Beaconsfield, QC	H9W 3Z8			Elementary K-6	Elementary K-6	Elementary K-6	E	393
					384	358	357	354	K-6	
Saint John Fisher Junior	87 Belmont	Pointe-Claire, QC	H9R 2N7	Occupational Therapist room # 6		Elementary K-2	Elementary K-2	Elementary K-2	E	392
					233	257	249	258	K-2	
Saint John Fisher Senior	121 Summerhill	Pointe-Claire, QC	H9R 2L8	IASS Room		Elementary 3-6	Elementary 3-6	Elementary 3-6	E	528
					302	294	280	283	3-6	
Saint Patrick	261 Shamrock	Pincourt, QC	J7W 3W5			Elementary K-6	Elementary K-6	Elementary K-6	E	620
					506	527	505	516	K-6	
Saint Thomas High	111 Broadview	Pointe-Claire, QC	H9R 3Z3			Secondary 1-5	Secondary 1-5	Secondary 1-5	S	1375
					1333	1333	1286	1262	1-5	
Sherbrooke Academy Junior	230 Sherbrooke	Beaconsfield, QC	H9W 1P5			Elementary K-2	Elementary K-2	Elementary K-2	E	312
					191	189	190	191	K-6	
Sherbrooke Academy Senior	313 Windermere	Beaconsfield, QC	H9W 1W1	Room #134 Magic Circle Nursery School rented until June 6, 2022. Reapply annually.		Elementary 3-6	Elementary 3-6	Elementary 3-6	E	426
					179	195	203	206	K-6	
Soulanges	1135 Saint Georges	Saint-Télesphore, QC	J0P 1Y0			Elementary K-6	Elementary K-6	Elementary K-6	E	35
					23	25	28	27	K-6	
Springdale	150 Hyman	Dollard-des-Ormeaux, QC	H9B 1L6			Elementary K-6	Elementary K-6	Elementary K-6	E	455
					219	205	209	206	K-6	
Sunshine Academy	65 Sunshine	Dollard-des-Ormeaux, QC	H9B 1G9			Elementary K-6	Elementary K-6	Elementary K-6	E	393
					262	250	246	247	K-6	
Terry Fox	13350 Purcell	Pierrefonds, borough of Montreal, QC	H8Z 1P7	REACH Program Room		Elementary K-6	Elementary K-6	Elementary K-6	E	455
					291	289	291	304	K-6	
Verdun Elementary	610 Desmarchais	Verdun, borough of Montreal, QC	H4H 1S6	Room 11 and 12 Heart and Hands Pediatric Clinic		Elementary K-6	Elementary K-6	Elementary K-6	E	821
				Rising Sun Daycare rooms (20-year lease to 2028)	238	217	202	205	K-6	
Westpark	6 Howard	Dollard-des-Ormeaux, QC	H9A 2L2			Elementary K-6	Elementary K-6	Elementary K-6	E	634
					561	576	580	567	K-6	
Westwood Junior	2800 du Bordelais	Saint-Lazare, QC	J7T 3E3	Point of service for Place Cartier Adult and Career Centre and Gordon Robertson		Secondary 1-2	Secondary 1-2	Secondary 1-2	S	750
					502	469	444	469	1-2	
Westwood Senior	69 Cote Saint Charles	Hudson, QC	J0P 1H0	Point of Service for Place Cartier Adult and Career Centre and Gordon Robertson		Secondary 3-5	Secondary 3-5	Secondary 3-5	S	1020
					637	709	735	734	3-5	
Wilder Penfield	551 Westminster	Dollard-des-Ormeaux, QC	H9G 1E8			Elementary K-6	Elementary K-6	Elementary K-6	E	393
					347	320	323	322	K-6	

