

**John Paul I High School Governing Board**

**John Paul 1 HIGH SCHOOL Brief Response to the Major School  
Change Consultation 2019-2020 launched on June 26<sup>th</sup>, 2019**

Submitted to:

**English-Montreal School Board  
Long Range Planning Committee**

By:

**John Paul 1 High School Governing Board**

**December 11, 2019**

## **What Makes John Paul 1 Special?**

John Paul 1 High School is the only junior IB high school in the East End. It is recognized for facilitating the often-challenging transition between elementary school and high school and offers a safe haven for our young students. A benefit of a small middle school is that teachers are chosen specifically because of their ability to work with students of this particular age and we are so proud of the staff at our school. Students are nurtured and cared for by our experienced and well-trained staff that focuses on the needs of our Secondary 1 and 2 students.

We are a school whose core belief is focused on the social emotional well-being of our students. We service a minority population of students that requires more time and attention as they are transitioning to high school. This core concept of focusing on the whole child is not only an IB mentality but also a proven concept that helps kids achieve better academically.

What also makes us special is that we offer the following activities and resources to ensure that our students' educational experience is positive and enriching:

1. A disciplined and rigorous curriculum and a philosophy to help all students succeed. To develop strong study habits, to continue to embrace learning and to value education in general.
2. Student life that promotes physical and mental well-being and a plethora of clubs, sports, and committees.
3. Personalized and family-centered approach for every child.
4. Specialized services to support students with diverse needs, including an Oasis room with elliptical machines, standing desks, sensory tools, computers, and iPads.

A benefit for parents with demanding schedules, whose children are attending John Paul 1 is knowing that the approachable and inclusive school staff is regularly supervising their children and ensuring their safety. They are supervising at the entrance in the morning, during lunch in the cafeteria and outdoors in the school yard. They must remain on school property at all times during lunch and during regular school hours. Students are also supervised during dismissal in the afternoon. This gives the community the added assurance that their children are always well taken care of.

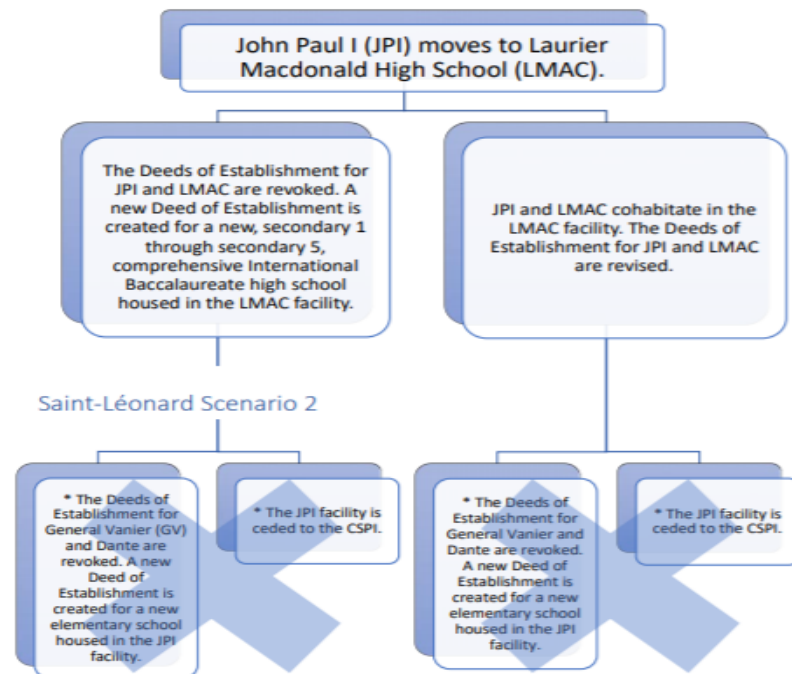
## Solution as Proposed by John Paul 1 Governing Board

The John Paul 1 Governing Board held a town hall and several Governing board meetings, including one in collaboration with the Laurier Macdonald Governing Board, in order to hear what was in the best interest of the John Paul 1 community. The outcome was unanimous: the John Paul 1 parent community and staff request the **STATUS QUO**. We want to remain cohabitating to ensure the maintenance of our rigorous and structured approach to discipline in order to maintain our stellar reputation. We are requesting the **status quo** for the following reasons:

1. In consulting with the Major School Consultation document launched June 26<sup>th</sup>, 2019, (see page 100), there were two scenarios presented for John Paul 1 and we have opted for the cohabitating scenario.

### Saint-Léonard Scenario 1

Consolidate our network of schools in Saint-Léonard from 6 buildings to 4 buildings.



\* Please note that these scenarios are no longer applicable following the adoptions by the CAQ government of two decrees on June 26, 2019 transferring the buildings of General Vanier and John Paul I to the CSPI.

2. The past year has been emotionally and physically exhausting for students and staff. We lost our school very quickly and had to relocate in haste. We lost many comforts that made our school a gem, a brand new Steam room, an art room, a state-of-the-art library, a game room and a student lounge. Our school was the envy of all. We are still adjusting to our new reality and feel that we need additional time to settle in to this new environment with the compromises that we have had to make. We are exhausted and depleted and need more stability and time for our teachers and students.
3. Teachers' jobs may be compromised and the John Paul community runs the risk of losing qualified and experienced staff.
4. The Saint Leonard English community and more specifically, the EMSB, would be losing a valuable school.
5. In order for John Paul to continue to cohabitate successfully in the LMAC facility, we ask that we acquire the A Block in its entirety. We currently occupy 75% of the A-Block and it is not sufficient to run our programs adequately. We have lost 44% of our classrooms, leaving us with only 14 classrooms out of the original 25. This has resulted in numerous teachers having to share classrooms, sometimes two to three teachers per room. Our Oasis, steam room, computer room and science laboratory are currently not in the A-Block and we ask that they be moved to the A-Block in order to have all of our classes and resources in one area.
6. To facilitate supervision of students during entrance, lunch, and dismissal, we are asking that all lockers return to their original location on the ground floor, at the LMAC facility main student entrance on rue Terbois. This will also liberate walking space in the hallways of the entire A-block, which John Paul staff and students have been complaining for lack of space when transiting between classes.
7. In order to provide a safe school space a day caretaker should be reinstated. There are often situations and needs that require a timely response and we are left waiting for a caretaker.