Three-year Plan of Allocation and Destination of Immovables 2022-2025

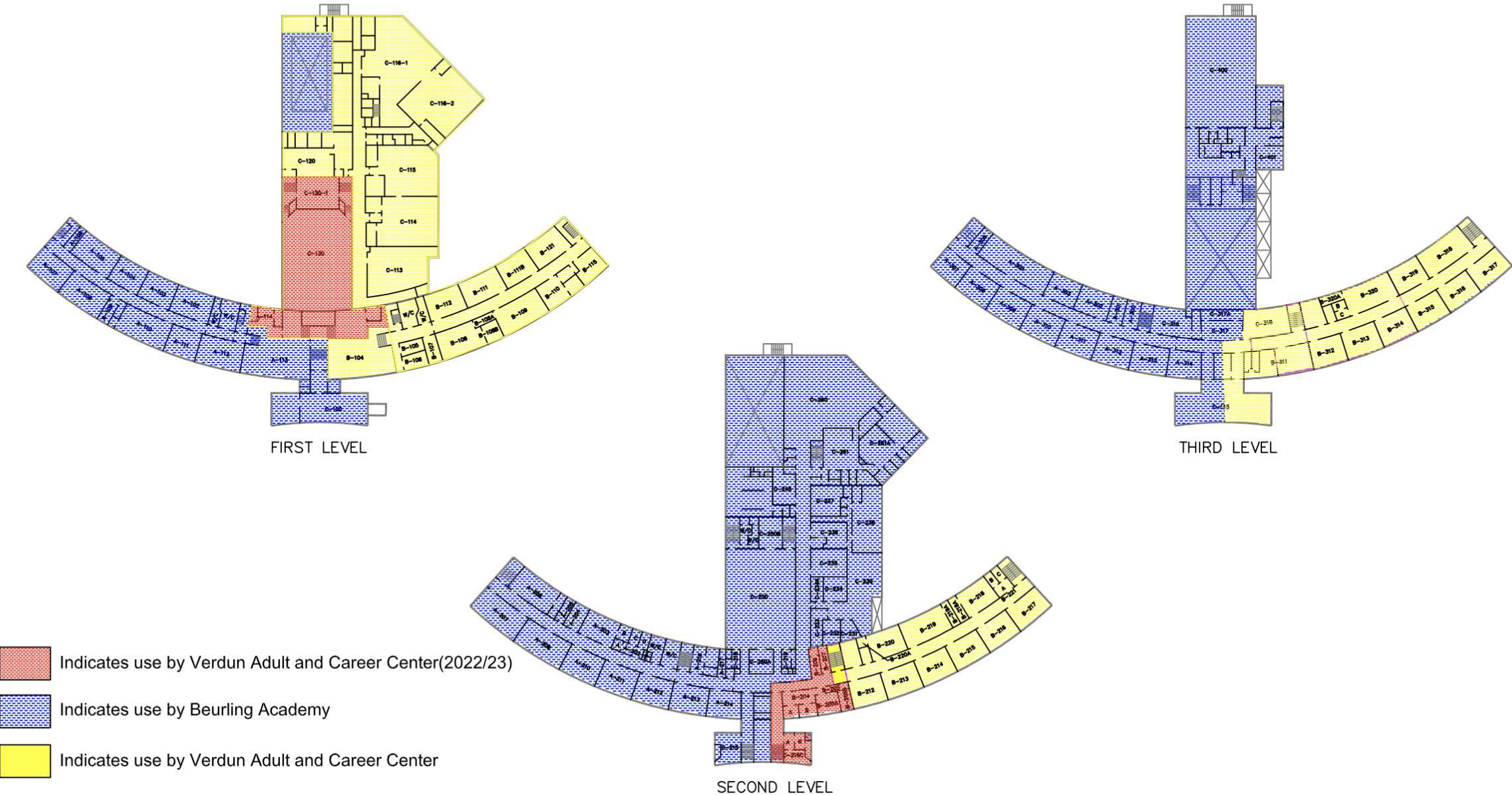
Centre	Street Address	City, Town, Borough	Postal Code	Premises Not at the Disposal of the Centre/Comments	Enroll ment 2021-2022	Usage 2022-2023	Usage 2023-2024	Usage 2024-2025	Level
Gordon Robertson Beauty Academy	240 Beaurepaire Drive	Beaconsfield, QC	H9W 6G4	Rooms available for use for Adult Education classes when not otherwise occupied as a point of service for Place Cartier, Points of Service at Westwood Junior and Senior	199	Vocational Ed. Centre	Vocational Ed. Centre	Vocational Ed. Centre	V
Pearson Adult & Career Centre – Adult Education	8300 George	LaSalle, borough of Montreal, QC	H8P 1E5	PACC Vocational Education Rooms Point of service at Pearson Electrotechnology Center, 5000 Rene-Huguet, Lachine Qc H8T 1M7	425	Adult Ed. Centre	Adult Ed. Centre	Adult Ed. Centre	A
Pearson Adult & Career Centre – Vocational	8310 George	LaSalle, borough of Montreal, QC	H8P 1E5	PACC Adult Education Rooms Annex at International Language Centre/John Killingbeck Pavilion, 150 Seignory, Pointe-Claire, QC H9R 4R5	635	Vocational Ed. Centre	Vocational Ed. Centre	Vocational Ed. Centre	V
Pearson Electrotechnology Centre	5000 René-Huguet	Lachine, borough of Montreal, QC	H8T 1M7	Rooms available for use for Adult Education classes when not otherwise occupied as a point of service to Pearson Adult and Career Centre	533	Vocational Ed. Centre	Vocational Ed. Centre	Vocational Ed. Centre	V
Place Cartier Adult and Career Centre - Adult Education	120 Ambassador	Pointe Claire, Qc	H9R 1S8	Point of service at 257 Beaconsfield blvd, Beaconsfield, Qc H9W 4A5 Point of service after 4 p.m. at Westwood Jr, 2800 du Bordelais, St. Lazare, QC J7T 3E3 and Westwood Sr 69 Cote Saint Charles, Hudson, QC J0P 1H0 Point of service at Gordon Robertson, 240 Beaurepaire Drive, Beaconsfield, Qc H9W 6G4 Point of Service at 1925 Brookdale Ave.Dorval, QC H9P 2Y7 Point of Service for ILC John Killingbeck 150 Seignory, Pointe- Claire, Qc H9R 4R5 Point of Service 93 Hymus, Pointe Claire, Qc H9R 1E2 Point of Service 21275 Lakeshore blvd, Ste Anne de Bellevue, Qc H9X 3L9 Pointe of Service 14400 Gouin Ouest, Pierrefonds, Qc H9H 1B1 Point of service at West Island Career Centre, 13700 Pierrefonds Boulevard, Pierrefonds, Qc H9A1A7	611	Adult Ed. Centre	Adult Ed Centre	Adult Ed Centre	A
Place Cartier Adult and Career Centre- Vocational	120 Ambassador	Pointe Claire, Qc	H9R 1S8	Point of Service at 1925 Brookdale Ave.Dorval, QC H9P 2Y7	7	Vocational Ed Centre	Vocational Ed Centre	Vocational Ed Centre	V
Verdun Adult & Career Centre - Adult	6050 Champlain Boulevard	Verdun, borough of Montreal, Qc	H4H 1A5	Shared facility with Beurling Academy (see appendix) Rooms available for use by Vocational education classes when not otherwise occupied.	0	Adult Ed Centre	Adult Ed Centre	Adult Ed Centre	A
Verdun Adult and Career Centre- Vocational	6050 Champlain Boulevard	Verdun, borough of Montreal, Qc	H4H 1A5	Shared facility with Beurling Academy (see appendix). Rooms available for use for Adult Education classes when not otherwise occupied.	538	Vocational Ed. Centre	Vocational Ed. Centre	Vocational Ed. Centre	V
West Island Career Centre	13700 Pierrefonds Boulevard	Pierrefonds, borough of Montreal, QC	H9A 1A7	Rooms available for use for Adult Education classes when not otherwise occupied. Point of service for Place Cartier Adult and Career Centre. Shared facility with Pierrefonds Comprehensive High School (see appendix)	656	Vocational Ed. Centre	Vocational Ed. Centre	Vocational Ed. Centre	V

Other Immovable	Street Address	City, Town, Borough	Postal Code	Premises Not at the Disposal of the Other Immovable/Comments	Enrollment 2021-2022	Usage 2022-2023	Usage 2023-2024	Usage 2024-2025	Level/ Cycle
Allancroft	265 Allancroft Road	Beaconsfield, Qc	H9W 2R8	Previously was a point of service for Place Cartier	n/a	Vacant building	Vacant building	Vacant building	n/a
Annex Place Cartier Adult and Career Centre	257 Beaconsfield Blvd	Beaconsfield Qc	H9W 4A5	Point of Service for Place Cartier Adult and Career Centre		Adult Ed & Vocational	Adult Ed and Vocational	Adult Ed and Vocatoinal	A
International Language Centre/John Killingbeck Pavilion	150 Seigniory	Pointe-Claire, QC	H9R 4R5	Annex to PACC Vocational and Rooms available for use for Adult Education classes when not otherwise occupied as a point of service for Place Cartier Adult and Career Centre	n/a	International Language Centre	International Language Centre	International Language Centre	V
LBPSB Head Office	1925 Brookdale	Dorval, QC	H9P 2Y7	Point of service for Place Cartier Adult and Career Centre CPE Les Enfants de Lester B.	n/a	Administrative Centre	Administrative Centre	Administrative Centre	n/a
Vacant Building	55-5th Avenue	LaSalle, borough of Montreal, QC	H8P 2K1	<u>N.B.</u> Previously Housed Allion Elementary School	n/a	Vacant, or other Board use as required	Vacant, or other Board use as required	Vacant, or other Board use as required	n/a