## Conclusion

1. Due to the pending court case decision regarding the fate of John Paul 1 we are requesting to continue to cohabitate with Laurier Macdonald High School in the LMAC facility and the deed of establishment of John Paul 1 be revised.
2. Due to the forced displacement and exceptional circumstances we are living, our students and staff are emotionally drained. We require more time to adapt to our new surroundings and premises and would appreciate consideration in renewing the deed of John Paul 1. In the last several decades, we have progressed to a stage where our school has exemplified what makes an excellent community school. Elementary students have repeatedly chosen John Paul 1 as the go-to school and later have moved on, with the highest credentials, to enter Senior high.
3. In the spring of 2019 the EMSB promoted to the John Paul 1 community, during board meetings and school meetings, how John Paul 1 would fit perfectly in the A-Block in the LMAC facility. We are here now, however, we do not have the entire A block and we would need what was promised by the EMSB to ensure the best learning environment for John Paul 1.
4. We request that the current John Paul 1 administration remain in the school in order to provide continuity and stability for the staff, students and community.

**n.b.** Please make reference to the attached Brief document which was presented to Long Range Planning committee and our Director General, Ms. Ann Marie Matheson, on Oct 16<sup>th</sup>, 2019, regarding Losses and Challenges John Paul 1 suffered due to the loss of our building. As there was money granted to the elementary schools who lost their school we as well are awaiting the response to this brief.

**Brief on the Consultation Regarding the  
Revised Three-Year Plan for the Allocation and Destination of Immovable 2019-2022  
And the  
Cohabitation of John Paul 1 High School with Laurier MacDonald High School**

**Submitted to:**

**English Montreal School Board  
Long Range Planning Committee**

**By:**

**John Paul 1 High School Governing Board  
(October 16, 2019)**

This brief pertains to the consultation regarding the revised three-year plan for the allocation and destination of immovable 2019-2022 which provided that John Paul 1 High School (JP1) was relocated to Laurier MacDonald High School (LMAC) as a cohabitation arrangement.

When the deed of establishment was revoked on June 30, 2019 by the Ministère de l'Éducation et de l'Enseignement Supérieur, there were no other alternatives for JP1 but to cohabitate with LMAC. We knew that this would bring forward many challenges, concerns and impacts to our administration staff, teaching staff, students and the community.

It has been 1 month since cohabitation took place, and we can now state the shortcomings of this decision.

### Left Behind:

Our biggest ~~concern~~ pain is the space we lost when we moved into the A-wing of the LMAC building. JP1 were significantly demoted from 25 classrooms to 14 classrooms.

The students and staff lost:

- Safe and Spacious corridors; which was not crowded nor a safety hazard
- STEAM room, which was awarded a year back and an EMSB strategic selling point to enroll at the EMSB schools.
- Library, an essential space for our students, where art therapy and listening center existed.
- Proximity of OASIS room, where special needs and anxiety suffering students have access to control and release tantrums, and school angst.
- Gymnasium size and availability; which are not obvious to those outside the school
- Student lounge; where students enjoyed relaxing and talking in the mornings or during bad/cold weather outdoors. Also was used afterschool.
- Size of staff lounge, where teachers relaxed and unwound

Physical Assets left behind

- three huge screens mounted in the gymnasiums and Agora
- 27 up-to-date smart boards and projectors, with speakers; mounted in the classrooms
- outdoor benches
- bike racks
- planters and meticulous landscape
- JP1 Eagle logo in center court of gymnasium
- Nicely maintained paved parking lot
- New hypoallergenic carpet in the library
- Newly updated verticals and blinds



### Current Situation at LMAC facility

- FACT: A very important and critical issue for the community. Previous JP1 locale had indubitably larger corridors compared to current. Safety and welfare are the major concern when student lockers are adjacent to the classrooms' entrances, with 2 feet distance between both. The lockers in the hallways make it difficult for students to get from one class to another in a timely fashion. This is also causing stress and anxiety among the students and staff.
- FACT: Due to the loss of 11 classrooms (previously 25 now 14), JP1 teachers are now sharing classroom space and some are using trolleys moving from 1 classroom to another in the crowded corridors. This is causing a strain on teachers, due to the classrooms being smaller in size, and more students per class. In consequence, there is a lack of teachers' storage space as well.
- FACT: The steam room is essential to the IB program, as well as the advertised EMSB strategy. With the unavailability or allocation of space, JP1 we were not able to setup an effective steam room for our students.
- FACT: Although JP1 administration were able assign a classroom to recreate the OASIS room (special needs/anxiety management space), the proximity is not ideal, it is across from the JP1 section and students need to travel further to get to.
- FACT: JP1 currently does not have enough space for physical education classes. Often times, JP1 Phys Ed teachers are stuck in the corridor and are given options to take the students to either the plaza or the exercise room. Unfortunately, as stated above, the LMAC fitness room is not suitable for our junior students due to safety. When there is a conflict of too many classes in the gymnasium, which occurs often, Health classes are taught in a classroom. This is less than ideal for teachers and students.
- FACT: The allocation of space at LMAC library to JP1 is not sufficient. JP1 cannot offer the same services that it once offered to satisfy student needs. The library was and continues to be a necessary space for JP1 students. It is a haven for students to study, read and relax in the mornings and during lunchtime.

- FACT: Lack of JP1 Fitness room. Our students and staff used JP1 fitness room regularly in the mornings, lunch and during physical education class. Although LMAC has a fitness room, which they offered to share, their equipment is not suitable for our junior students. Safety to JP1 students is essential.
- FACT: JP1 Staff lounge is inexistent. JP1 staff had a beautiful space for their teachers whereas now, teachers have no place to sit, unwind, and socialize with their colleagues. This is area was also a refuge for a teacher's well-being.
- FACT: Elimination of JP1 student lounge. JP1 students lost their lounge that was used in the mornings before class or on rainy days and cold winter days when students were kept indoors because of the weather conditions. The lounge provided great comfort to our students and gave them the opportunity to sit and socialize with their peers.