Three-year Plan of Allocation and Destination of Immovables 2022-2025

APPENDIX

Beurling Academy - Verdun Adult and Career Center



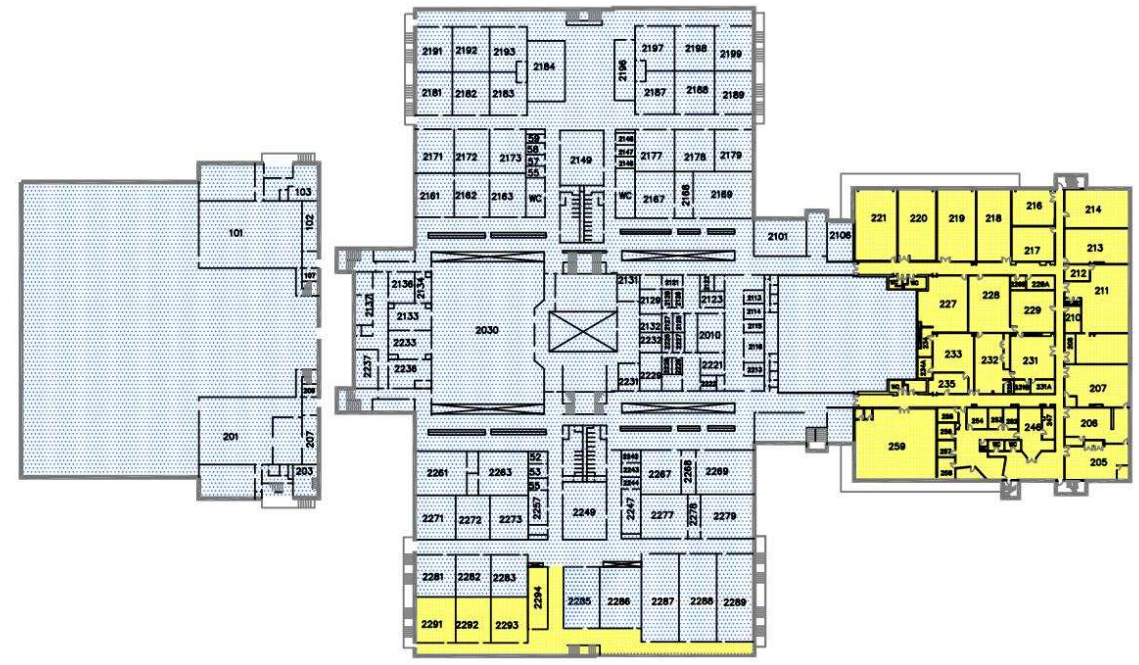
Three-year Plan of Allocation and Destination of Immovables 2022-2025

APPENDIX

Pierrefonds Community High School - West Island Career Centre



FIRST LEVEL



SECOND LEVEL

5

Indicates use by West Island Career Centre



Indicates use by Pierrefonds Community High School



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

The following is a resolution adopted by the Executive Committee of the Lester B. Pearson School Board at its virtual regular meeting held on April 19, 2022.

Resolution number E-2022-04-#04

Three-Year Plan of Allocation and Destination of Immovables 2022-2025 – Consultation Launch

WHEREAS the school board shall establish a three-year plan for the allocation and destination of its immovables in accordance with section 211 of the Education Act; and

WHEREAS, a draft of said Plan has been developed by the Administration of the School Board; and

WHEREAS in accordance with sections 193 (2) and 211 of the Education Act, the proposed Plan must be submitted for consultation to the municipalities and boroughs whose territory is situated entirely or partially within its own, to the Parents' Committee, to the Central Student Committee, and may be submitted to other consultative partners of the School Board; and

WHEREAS the Executive Committee has been delegated the power to launch the consultation on said Plan in By-law 6:

WHEREFORE IT WAS MOVED BY Commissioner C. Berger AND UNANIMOUSLY RESOLVED:

THAT the proposed Three-Year Plan of Allocation and Destination of Immovables of the Lester B. Pearson School Board 2022-2025 be distributed for consultation to the municipalities or boroughs on its territory, to the Parents' Committee, the Central Student Committee and to the other consultative partners of the School Board during the week of April 20, 2022, with responses to be returned to the Secretariat no later than June 17, 2022; and

THAT the final draft of said Plan be submitted for adoption at the regular meeting of the Council of Commissioners to be held on June 27, 2022.

I certify that this document is an extract from the Minutes of the Lester B. Pearson School Board Executive Committee's meeting held on April 19, 2022; this text is subject to ratification by approval of the Minutes of said meeting at the next meeting of the Executive Committee to be held on May 24, 2022.

This 20th day of April 2022.

Me Geneviève Dugré, Secretary General



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

The following is a resolution adopted by the Executive Committee of the Lester B. Pearson School Board at its virtual regular meeting held on April 19, 2022.

Resolution number E-2022-04-#03

Governing Board Composition 2022-2023

WHEREAS, in accordance with sections 43 and 103 of the Education Act, the School Board shall determine the number of parents and staff representatives on the Governing Board of each school and centre after consulting with each group concerned; and

WHEREAS such consultation took place and the responses were considered:

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

THAT the following number of representatives be set for the Governing Boards of the schools and centres of the Lester B. Pearson School Board, to take effect for the 2022-2023 school year and to remain in effect until modified.

Elementary School	Governing Board Total Members (Max. 20)	Parents Members (Min. 4)	Staff Members (Equal to total number of seats for parents)				Community Members (2)
			Teachers (Min. 2)	Non-Teaching Professionals (Max. 1)	Support (Max. 1)	Daycare	
Allion	14	6	Total 5			1	2
Beacon Hill	14	6	Total 5			1	2
Beechwood	16	7	Total 6			1	2
Birchwood	12	5	Total 4			1	2
Children's World	18	8	Total 7			1	2
Christmas Park	16	7	Total 6			1	2
Clearpoint	16	7	Total 6			1	2
Dorset	14	6	Total 5			1	2
Dorval	16	7	Total 6			1	2
Edgewater	16	7	Total 6			1	2
Evergreen	14	6	Total 5			1	2
Forest Hill Junior	12	5	Total 4			1	2
Forest Hill Senior	12	5	Total 4			1	2

Kingsdale	18	8	Total 7	1	2
LaSalle Jr	12	5	Total 4	1	2
LaSalle Sr	12	5	Total 4	1	2
Margaret Manson	12	5	Total 4	1	2
Maple Grove	16	7	Total 6	1	2
Mt Pleasant	16	7	Total 6	1	2
Pierre E. Trudeau	14	6	Total 5	1	2
Riverview	12	5	Total 4	1	2
St. Anthony	18	8	Total 7	1	2
St. Charles	16	7	Total 6	1	2
St. Edmund	18	8	Total 7	1	2
St. John Fisher Jr	12	5	Total 4	1	2
St. John Fisher Sr	12	5	Total 4	1	2
St. Patrick	14	6	Total 5	1	2
Sherbrooke Jr	12	5	Total 4	1	2
Sherbrooke Sr	12	5	Total 4	1	2
Soulanges	5*	2	Total 2	1	1
Springdale	12	5	Total 4	1	2
Sunshine	14	6	Total 5	1	2
Terry Fox	18	8	Total 7	1	2
Verdun	12	5	Total 4	1	2
Westpark	20	9	Total 8	1	2
Wilder Penfield	16	7	Total 6	1	2

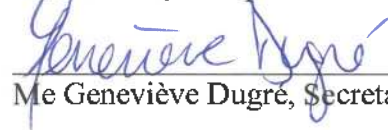
* In accordance with the school population (section 44 of the Education Act)

High School	Governing Board Total Members (Max. 20)	Parents Members (Min. 4)	Staff Members (Equal to total number of seats for parents)			Students (2)	Community Members (2)
			Teachers (Min. 2)	Non-Teaching Professionals	Support		
Beaconsfield	20	8	Total 8			2	2
Beurling	16	6	Total 6			2	2
Horizon	12	4	Total 4			2	2
John Rennie	20	8	Total 8			2	2
Lakeside	16	6	Total 6			2	2
LaSalle C.C.	20	8	Total 8			2	2
Macdonald	20	8	Total 8			2	2
Pierrefonds Community	20	8	Total 8			2	2
Saint Thomas	20	8	Total 8			2	2
Westwood Jr	10	4	Total 4			N/A	2
Westwood Sr	14	5	Total 5			2	2

Centre	Governing Board Total Members (Max. 20)	Parents Voc. Only (Min. 2)	Staff Members (Min. 4)			Students (2)	Socio-economic/Community Representatives (2)	Enterprise/Industry Representatives (2)
			Teachers (Min. 2)	Non-Teaching Professionals	Support			
Gordon Robertson	13	2	Total 5			2	2	2
PACC Adult	10	n/a	Total 4			2	2	2
PACC Voc	14	2	Total 6			2	2	2
PEC	16	2	Total 6			4	2	2
Place Cartier	16	n/a	Total 8			3	3	2
SACC Adult	10	n/a	Total 4			2	2	2
SACC Voc	14	2	Total 4			4	2	2
VACC	16	2	Total 6			4	2	2
WICC	14	2	Total 5			3	2	2

I certify that this document is an extract from the Minutes of the Lester B. Pearson School Board Executive Committee's meeting held on April 19, 2022; this text is subject to ratification by approval of the Minutes of said meeting at the next meeting of the Executive Committee to be held on May 24, 2022.

This 20th day of April 2022.



Me Geneviève Dugré, Secretary General

Anti-Bullying and Anti-Violence Plan 2021 – 2022



LESTER B. PEARSON
Pearson Electrotechnology Centre

MAY 22, 2022	May 24, 2022
REVISION DATE OF PLAN	DATE OF GOVERNING BOARD APPROVAL

Signature Governing Board Chair

Signature Principal

A healthy and safe environment is conducive to learning and promotes student engagement. The implementation of an integrated, concerted, and motivating approach will facilitate the achievement of the objectives of the school's Educational Project.

GOALS OF THE ABAV PLAN

- In compliance with s. 75.1 of the Education Act, this plan specifies the duties and responsibilities of the relevant school stakeholders and their partners. It also stipulates that school boards must see to it that each of their schools provides a healthy and secure learning environment that allows every student to develop his or her full potential, free from any form of bullying or violence.
- The plan is designed to support the optimal conditions required to guarantee the fundamental right to dignity, equality, and integrity, while respecting the unique character of each individual.
 - Every student is entitled to a high-quality educational experience, affirming and free from discrimination, bullying, or violence based on perceived race, color, ethnicity, religion, language, gender identity, sexual orientation, ability, or ancestry.*
 - Every employee is entitled to work in an environment that is affirming and free from discrimination, bullying, or violence based on perceived race, color, religion, gender identity, sexual orientation, ability, or ancestry.*
 - Every visitor is entitled to participate in an environment that is affirming and free from discrimination, bullying, or violence based on perceived race, color, religion, gender identity, sexual orientation, ability, or ancestry.*

(*Extracted from Portland (Oregon) Public Schools *Anti-Racist & Anti-Oppression Learning Communities*, Board Policy 2.10.015-P. p.1.)

Pearson Electrotechnology ABAV plan specifically applies to the provision of support to students in this area. Issues related to staff conflict, harassment, discrimination, etc. are addressed in the [Lester B. Pearson School Board Policy on Safe and Caring Schools](#). Addendum I in [that policy](#) articulates the Code of Conduct for Parents/Guardians/Visitors.

Bullying

- Refers to any repeated direct or indirect behaviour, comment, act, or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes. (*Article 13, EA*)

Violence

- Refers to any intentional demonstration of force of a verbal, written, physical, psychological or sexual nature which causes distress and injures, hurts, or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property. (*art. 13, EA*)

Requirements of The Quebec Educational Act (QEA)

- The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary (art. 75.1).
- The governing board is responsible for approving the anti-bullying and anti-violence plan, and any updated version of the plan, proposed by the principal (art. 75.1)
- The main purpose of the plan must be to prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member (art. 75.1).
- A document explaining the anti-bullying and anti-violence plan must be distributed to the parents. The governing board shall see to it that the wording of the document is clear and accessible (art. 75.1).
- Every school staff member shall collaborate in implementing the anti-bullying and anti-violence plan and shall see to it that no student in the school is a victim of bullying or violence (art.75.3)
- The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary.(art. 75.1)
- Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence (art.83.1).

MEMBERS OF THE SCHOOL/CENTRE'S ABAV COMMITTEE

We encourage the participation of multiple stakeholders in the school that represents various functions within the school team (teachers, support staff, daycare, SSD professionals, etc.)