#### Our needs:

JP1 community is demanding a minimum compensation of \$65,000 for the assets left behind and relinquished to CSPI in the previous JP1 building as stated above. These funds should be allocated directly to the Parents Fund (Fund 3). The \$65, 000 funds claimed, has nothing to do with the following request below. Since the materials left behind were assets that JP1 could have used in their new facility, but was told by the EMSB to leave them at the former locale.

John Paul 1 community's formal request is to build an extension to our side of the building, in order to regain the space that we need to function safely and with less stress. The extension will provide us with more classrooms, a locker bay, (removing the lockers from the current corridors), a gymnasium, a STEAM room, a proper OASIS room, and a teacher and student lounge. The community has expressed that they wish to keep the two schools, a Junior and Senior High school, while sharing the same building, therefore the extension is the prime solution, which would alleviate most of the stated issues. Without these changes, we fear the well-being of our teachers, as well as the students, are at risk. No other options, "extras"

We strongly invite all to visit and witness during regular school hours to experience the students' current cohabitation relationship. This would definitely provide an insight and comprehension of the expressed demands.

JP1 has a final statement: to the media, EMSB commissioners, councilors, delegates, colleagues and especially the CAQ government, after 1 month of cohabitation, this is not a success. Now

that all the media lights are drawn away from the controversy, with all the rallies and debates gone. The storm has passed and JP1 is alone to manage what it can, it has been abandoned. The JP1 community has been torn from its roots without any sympathy, nor reassurance of any kind to rebuild from anyone from the EMSB to the CAQ, or other elected officials.

The school has tried to manage, but is not able to maintain successfully as its staff is suffering. They are mentally drained and emotionally debilitated. Many staff have complained to administration claiming to want to retire early (for those close to retirement) and some in tears wanting to go on leave due to stress.

JP1 community implores you to read, listen and sympathize with the community that have been forcefully removed from its home. The community did not choose this fate, nor did it approve it.

We now need your support to bring back the success and reputation of John Paul 1 Junior High and in doing so, hopefully the EMSB and its administration and commissioners, could regain the trust and faith from its English community.

Laurier Macdonald High School Governing Board

**Brief on the Major School Change Consultation 2019 - 2020**

**Submitted to:  
English Montreal School Board  
Long Range Planning Committee**

**Submitted By:  
Laurier Macdonald High School Governing Board  
December 16, 2019**

This brief represents the views and recommendations of the Laurier Macdonald Governing Board on the consultation regarding Major School Change 2019-2020, the purpose of which is to evaluate how to best organize and consolidate its school populations and buildings in the northeast end of the EMSB territory.

Our Overview and Recommendations were developed following reflection and discussion between members of the Laurier Macdonald High School Governing Board (LMAC GB), consultation with administration, teachers and community, and a joint Governing Board meeting held with the John Paul 1 Governing Board.

## **Overview**

The *Rationale and Guiding Principles of the “Major School Changes 2019 – 2020”*, dated July 26, 2019 are stated as;

### *Rationale and Guiding Principles*

- *Rationalize and consolidate the network of schools in the north-east end of the EMSB territory given the French boards – CSPI and CSDM’s need for school buildings;*
- *Ensure the best teaching and learning environments;*
- *Consolidate educational programs and resources to better serve the EMSB students;*
- *Maintain at least one elementary school in each distinct area;*
- *Ensure the long-term vitality of the EMSB community;*
- *Favor the retention of superior buildings.*

As it applies to Laurier Macdonald High School (LMAC) and John Paul 1 High School (JP1), the above items have already been addressed, and any further intentions to progress would be the EMSB’s doing and not something that it is required to do.

The cohabitation model imposed on JP1 and LMAC since September 2019 has had many significant challenges.

Requiring two completely separate systems to operate in one physical location has resulted in;

- Divisive outlook/sentiment by staff and students,
- Duplication of services,
- Loss of school space,
- Inability to rationalize and schedule for best use of resources.

Examples would be scheduling challenges in allocating sufficient classrooms to both JP1 and LMAC teachers; inadequate space to sufficiently allocate for two completely separate entities in shared resources such as the library and gym; duplication of programmer, guidance counsellors, caretakers, lunch personnel and other; inability to best schedule teachers that could straddle both the Junior and Senior sections for common subjects.

In addition, with two completely separate entities, it is not possible to optimize space for both JP1 and LMAC to each have a teacher lounge, fitness centre for students and staff use, student lounge, optimized STEAM room and OASIS room (special needs/anxiety management space), teachers' storage space, and other.

The Major School Change Consultation 2019-2020 document, under the heading Saint-Léonard Scenario 1 (page 100), presents two scenarios for JP1 and LMAC.

At our joint JP1-LMAC Governing Board meeting, both JP1 and LMAC Principals opening remarks spoke to combining the best ideas behind the two scenarios presented in the Major School Change Consultation, namely one school under one administration, with separate Junior and Senior sections.

This quickly became the preferred course of action for the LMAC GB members, a choice confirmed immediately following the joint GB meeting. In subsequent days when the 3 scenarios were presented to LMAC Staff Council, the teachers also overwhelmingly voted for one school under one administration, with separate Junior and Senior sections.

## **Recommendations**

Therefore;

We are in favour of revoking of the deed of establishment for John Paul I and absorbing the students and staff into Laurier Macdonald High School.

LMAC's recommendation is to continue to have the Junior and Senior distinctions, directed by one administration.

Laurier Macdonald would be the sole high school in the East end, offering separate Junior and Senior environments.

Having the one administration would drive synergies in coordination and eliminate scheduling challenges that were experienced at the beginning of this academic year. Among the many benefits would be rationalizing and maximizing classroom use, teaching staff, and in addition, all resources previously mentioned; library, gym, programmer, guidance counsellors, caretakers, lunch personnel and other.

We recommend an administrator (Principal) who has experience with a junior and senior school environment, someone who has experience administering a school with 700+ students and presiding over an IB Program.

The rationale of having one principal is to drive common vision and align school policies. The principal would be supported by three vice-principals, depending on student enrollment, who will manage the Junior and Senior sections respectively.

The Junior VP would continue to ensure that incoming students are integrated with the same structure, guidance and care necessary during the transition from elementary to Junior high school. The Senior VPs would continue to assist the students and provide them with the necessary tools to empower their success at the senior levels.

The Junior and Senior sections would be distinct within their respective sections, and would share the common areas. There would be mutual fundraising and other activities, as one school would have, but still retain their individuality of having a Junior and Senior like campus.

We recognize the unique opportunity to rebrand Laurier Macdonald High School. Being a public school open to all, we are in agreement that there needs to be a different means of attracting students to Laurier Macdonald. We will work with the JP1 and LMAC communities in the coming months and years to captivate and retain enrollment.

We thank you for the opportunity to present our recommendations and look forward to hearing feedback.

Sincerely,  
Governing Board of Laurier Macdonald High School

Brief Contact:            Paul Uline, Chair, LMAC Governing Board  
   puline@maestroplus.com



# General Vanier Elementary Governing Board

**EMSB MAJOR SCHOOL CHANGE CONSULTATION 2019-2020**  
**BRIEF ON THE CONSULTATION REGARDING**  
**GENERAL VANIER ELEMENTARY SCHOOL**

**Submitted to:**

**English Montreal School Board Long Range Planning Committee**

**By:**

**General Vanier School Governing Board**

**Monday, December 16, 2019**

## Introduction

The Governing Board of General Vanier Elementary School submits this brief to the English Montreal School Board in response to EMSB Major School Change Consultation for 2019-2020. This brief represents the needs and wants of the General Vanier student body and their parents.

- Our School's History and Context;
- The process the General Vanier Governing Board adopted in order to determine the main points of this brief;
- Our requests to facilitate the transition of General Vanier Students;
- Our request regarding the distribution of the ex- General Vanier School Territory;
- Our Concluding Remarks;
- Addendum, Survey.

General Vanier School's Governing Board has respectfully expressed itself within this brief. In looking ahead, it believes that the suggestions brought forth in this brief will best serve the current student body and its parents.

Sincerely,

Laura Marra,

Chairperson, General Vanier Elementary School

On behalf of the Governing Board

## **Background Information**

General Vanier School, often referred to as the small school with a big heart, opened its doors to the community 20 years ago, at this time when the schools in the St. Leonard area were filled at over- capacity. Both parent volunteers and staff spent relentless hours preparing the building that once housed General Vanier School so it would provide a stimulating learning environment to its students.

Over the years, General Vanier school always strived to develop high academic standards where all students have been challenged to achieve their maximum potential within a positive bilingual environment. During the past 20 years, General Vanier had the opportunity to integrate specialty programs such as robotics, integrated chess and STEAM. General Vanier school had dedicated classrooms for specialty classes such as art, PELO and music. General Vanier was also fortunate to have isolated spaces for our STEAM program, BASE daycare, resource, the Computer Lab and an air conditioned lunch room. In April 2002 General Vanier received one of the newest constructed gymnasiums among EMSB schools.

The computer lab included 24 PCs as well as a mobile computer lab that included approximately 30 Chrome books. The STEAM room had additional equipment including a 3D printer; a ProWise screen; and a dozen whiteboard tables. All of the classrooms were equipped with Smart Boards.

The music room was equipped with a keyboard lab with at least 30 keyboards as well as guitars, bass, trombones, clarinets, saxophones, trumpets, and flutes. A large part of the instruments were purchased by the fundraising efforts of the school community.

Prior to General Vanier being named for closure in May, there were 197 students enrolled for the 2019-2020 school year, including 12 for the new government funded pre-kindergarten. Despite the subsequent move to co-habitate into another school building, 140 students are attending General Vanier and that includes a kindergarten class 13 students.

Part of the reason that General Vanier offers a homey and inviting setting is its strong PPO Committee, that regardless of the recent move, still has 35 parents actively involved. Over the years, the PPO has spearheaded or assisted with fundraising activities, community events; graduations; concerts; fieldtrips and much more. This school year, the PPO is actively trying to make the last year of General Vanier school a memorable one. Anyone who walks through General Vanier's school doors immediately senses the community spirit and family atmosphere. Anyone who walked through General Vanier's school doors could immediately sense the community spirit and family atmosphere that has always been at the core of this school.

### **Timeline of Events**

**On May 8<sup>th</sup> 2019** Education Minister Jean-François Roberge sent a letter to the EMSB stating his intention to transfer three schools, one being General Vanier School, to CSPI and gave the EMSB until June 10, 2019 to come up with alternate proposals with the CSPI. The majority of the General Vanier community, worked together in order to put forth alternative temporary solutions in hopes to provide the students and staff of General Vanier the chance to return to the original General Vanier building for the 2019-2020 school year. Returning to that building would have given the community a sufficient amount of time to determine how it would move forward.

Unfortunately, despite the numerous efforts made by the General Vanier Community, on **June 26, 2019** the Ministère de l'Éducation et de l'Enseignement supérieur ordered the transfer of the General Vanier School building to the Commission scolaire de la Pointe-de-l'Île, and the deed of establishment for General Vanier was revoked as of June 30, 2019. The General Vanier Community was deeply saddened and disappointed over this loss as we were now faced with the fact that the school staff and the 197 children that were registered for the 2019-2020 school year, would, as a result, be displaced.

Following Minister Roberge's decision, the General Vanier community expressed to the EMSB, its desire to remain together as a community for at least one more year. In an effort to

accommodate the community, the EMSB Council of Commissioners passed resolution number 19-07-09-3 at the Special Board Meeting held on **July 9, 2019**, and approved for consultation, the re-instatement of the deed of establishment of General Vanier School, and the provision that General Vanier relocate to Pierre de Coubertin School building under a cohabitation arrangement for a period of one year.

For the General Vanier community the co-habitation has provided students and staff some stability and some time to discuss and determine how to best move forward. It has allowed parents time to visit other EMSB elementary schools in order to determine which school would best fit their child for the upcoming 2020-2021 school year.