<u>Name</u>	<u>Function</u>
Marilyn Aon	Centre Director
Joanne Aubry	* Coordinator of the elaboration of the Anti- Bullying and Anti- Violence plan
Committee Members:	◦ Shari Waldrich, Johanne Dion, David Nguyen, Stephanie Einagel, Joanne Aubry and Marilyn Aon

* According to art.96.12, EA

Elements of the ABAV Plan (art. 75.1, EA)

Element 1	<u>An analysis of the situation</u> prevailing at the school with respect to bullying and violence;	Page 6
Element 2	<u>Prevention measures</u> to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap, or a physical characteristic. Additionally, LBPSB sanctions its schools and centres to carry out additional preventative measures to promote inclusivity and equity for all stakeholders.	Page 7
Element 3	<u>N/A</u> <u>Measures to encourage parents</u> to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment.	Page 8
Element 4	<u>Procedures of reporting, or registering a complaint</u> concerning, an act of bullying or violence and, more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes.	Page 9
Element 5	<u>The actions to be taken</u> when a student, teacher or other school staff member or any other person observes an act of bullying or violence.	Page 10, 11
Element 6	Measures to protect the <u>confidentiality</u> of any report or complaint concerning an act of bullying or violence.	Page 12
Element 7	<u>Supervisory or support measures</u> for any student who is a victim or bullying or violence, for witnesses and for perpetrator, (and bystander).	Page 13, 14
Element 8	Specific <u>disciplinary sanctions</u> for acts of bullying or violence, according to their severity or repetitive nature.	Page 15
Element 9	The required <u>follow-up</u> on any report or complaint concerning an act of bullying or violence.	Page 16
	Appendix 1 – RESOURCES	Page 17

1. ANALYSIS OF THE SITUATION

The ABAV plan must include an analysis of the situation prevailing at the school with respect to bullying and violence (art. 75.1, par. 1, QEA).

Objectives identified in the school's Educational Project

Improving achievement: 1.2 Improving student retention rates

Ensuring wellness: 2.1 Promote a climate/culture of belonging and community in the centre

Strengthening engagement: Preparing for industry and current HR workplace expected behaviour

Tools used to create an analysis of the situation:

N/A	Results from <i>OurSchool Survey</i>
✓	Review and analysis of data related to bullying and / or violence at the school level
✓	PEC EDUCATIONAL Project 2019 FINAL_Ammended Sept 22 2020
N/A	Analysis of last year's ABAV plan
✓	PEC Climate Survey for Staff
N/A	In-house surveys for parents, staff, community partners
✓	LBSPB POLICY on Safe and Caring Schools – pgs. 9 to 16 – VOC. ED

Brief description of the findings that emerge from the situation analysis

As this is the first ABAV plan for our centre the survey was only administered to teachers and the support staff in order to establish a preliminary baseline of data and to create an ABAV committee who will become familiar with the objectives and begin to develop some initial protocols in year one. Year two will involve the climate survey which will be administered to the student body. Initial priorities were chosen using two criteria: salient response for the Climate Survey and elements touching upon more global aspects of the ABAV policy (as it relates to overall climate and interpersonal relationships throughout the centre).

Priorities Identified

PHASE/YEAR 1

1st 3.6; 3.7 – *Emergency Preparedness (knowledge and overall preparedness)*

2nd 4.1 – *Relationships between staff members; students and staff; Conflict management/interventions (direct implication in the ABAV policy)*

3rd 6.3 – *Improving Social and emotional supports for students*

PHASE/YEAR 2

Will refer to 5.3; 6.3; 7.1; 9.1 and 12.6 of the survey questions; essentially items requiring the student body's input and responses

2. PREVENTION MEASURES

The ABAV plan must include prevention measures to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic (art. 75.1, par. 2, EA).

Additionally, LBPSB sanctions its schools to carry out additional preventative measures to promote inclusivity and equity for all stakeholders.

OBJECTIVES (in line with the school's Educational Project)	MEANS
Ensuring a Safe and Caring School Climate	The rules of conduct and the safety measures must be presented to the students during a civics session held each year by the principal in collaboration with the school staff and must be sent to the parents at the beginning of each school year. (art.76, QEA)
	The principal shall see to it that all school staff members are informed of the school's rules of conduct, safety measures and anti-bullying and anti-violence measures, and of the procedure to be followed when an act of bullying or violence is observed. (art. 96.21, QEA)
	During the month of September each year, the principal of a school providing education to students in the second cycle of the secondary level shall see to the formation of a student committee. (art.96.5, QEA)
Promoting inclusivity and equity	PEC in-house campaign –#Be here #Be YOU #BELONG ; Non binary bathroom/change room;
Improving achievement	Increased student cooperation thru activities; co-tutoring; Addition of student counsellor onsite and readily available to students
Ensuring wellness	Promotion and presenting of student guidance counsellor to all cohorts on day one of program
Strengthening Engagement	Developing and modeling of expected workplace behaviours by all staff members (teachers; professionals and support staff)

3. MEASURES TO ENCOURAGE PARENTAL COLLABORATION

The ABAV plan must include measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment (art. 75.1, par. 3, EA).

LBPSB Policy on Safe and Caring Schools

Parent collaboration and cooperation is critical to the success of any plan to eliminate bullying and violence in schools. The school's community includes parents; it is therefore necessary that parents be committed to the goals and objectives of this plan. It is critical that parents work with the school and engage in constructive dialogue.

" The Lester B. Pearson School Board believes that the school board's administrators, staff, parents, students and all those present in the school's environment have a responsibility to ensure that the right to be safe and secure is upheld." - Introduction, LBPSB Policy on Safe and Caring Schools, November 2016, p3.

The following measures are aimed at encouraging parents/guardians to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure environment:

- The School's Code of Conduct will be communicated with the parents (agenda, curriculum night, bulletins/memos, and/or on school website).
- The ABAV Plan will be explained and made available to parent(s)/guardian(s); it will be posted on the school website, under the tab ABAV.
- Ongoing communication between principal and / or their designate and parents/guardians of children who are being bullied and those who are engaging in bullying behaviours will take place until the resolution of the situation.
- Periodic communication with students and their parent(s)/guardian(s) will take place to ensure that measures taken have been successful and the bullying has ceased.

NOT APPLICABLE

❖ For more information and additional resources, please refer to [Appendix 1](#)

4. PROCEDURES OF REPORTING OR REGISTERING A COMPLAINT

The ABAV plan must include procedures of reporting, or registering a complaint concerning, an act of bullying or violence and, more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes (art. 75.1, par. 4, EA).

To report is to denounce bullying or violence in order to stop the situation and ask for help for yourself or for someone else. A report may be made by a student, parent/guardian, school staff member or other person.

- An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by letter), addressed to the school or centre's administration.
- Students who wish to submit a written report are encouraged to include their name for follow up.
- Parents/guardians are encouraged to communicate with either the school principal, vice-principal, their designate, teacher, or any other staff member.
- Staff members who receive a report must notify administration as soon as possible for follow up.
- The report will be documented by the administration.
- Following the investigation, the parent(s) or guardian(s) will be contacted and advised that the situation has been investigated and appropriate action has been taken.
- The school or center will take the necessary measures to ensure confidentiality for all parties.

The school will take the necessary measures to ensure confidentiality for all parties.