Since the beginning of this school year, the General Vanier Governing Board has discussed the best way to ensure that the needs and wants of the current student body would be met for the 2020-2021 school year and on. We have taken several steps to inform and to receive feedback from the community.

A letter was distributed to each General Vanier student encouraging each family to visit as many open houses as possible in order to be better informed on the schools and to determine where they see their children registering for the 2020-2021 school year.

We have met the Governing Boards of Dante and Pierre-de-Coubertin in order to obtain detailed information about each school, what they have to offer our students, and what they foresee as upcoming changes with regards to the Major School Consultation. We have also received an invitation from Honoré Mercier for some time in the beginning of the calendar year. The meetings took place on the following dates:

- November 11<sup>th</sup> 2019 – Pierre de Coubertin school.
- November 13<sup>th</sup> 2019 – Dante school.

Both Dante and Pierre de Coubertin School were welcoming and informative, and the Governing Board obtained detailed information on what each school offers in terms of specialty programs and extra-curricular activities. The meeting allowed us to have information for parents who perhaps were unable to visit certain schools during the November 2019 open house sessions.

Following the meeting with the Governing Board of the two schools, we held a Town Hall on **November 18<sup>th</sup> 2019** in the Pierre de Coubertin school gym. In attendance were General Vanier parents, teachers, principal, as well as Mr. John Pevec and Ms Nathalie Lacroix-Maillette. The parents were reminded of the timeline of the Major School Consultation process and the next steps that the Governing Board would be taking to obtain feedback from parents. The town hall provided our community a chance to once again come together and discuss different viewpoints on how to move forward.

After the Town Hall meeting, surveys were distributed to each student that would be returning to elementary school in the 2020-2021 school year (therefore, 6<sup>th</sup>-graders did not receive the survey). The purpose of the anonymous survey was to collect information that we felt would be helpful for our brief. We wanted to try to determine if there was majority consensus among the General Vanier community in the factors that play a role in their choice for the next school year (such as bussing). We also wanted some indication on how we could suggest that the General Vanier territory be divided.

The sealed surveys that were returned to school were opened at a Governing Board meeting that took place on Monday December 2<sup>nd</sup> 2019, with all governing board members and alternates present. It was decided to proceed in this manner in order to ensure that we maintained transparency in our process.

We have provided a copy of the survey, in the addendum.

**Survey results**

One-hundred and nineteen surveys were handed out, and a total of 81 surveys were returned. This represents 68% of returning elementary school students in the upcoming school year.

We were able to determine that of the 11 Postal Codes areas that our students reside in, there were 2 postal codes where the majority of these students reside, H1R - representing 23.46% of our students, and H1S – representing 28.4%.

| POSTAL CODE BREAKDOWN |           |               |
|-----------------------|-----------|---------------|
| H1X                   | 1         | 1.23%         |
| <b>H1S</b>            | <b>23</b> | <b>28.40%</b> |
| <b>H1R</b>            | <b>19</b> | <b>23.46%</b> |
| H1T                   | 16        | 19.75%        |
| H1K                   | 1         | 1.23%         |
| H2A                   | 4         | 4.94%         |
| H1P                   | 9         | 11.11%        |
| H1J                   | 1         | 1.23%         |
| H1M                   | 2         | 2.47%         |
| H1G                   | 1         | 1.23%         |
| H2E                   | 1         | 1.23%         |
| DNS                   | 3         | 3.70%         |
| <b>81</b>             |           |               |

The results of the survey showed a consistent divide in where the General Vanier students see themselves transitioning to in the upcoming school year. The top two schools listed as a choice for next year were Dante and Pierre de Coubertin Schools. Given that both these school are the closest neighboring school to the General Vanier territory, we want to ensure that the main concerns and needs for students transitioning to these schools are given priority.



| <b>SCHOOL CHOICE BREAKDOWN</b> |           |               |
|--------------------------------|-----------|---------------|
| <b>PDC</b>                     | <b>29</b> | <b>35.80%</b> |
| <b>Dante</b>                   | <b>24</b> | <b>29.63%</b> |
| HM                             | 6         | 7.41%         |
| PDC or Dante                   | 5         | 6.17%         |
| Did not choose                 | 11        | 13.58%        |
| PDC or HM                      | 1         | 1.23%         |
| PDC or PET                     | 2         | 2.47%         |
| Dante or HM                    | 2         | 2.47%         |
| Dante or GMS                   | 1         | 1.23%         |
| <b>81</b>                      |           |               |

There were a number of families that remained unsure of where they would transition their children to next year. It was clear from our survey results that busing was a significant influencing factor for parents.

| <b>FACTORS THAT WILL AFFECT CHOICE</b> |           |               |
|--|-----------|---------------|
| <b>Busing</b>                          | <b>32</b> | <b>39.51%</b> |
| Star/End Time                          | 35        | 43.21%        |
| Specialty Program                      | 48        | 59.26%        |
| Extra-Curricular Activities            | 37        | 45.68%        |
| Community Involvement                  | 32        | 39.51%        |

In the brief that was submitted to the English Montreal School Board Long Range Planning Committee on August 12<sup>th</sup> 2019, pertaining to the cohabitation of General Vanier with Pierre de Coubertin school, one of the requests made pertained to busing. The General Vanier Governing Board requested that busing be made available to students in the following circumstances:

- Living within the former General Vanier transportation boundaries;
- Living within the former General Vanier walking boundaries;
- Students who were already awarded accommodation busing;
- Living within the Pierre de Coubertin transportation boundaries.

When breaking down the need for busing among those who stated their intention to transition their children to Dante School or Pierre de Coubertin School, the need for busing is still a priority:

| <b>BUSING IN RELATION TO SCHOOL CHOICE</b> |           |               |
|--|-----------|---------------|
| <b>DANTE</b>                               | <b>12</b> | <b>37.50%</b> |
| <b>PDC</b>                                 | <b>9</b>  | <b>28.13%</b> |
| UNDECIDED                                  | 11        | 34.38%        |
|  | <b>32</b> |               |

**Considerations and Requests**

It is important mention at this point, that the Governing Board inquired about the needs and considerations for the General Vanier Staff members. We were informed that a process is already established within their collective agreement, and therefore, there are no requests that need to be included in our brief on their behalf.