The procedures for reporting are:

For students	An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by sealed letter), addressed to the centre's administration. Students who wish to submit a written report are encouraged to include their name for follow up.
For parent(s)/guardian(s)	Will be informed by the centre director, if under 18 years old.
For staff members	An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by sealed letter), addressed to the centre or centre's administration OR directly to HR.
For partners (bus drivers, volunteers, other)	N/A

5. ACTIONS TO BE TAKEN

The ABAV must include actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence (art. 75.1, par. 5, EA).

Our school is committed to providing a safe, caring, and positive climate. School personnel must report and/or investigate all incidents of bullying and take appropriate action whether they personally observe incidents or learn of them by some other means. Reporting, investigation, and action must occur even if the victim does not file a formal complaint or does not express overt disapproval of the incident.

Our *Intervention Protocol* establishes practices and procedures for observed and reported incidents of bullying and/or violence. For purposes of this Protocol, “Conduct” may include:

- Physical acts, such as inappropriate, unwanted, uninvited, or injurious physical contact with another; stalking; sexual assault; and destruction or damage to property of another;
- Written and electronic communication of any type that incorporates language, videos, images, audio recordings, or symbols of hate that would constitute bullying or violence, using any medium (including, but not limited to, cell phones, computers, websites, electronic networks, instant message, text messages and emails);
- Verbal threats made to another with the intent to cause harm, loss, or punishment, including blackmail, extortion or demands for protection money;
- Direct or indirect, relationally aggressive behaviour such as social isolation, rumor spreading, derogatory language, or damaging someone’s reputation;
- Any of the above conduct which occurs off school grounds when such creates, or can reasonably be expected to create, a substantial disruption in the social setting and/or at school-sponsored activities and events.
- Blocking access to school property of facilities;
- Stealing, hiding, or defacing personal possessions (ex: books, backpacks, etc.)
- Repeated or pervasive taunting, name-calling, belittling, mocking putdowns, or demeaning humor relating to a person’s race, color, gender, sexual orientation, ancestry, language, religion, ability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in the disruption of school activities or that results in a hostile educational environment for the student.

STAFF RESPONSE PROTOCOL

Any staff member(s) who witness an act of bullying or violence must address the issue as quickly as possible. It is recommended they:

Respond immediately, ensuring the security of all stakeholders

Reassure all parties involved

Refer the students to staff member(s) responsible for investigating the report who will:

- Interview student(s) exhibiting bullying behaviour and the target / victim(s) separately to avoid further victimization of the target
- Engage the target / victim first and focus on his/her safety
- Reassure him / her that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a reoccurrence
- Offer the victim support (if needed)
- Inform parent(s)/guardian(s) of the incident and subsequent intervention. *(Details of the intervention or disciplinary actions are not to be shared in order to protect confidentiality)*

Review with all stakeholders to ensure the situation has ceased

Report and document all incidents of bullying / violence to the principal, in a timely fashion

People responsible for taking action

<u>Name of Staff Member(s)</u>	<u>Function</u>
Marilyn Aon	Centre Director
Dean Bernard	Evening Student Supervisor

STUDENT RESPONSE PROTOCOL

Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being, and to report the incident to school authorities.

The following are the means through which a student may do so:

- ✓ Inform a staff member on duty.
- ✓ Inform administration.
- ✓ Mention it to a teacher or staff member they trust.
- ✓ Tell parent(s)/guardian(s).

PARENT / GUARDIAN RESPONSE PROTOCOL

Report the incident to a school administrator, classroom teacher, or designated staff member.

****At the discretion of the principal or his/her designate, police intervention may be requested***

6. CONFIDENTIALITY

The ABAV plan must include *measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence (art. 75.1, par. 6, QEA).*

School personnel shall ensure that the procedures for making a report (complaint) regarding intimidation or violence (section 75.1, par. 4) respect the rules of confidentiality to ensure the safety and integrity of victims, witnesses, and perpetrators.

Each complaint will be investigated promptly in a way that respects the privacy and confidentiality of all parties concerned, to the extent permitted by the law and to the extent practical and appropriate under the circumstances.

The confidential means at the school made available to victims, witnesses, and parents/guardians to report any violent or intimidating conduct are:

(examples: mailbox, Facebook page, voicemail, email address)

STAFF: reported verbally (in person or by phone) or in writing (by email or by sealed letter), addressed to the centre or centre's administration OR directly to HR.

STUDENTS: An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by sealed letter), addressed to the centre or centre's administration.

7. SUPERVISORY OR SUPPORT MEASURES

The ABAV plan must include supervisory or support measures for any student who is a victim or bullying or violence, for witnesses and for perpetrator, and bystander (art. 75.1, par. 7, QEA).

The application of supervisory and support measures will be made following the analysis of the student's profile, as well as the nature, severity, and frequency of the student's behaviour. It is the responsibility of every adult staff member to use difficult / challenging situations as opportunities to help students improve their social and emotional skills, accept personal responsibility for their learning environment, and understand consequences for poor choices and behaviours.

Student Considerations

- Age and developmental maturity of the students involved
- Nature, frequency and severity of the behaviours
- Relationships of the parties involved
- Context in which the alleged incidents occurred
- Patterns of past or continuing behaviours
- Other circumstances that may play a role

School Considerations

- School culture, climate and general staff management of the learning environment
- Social, emotional and behavioural supports
- Student-staff relationships and staff behaviour toward the student
- Family, community and neighborhood situation
- Alignment with policies and procedures



POSSIBLE EXAMPLES OF SUPERVISORY AND SUPPORT MEASURES

Measures for **VICTIMS** of Bullying or Violence

- Provide a safe, caring, and trusting climate during interventions.
- Put in place the necessary measures for the safety of the student victim if necessary.
- Facilitate a meeting with administration.
- Refer as needed for individual or group support (ex: develop self-esteem, conflict resolution, assertiveness, and SEL¹ skills, etc.).
- Refer to the professional resources of the centre.
- Establish an intervention plan.
- Refer to an external partner (DPJ², CIUSSS³, Batshaw-Youth Protection, SPVM/SQ⁴, community organization, etc.).
- Schedule follow up meetings to make sure the situation is not repeated.

Measures for **WITNESSES** of Bullying or Violence

- Ensure a safe, caring, and trusting climate during interventions.
- Facilitate a meeting with a designated staff member.
- Provide strategies for coping or avoiding situations.
- If applicable, establish an intervention plan.
- If relevant, conduct a group sensitization session.
- If necessary, refer for individual or group support or follow-up (ex: develop self-esteem, conflict resolution, assertiveness, and SEL skills).
- Refer to an external resource or collaborate with partners (DPJ², CIUSSS³, Batshaw-Youth Protection, SPVM/SQ⁴, community organization, etc.).
- If involved, even passively, apply disciplinary sanctions, depending on the context or situation.
- Schedule follow up meetings to make sure the situation is not repeated.