The Governing Board strongly believes that the information that was provided by our parents need to be given priority when decisions are made regarding the General Vanier community for the upcoming school years. As you can assess from the background information provided above, the current student body suffered a major loss with the transfer of our school. Students and their families spent the last two months of the 2018-2019 school year uncertain of the school’s future, and left the General Vanier building on the last day of school extremely saddened. No one knew of the changes they would face in the 2019-2020 school year. There was no proper closure.

Our students are our greatest stakeholders and we developed this brief with them in mind. Our parents were given the opportunity to state what they see for their children moving forward, and what factors play a major role in their decision. The Governing Board has therefore used the information gathered from our surveys to establish the following requests for the General Vanier community moving forward - a community that will be moving forward and registering to new schools.

## 1. **BUSING**

Busing was a large factor for our students and their families. Given that our survey results demonstrated that there are two schools – Dante and Pierre de Coubertin – that the majority of our parents listed as the school they would transition their children to, we are requesting that busing be provided for our students to the school of their choice between these two schools. We request that the EMSB continues to provide busing for our students who:

- Live within the former General Vanier transportation boundaries;
- Live within the former General Vanier walking boundaries;
- Were already awarded accommodation busing;

Given that our community experienced a great loss, and the direct impact this had on our students, we believe it is vital that the current student body be provided bussing to the school of their choice (between Dante and Pierre de Coubertin ). in order to properly transition next year. This will allow the students to truly attend the school of their choice - the school they most identify with and feel is the best fit for them.

## 2. **Allocation of the General Vanier Territory**

When determining how to allocate the General Vanier territory moving forward, the Governing Board also looked at the survey results. Since the main school choices among our current students were Dante and Pierre de Coubertin School we feel that it is only fair the General Vanier Territory be divided as equally as possible among both schools in order to allow an equal opportunity for each school to obtain new students in the future school year's, and for both to receive a potential increase in enrolment.

Upon examining the map of the General Vanier Territory, we feel the most equitable and fair distribution would be allocate the General Vanier territory as follows:

- The General Vanier territory that is East of Viau Boulevard be attached to Dante School
- The General Vanier territory that is West of Viau Boulevard be attached to Pierre de Coubertin School

We want to emphasize that our suggestion in the distribution of the General Vanier territory as listed above is for NEW families only- those families that will be living in the newly divided territory and that would be enrolling a child for the first time in the 2020-2021 school year.

As previously stated, given that our current student body and their families were the ones who were directly impacted by the decision made by Ministère de l'Éducation et de l'Enseignement supérieur on June 26<sup>th</sup> 2019 to transfer the the General Vanier School building to the Commission scolaire de la Pointe-de-l'Île, it would only be fair that they are accommodated as best possible to transition to the school they feel is the right choice for them.

### **3. Distribution of General Vanier Assets**

With the request that the General Vanier territory be distributed to both Dante School and Pierre de Coubertin School, we also request that the assets acquired along the years for the programs that served as part of the General Vanier curriculum be distributed between the same schools. Our requests regarding this distribution is as follows:

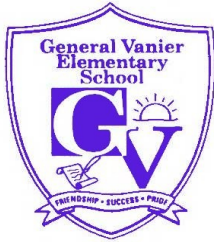
- Our STEAM room had additional equipment including a 3D printer; a ProWise screen; and a dozen whiteboard tables. We request that these items be allocated to PDC since STEAM is part of their curriculum, as it was with GV.
- Our music room was equipped with a keyboard lab with at least 30 keyboards as well as guitars, bass, trombones, clarinets, saxophones, trumpets, and flutes. We request that these items be allocated to Dante School since Band is an element of their music program, and they currently rent their band instruments, since they do not have instruments of their own. Band is also offered as an extra-curricular activity, and

eliminating the rental of band equipment may also lower the cost of this activity for their students.

### **Concluding Remarks**

We respectfully request that when reviewing the briefs put forward by the schools in St-Leonard that the EMSB takes into consideration the impact that the loss of the General Vanier Building has had on the General Vanier School community. General Vanier has been a vibrant school who will now be celebrating its 20th anniversary with great pride, and whose community has put great effort in making it the excellent school it has been. This community unfortunately was left to feel like their voices were not heard, and we feel that it is only fair to finally have our voices, not simply heard but listened to. The Governing Board made the effort to proceed in preparing for this brief by consulting with the General Vanier community, so that we could listen to our community and ensure that we represent them in the best way possible. Our students are our most important stakeholders, and they have suffered a great loss. The requests made in this brief are on behalf of our students and their families, in order to allow them to transition into the upcoming school year with peace of mind and with ease. Thus, allowing them to continue to have access to the education and activities they deserve, in the school they feel is best for them.

## **ADDENDUM**



## **ÉCOLE GENERAL VANIER SCHOOL**

September 30th, 2019

### **EMSB Elementary School Open Houses**

To all General Vanier parents:

The EMSB elementary schools will be holding their annual open houses for the 2020-2021 school year. We encourage you all to attend the open houses in order for you to be better prepared to look at all the options available to your child for next year. We will be holding a Town Hall in the next few weeks in order to consult parents, teachers, and staff to help the Governing Board decide on an action plan for the future of General Vanier students. We will need to look at options (such as possibly extending the deed of establishment; merging with another school; or simply registering at another school). So please take the opportunity to visit other elementary schools with your children to determine which school could potentially fit your child's needs in the event where you decide to opt for that option. You will find a list of some schools on the reverse page, please consult the EMSB website for a complete list at: ***[www.emsbopenhouses.com](http://www.emsbopenhouses.com)***.