Measures for **STUDENTS EXHIBITING** Bullying or Violent Behaviour

- Provide a safe, caring, and trusting climate during interventions.
- Facilitate a meeting with administration.
- Provide strategies for coping or avoiding situations.
- If applicable, establish an intervention plan.
- If relevant, conduct a group sensitization session.
- If necessary, refer for individual or group support or follow-up (ex: develop self-esteem, conflict resolution, assertiveness, SEL skills, etc.).
- Refer to an external resource or collaborate with partners (DPJ, CIUSSS, SPVM/SQ, Batshaw-Youth Protection, community organization, etc.).
- If involved, even passively, apply disciplinary sanctions, depending on the context or situation.
- Schedule follow up meetings to make sure the situation is not repeated.

¹ SEL – Social Emotional Learning; ² DPJ - Directeur de la protection de la jeunesse; ³ CIUSSS- Centre intégré universitaire de santé et de services sociaux; ⁴ SPVM - Service de police de la Ville de Montréal

8. DISCIPLINARY SANCTIONS

The ABAV plan must include specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature (art. 75.1, par. 8, QEA). Disciplinary sanctions are at the discretion of the administration (refer to art. 96.27).

The severity of bullying and violence acts is measured by their intensity, frequency, consistency, persistence, context, and impact on students who are victims.

POSSIBLES EXAMPLES OF DISCIPLINARY SANCTIONS

The following disciplinary and / or corrective actions may include, but are not limited to:

- Conference with student
- Parent notification (if under 18 years old)
- Restorative measures or practices
- Mediation or conflict resolution (when deemed appropriate)
- Written warning and advisement of future consequences if behaviour is repeated)
- Referral to the professional resources of the centre
- Referral to external social / medical agencies, for support
- Meeting with the local socio-community police officer
- Involvement of law enforcement, if required
- Removal from the program

9. FOLLOW-UP

The ABAV plan must include the required follow-up on any report or complaint concerning an act of bullying or violence (art. 75.1, par. 9, QEA).

The principal or their designate will ensure that each incident was properly followed up on and documented.

Follow-up measures will include the following:

- Verification that the incident has been properly documented in accordance with the terms and conditions agreed upon in the centre, while respecting confidentiality.
- Verification that all parties involved have been met with and that intervention protocols have been followed.
- Inform the students concerned (victim, witnesses, perpetrators) of the steps taken to stop the situation.
- Communicate relevant information to staff members regarding the safety of the student concerned, while respecting confidentiality.
- Meeting with the victim and perpetrator to assess their well-being, and that the bullying / violence has ceased.
- Verification that parents of the victims and perpetrators have been contacted, if required.
- Verification of the completion of all remedial measures for all parties concerned.
- Referral of students, parents, guardians to complaints procedure, should any of the individuals involved express dissatisfaction with the course of action from the centre's administration.

To find out more about the treatment of complaints procedure and the Student Ombudsman, please visit the LBPSB website:

<http://www.lbpsb.qc.ca/>

APPENDIX 1 - RESOURCES

RESOURCES OUTSIDE OF SCHOOL

- 911 for urgent emergency assistance
- 811 Info-Santé for advice on accessing health and social services
- Suicide Action Montreal (SAM) 1-866-APPELLE (1-866-277-3553)
- Tel-Aide 514-935-1101
- Tel-Écoute 514-493-4512
- Kids Help Phone 1-800-668-6868
- Gai Écoute 514-866-0103 or 1-888-505-1010

Crisis Centres

- Centre-Ouest, Centre de crise d'intervention Tracom, 514-483-3033
- West Island Crisis Centre, 514-684-6160
- Sud-Ouest, Centre L'autre Maison, 514-768-7225

CLSC

- CLSC Ville Emard/Côte St. Paul, 514-766-0546
- CLSC Dorval/Lachine, 514-639-0650
- CLSC Verdun, 514-766-0546
- CLSC Lac St. Louis, 514-697-4110
- CLSC de Pierrefonds, 514-626-2572
- CLSC Vaudreuil-Dorion, 450-455-6171
- CLSC Benny Farm, 514-484-7878

- Centre intégré universitaire de santé et de services sociaux (CIUSSS) :
<https://sante.gouv.qc.ca/en/repertoire-ressources/votre-ciuss/>

RESOURCES/INFORMATION ON VIOLENCE AND BULLYING

Service de police de la Ville de Montréal (SPVM) : <https://spvm.qc.ca/fr>

Sûreté du Québec (SQ) : <https://www.sq.gouv.qc.ca/>

Promoting Relationships & Eliminating Violence Network (PREVnet) : <https://www.prevnet.ca/>

Red Cross : <https://www.redcross.ca/how-we-help/violence-bullying-and-abuse-prevention>

United Nations Educational, Scientific and Cultural Organization (UNESCO) :

<https://en.unesco.org/commemorations/dayagainstviolenceandbullying>

Canadian Centre for Occupational Health and Safety (CCOHS) :

<https://www.ccohs.ca/oshanswers/psychosocial/bullying.html>

Professional Institute of the Public Service of Canada (PIPSC) : <https://pipsc.ca/labour-relations/stewards/pocket-guides/pocket-guide-bullying-violence-in-workplace>

Éducaloi : <https://educaloi.qc.ca/en/capsules/bullying-and-violence-in-quebec-centres/>

Le Directeur de la protection de la jeunesse (DPJ) : <https://www.quebec.ca/famille-et-soutien-aux-personnes/enfance/protection-de-la-jeunesse/faire-un-signalement-au-dpj/coordonnees-du-dpj>

Batshaw: <http://www.batshaw.qc.ca/en>

DIRECTOR'S REPORT

- 1- ELECTRCITY DEPT.
 - a. Thank you to Abdelnacer, Omid and Mohamed for taking the lead in the PLC project and for all electricity teachers working as a team on the PLC project during ped days
 - b. Thank you to Mike L. for continuing the work in the new basement lab
 - c. As of August 1st – construction in our basement – creation of two new electricity labs - this will displace caretakers office- Marilyn is looking for solutions
- 2- Thank you to Azhar and Shari
 - a. for planning the first ever PEC Job fair – allows our students to meet reps for their respective industries and potential stage hosts
 - b. for all their hard work bringing in many new industry partners for our students – 100% of our telecom students were placed on stage and graduated
- 3- Thank you to Shari
 - a. Adult learner's week activities
 - b. Ensuring we are present at all possible career fairs to promote our programs
 - c. In house visits and student for a day high school to promote our programs
- 4- Thank you to Sharon for all her ongoing work on the IDD design studio projected to be completed by the end of June
- 5- We are in a position to start a Private Security cohort in September

IDD Teacher's report

1- Career fair at Place Cartier.

IDD department participated in the Place Cartier Career fair, and it was a successful event.

2- Career fair at PEC

Empire Wallpaper represented the IDD program, and we have a student do a stage there... they are planning to hire her.

2- BIM exam

IDD department has finished and submitted the last BIM exam, module 14.

3- IDD Groups

IDD department's new group started on Monday, April 25th; Now, we have four IDD groups running at our center and one group on stage. (Most of the students who are doing their internship, it seems, would get a job offer.)

4- Graduation party

We had a small party to celebrate the IDD's last group's graduation on March 24th. They got their diploma and took pictures. In the end, teachers and students had lunch. It was very nice to have a graduation party after more than two years.

5- Industry partner presentation (Kitchen design module.)

A Robert Bury representative came on May 9th to do a presentation on kitchen hardware.

Robert Bury is an industry leader in the sales and distribution of kitchen cabinet finishes, accessories, and hardware.

6- I would like to mention that two of our colleagues, Lory and Sharon, are retiring at the end of Jun; it will be too sad to see them go. They were a great help and support for all of us.

Ped Consultant's Report – PEC Governing Board Meeting May 24, 2022

A. Electricity

- 2-day training was given (April 4th and April 19th) for the PLC with Pike Automation. Teachers continue to complete the wiring on their respective panels.
- Updating course outlines for all program competencies

B. Telecom

- March 25th Ped Day- Telecom teachers had the day designated to work on the new program and to have meetings together to collaboratively develop their course outlines
- May 11th Onsite consultation with Pierre Quenneville, and two of the Telecom teachers regarding working at heights for the new program. Overview of required equipment i.e., wooden pole climbing as well as a preliminary survey of the outdoor installation
- May 19th Ped Day - Training given to the dept. on March 25th ped day – online exam request procedures

C. IDD – Interior Display & Design

- March 25th and April 19th – Ped Days – Teachers worked on the Competency 14 for GRICS,
- Comp 14 evaluation completed May 19th; it will be sent to GRICS once it has been vetted in-house
- Working with teachers who recently completed internship competency with cohort ID201026, showing PEC protocols for making documents available on the Shared Drive and writing the review report for the IDD department and GB.

D. COMP SUPP

- Training given to the dept. on March 25th ped day – online exam request procedures
- New CS program – no updates

E. Continue working with teachers on lesson planning

Dossiers assisting the centre director:

- F. **PEC's ABAV Committee:** March 8th the committee had its 4th meeting and we are on schedule to complete the phase one priorities to present in June for GB.
- G. **PEC's Emergency Preparedness Committee:** March 25th ped day – committee had its first meeting. Purpose of the emergency preparedness plan was explained, members were asked to review their designated role and ensure they were comfortable with their assigned role and responsibilities. **Grab & GO** packages will be prepared for the members so all immediate and important information is readily accessible.
- H. Continue supporting the teachers and centre director with various student issues.

Respectfully submitted: Joanne Aubry



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LESTER B. PEARSON SCHOOL BOARD

I201026P Cohort Stage Summary Review

Module 20 – 979298 Integration into the Workplace

Results are based on 15 students: Internship period February 18, 2022 – March 24, 2022

Host Companies:

Anonymus Concepts	Coeur d'Artichaut - Boutique de décoration d'intérieur
Adelson Design	Florence M Design +
Studio Crevier	ADG Design
Studio Mint Graphic and Interior Design	Cuisine Modena
Laura Bendavid Interiors	Tapis Lipman
Pamela Czerwinski Design	Reve Cuisine
Boutique Benjamin Moore par Portes et Fenêtres Miron	

Employer's Summary Points – ranked in order from the most mentioned to the least:

+++ Strong Performance:	--- Weak Performance:
Positive work attitude	Bilingualism
Initiative and motivation to learn more	Judgment in making work related decisions
Accurate and thorough quality of work	Ability to adapt to pressure

Technical skills in demand:

Sketchup
3D Rendering

Student's Summary Points – ranked in order from the most mentioned to the least:

+++ Strong Performance:	--- Weak Performance:
Work ethic	Communication
Interpersonal skills	Organizational and analytical skills

Most of the students expressed a positive internship experience emphasizing assertiveness, confidence, technical skills, networking, and trend spotting as being critical to the profession.

8 students were immediately hired; 2 are pending; 2 have found their own clients. = **80% placement rate**

Prepared by: Lucy Malagisi

REPORT 2022-2023

Student Life	Marketing and Promotion	Administrative
<ul style="list-style-type: none">• Invite Guest speakers from Industry as well as Alumni Job Search and Networking workshop Certifications-The importance of certification• Implemented protocols and procedures for the Peer Tutoring program. ESL/Math/French.• Organize all center events-Corn Roast/Popcorn/Bar BQs.• Organize all commemorative events for the center. Black History Month; 60 Scoop Survivor presentation; Pink Shirt Day• Accompany students to Exhibitions and Industry tours. Elixir and JLS Electronics• Coordinate and meet with the student representatives for each program.• Manage Job opportunities for students on the PEC website and In-house job board.• Organize Ping Pong tournaments.• Responsible for promoting and curating the Chapeau! Les Filles.• Coordinated and organized the first PEC Job Fair hosting nine major companies.	<ul style="list-style-type: none">• Regular and continuous promotion of all PEC commemorative events on social media platforms.• Promote all center programs on various media platforms.• Promote all Student life on all media platforms. #Be here #Be You #BELONG (ABAV program)• Invite Media-CTV/Global and newspapers to promote center life and programs.• Organize and host High School tours. Ratihente High School Tour at PEC PCHS tour Beurling Academy tour Heritage Regional High School• Organize Student for a Day.• Give tours to special guests.• Visit High schools to present our programs. Presentation at Horizon on programs offered at PEC• Organize and attend career fairs. John Abbott College; Place Cartier; Kahnawake Survival School• Create and edit program videos for promotional purposes.• Create artwork and content for virtual career fairs. LBPSB Career Fair	<ul style="list-style-type: none">• Coordinated industry partnerships with Videotron, Bell Canada, and JLS Electronics for the Telecom program.• Coordinate and host orientation sessions for all programs.• Responsible for Allowances for Special Needs for the AVE Department.• Conduct workshops on various subjects for teachers' ped day - Peer tutoring/Marketing ambassadors for Telecom/Curate companies for Telecom.• Google Classroom management.• Day 1 new cohort presentation on student related services that are offered in the center and school board• Creation of Google forms, i.e. Exit and Feedback surveys and on-line applications for career fairs and tutoring.• Member of the ABAV committee.• Coordinated audio/visual equipment needed in the auditorium.• Organize and facilitate graduation ceremony by cohort.• Organize and coordinate Adult Learners' Week-daily events and ceremony.