Sincerely,

General Vanier Governing Board

## Open Houses dates/times

|  |   |                |  |  |
|--|---|----------------|--|--|
| <b>Dalkeith<br/>(PK)(E)</b>                    |    | (514) 352-6730 | <b>7951<br/>Dalkeith,<br/>Anjou</b>                    | October 20, 2019<br>6:00 p.m. to 8:00 p.m.   |
| <b>Dante<br/>(B)</b>                           |    | (514) 254-5941 | <b>6090<br/>Lachenaie,<br/>St. Leonard</b>             | October 24, 2019<br>9:30 a.m. to 11:30 a.m.<br>1:30 p.m. to 3:00 p.m.<br>6:30 p.m. to 8:30 p.m.<br>January 30, 2020<br>9:30 a.m. to 11:30 a.m.<br>1:30 p.m. to 3:00 p.m. |
| <b>Honoré<br/>Mercier<br/>(B)</b>              |   | (514) 323-2980 | <b>8280<br/>Nantes, St.<br/>Leonard</b>                | November 14, 2019<br>6:00 p.m. to 8:00 p.m.<br><br>January 22, 2020<br>9:00 a.m. to 11:00 a.m.   |
| <b>Nesbitt<br/>(PK) (E) (I)</b>                |  | (514) 721-2850 | <b>6108 - 8<sup>th</sup><br/>Avenue,<br/>Rosemount</b> | October 24, 2019<br>6:30 p.m. to 8:30 p.m.<br>January 30, 2020<br>6:30 p.m. to 8:30 p.m.   |
| <b>Pierre de<br/>Coubertin<br/>(B)</b>         |  | (514) 323-6586 | <b>4700<br/>Lavoisier,<br/>St. Leonard</b>             | November 7, 2019<br>9:30 a.m. to 11:00 a.m.<br>2:00 p.m. to 3:00 p.m.<br>7:00 p.m. to 9:00 p.m.<br>We also offer guided tours during the course of the day.              |
| <b>Pierre Elliott<br/>Trudeau<br/>(PK) (B)</b> |  | (514) 374-7337 | <b>6855<br/>Cartier,<br/>Rosemount</b>                 | January 23, 2020<br>10:30 a.m. to 11:00 a.m.<br>6:00 p.m. to 8:00 p.m.   |

For a complete list of open houses, please visit: [www.emsbopenhouses.com](http://www.emsbopenhouses.com)

# General Vanier Elementary School

## SURVEY to Parents

Re: EMSB Major School Change Consultation

November 20, 2019

My child attends Grade:

What factors will affect your decision as to what school you will register your child to :  
Check all that apply.

- busing
- start time/end time
- specialty program : e.g. intergrated chess, STEAM, intergrated PELO, robotics
- extra-curricular activities ( at lunchtime and/or afterschool )
- community involvement ( helping others, participating in events outside of school )
- other: \_\_\_\_\_

I will, most probably, register to:

- Pierre-de-Coubertin
- Dante
- Honore Mercier
- other : ( please name ) \_\_\_\_\_

I attended the open house at :

- Pierre-de-Coubertin
- Dante
- Honore Mercier
- other : ( please name ) \_\_\_\_\_

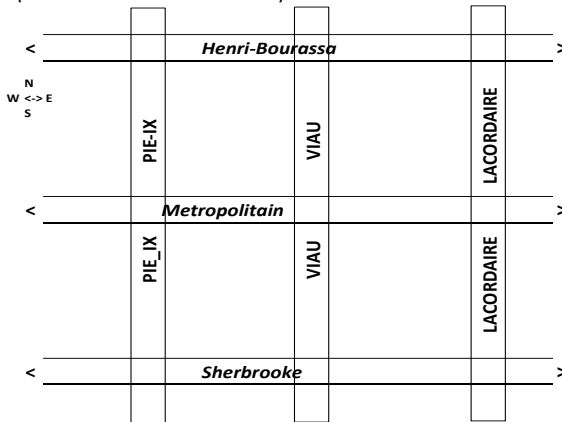
or  
 I did not attend an open house

because : \_\_\_\_\_  
\_\_\_\_\_

I cannot make a decision yet because: \_\_\_\_\_  
\_\_\_\_\_

What are the first 3 digits of your postal code ?     H \_\_\_\_\_

Please put an X on the space below to indicate where you live :



Do you have any other comments ? : \_\_\_\_\_  
\_\_\_\_\_

**\* Please place in the provided sealed envelope to the attention of General Vanier School office by MONDAY, November 25, 2019**

**NB: FOR FULL SURVEY RESULTS PLEASE SEE SEPARATE ATTACHMENT THAT WAS SENT WITH THIS BRIEF**



|    | GRADE | POSTAL CODE | BUSING | START/END TIME | SPECIALTY PROGRAM | EXTRA-CURRICULAR ACTIVITES | COMMUNITY INVOLVEMENT | OTHER | SCHOOL CHOICE  | N/S MET |
|----|-------|-------------|--------|----------------|-------------------|----------------------------|-----------------------|-------|----------------|---------|
| 1  | K     | H1X         |        |                | √                 |                            | √                     | √     | Dante          | South   |
| 2  | K     | H1S         | √      | √              | √                 | √                          | √                     |       | Dante          | North   |
| 3  | 1     | H1S         |        |                | √                 | √                          | √                     |       | Dante          | South   |
| 4  | 1     | H1S         |        | √              | √                 |                            |                       |       | Dante          | South   |
| 5  | 1     | H1R         | √      |                |                   |                            |                       |       | Dante          | North   |
| 6  | 1     | H1M         | √      | √              | √                 | √                          | √                     |       | Dante          | South   |
| 7  | 2     | H1S         |        |                | √                 | √                          | √                     |       | Dante          | South   |
| 8  | 3     | H1T         | √      |                |                   |                            | √                     |       | Dante          | South   |
| 9  | 3     | H1R         |        |                | √                 | √                          |                       |       | Dante          | North   |
| 10 | 3     | H1S         | √      |                | √                 | √                          | √                     |       | Dante          | South   |
| 11 | 3     | DNS         |        | √              | √                 | √                          | √                     |       | Dante          | South   |
| 12 | 4     | H1T         | √      |                |                   |                            |                       |       | Dante          | South   |
| 13 | 4     | H1T         |        | √              | √                 |                            |                       | √     | Dante          | South   |
| 14 | 4     | H1R         |        | √              | √                 | √                          |                       |       | Dante          | North   |
| 15 | 4     | H1S         | √      | √              | √                 |                            |                       |       | Dante          | South   |
| 16 | 4     | H1R         |        | √              | √                 |                            |                       | √     | Dante          |         |
| 17 | 4     | H1M         | √      | √              | √                 | √                          | √                     | √     | Dante          | South   |
| 18 | 4     | H1S         |        |                | √                 |                            | √                     |       | Dante          | South   |
| 19 | 5     | H1T         | √      |                |                   |                            |                       |       | Dante          | South   |
| 20 | 5     | H1S         |        |                | √                 | √                          | √                     |       | Dante          | South   |
| 21 | 5     | H1T         | √      |                |                   |                            |                       |       | Dante          | South   |
| 22 | 5     | H1T         | √      |                |                   |                            | √                     |       | Dante          | South   |
| 23 | 5     | H1T         | √      |                |                   |                            | √                     |       | Dante          | South   |
| 24 |       | H1R         | √      |                |                   |                            |                       |       | Did not choose | North   |
| 25 | 1     | H1T         |        |                |                   |                            |                       |       | Did not choose | South   |
| 26 | 1     | H1R         | √      | √              | √                 | √                          | √                     |       | Did not choose | North   |
| 27 | 2     | H1S         |        |                | √                 | √                          | √                     |       | Did not choose | South   |
| 28 | 2     | H2A         | √      | √              |                   |                            |                       |       | Did not choose | South   |
| 29 | 2     | H1K         |        | √              |                   |                            |                       |       | Did not choose | DNS     |
| 30 | 3     | H1T         |        |                |                   |                            |                       |       | Did not choose | South   |
| 31 | 3     | H1R         | √      |                | √                 |                            | √                     |       | Did not choose | DNS     |
| 32 | 5     | H1S         |        |                | √                 | √                          | √                     |       | Did not choose | South   |
| 33 | 5     | H2A         | √      | √              |                   |                            |                       |       | Did not choose | DNS     |
| 34 | 5     | H1S         |        | √              | √                 | √                          | √                     | √     | Did not choose | South   |
| 35 | 4     | H1T         |        |                | √                 | √                          | √                     | √     | HM             | South   |
| 36 | 3     | H2A         |        |                | √                 | √                          |                       |       | HM             | DNS     |
| 37 | 3     | H1R         |        | √              | √                 | √                          |                       |       | HM             | North   |
| 38 | 3     | H1R         |        | √              | √                 | √                          |                       |       | HM             | North   |
| 39 | 5     | H1P         |        |                | √                 | √                          | √                     | √     | HM             | North   |
| 40 | 2     | H1P         |        |                | √                 | √                          | √                     | √     | HM             | North   |
| 41 | 1     | H1R         | √      |                |                   |                            |                       |       | PDC or Dante   | North   |
| 42 | 1     | H1S         | √      | √              |                   |                            |                       |       | PDC or Dante   | South   |
| 43 | 1     | H1R         | √      | √              |                   |                            | √                     |       | PDC or Dante   | DNS     |
| 44 | 3     | H1R         |        |                | √                 | √                          |                       | √     | Dante          | North   |
| 45 | 3     | H1S         |        | √              | √                 | √                          | √                     | √     | Dante or HM    | South   |

|    |   |     |   |   |   |   |   |   |              |       |
|----|---|-----|---|---|---|---|---|---|--------------|-------|
| 46 | 4 | H1G |   | √ | √ | √ | √ |   | Dante or GMS | North |
| 47 | 5 | H2A |   | √ | √ | √ | √ |   | PDC or Dante | South |
| 48 | 5 | H1S |   | √ | √ | √ | √ | √ | Dante or HM  | South |
| 49 | 5 | H1R | √ | √ |   |   | √ |   | PDC or Dante | North |
| 50 | 5 | DNS |   |   |   |   |   | √ | PDC or HM    | South |
| 51 | 2 | H1T | √ |   | √ |   |   |   | PDC or PET   | South |
| 52 | 5 | H1T | √ | √ |   |   |   |   | PDC or PET   | South |
| 53 | K | H1P |   | √ | √ | √ | √ |   | PDC          | North |
| 54 | K | H1T |   |   | √ | √ | √ |   | PDC          | South |
| 55 | K | H1R |   |   |   |   |   | √ | PDC          | North |
| 56 | K | H1S |   |   |   |   |   | √ | PDC          | South |
| 57 | K | H2E |   | √ |   |   |   | √ | PDC          | South |
| 58 | K | H1J |   | √ | √ | √ | √ |   | PDC          | DNS   |
| 59 | K | H1R | √ |   |   |   |   | √ | PDC          | North |
| 60 | 1 | H1S |   |   |   |   |   | √ | PDC          | South |
| 61 | 1 | H1P |   |   |   |   | √ |   | PDC          | North |
| 62 | 1 | H1P |   |   |   |   | √ |   | PDC          | North |
| 63 | 1 | H1P |   | √ | √ |   |   |   | PDC          | DNS   |
| 64 | 2 | H1S | √ | √ |   |   |   | √ | PDC          | South |
| 65 | 2 | DNS |   | √ | √ | √ | √ |   | PDC          | North |
| 66 | 2 | H1S | √ |   |   |   |   |   | PDC          | South |
| 67 | 2 | H1S | √ | √ | √ | √ | √ |   | PDC          | South |
| 68 | 3 | H1T | √ |   | √ | √ | √ | √ | PDC          | South |
| 69 | 3 | H1R |   |   | √ | √ |   |   | PDC          | North |
| 70 | 3 | H1S |   | √ | √ | √ |   |   | PDC          | South |
| 71 | 4 | H1P |   | √ | √ | √ | √ | √ | PDC          | North |
| 72 | 4 | H1S |   |   |   |   |   |   | PDC          | South |
| 73 | 4 | H1T | √ | √ | √ | √ | √ |   | PDC          | South |
| 74 | 5 | H1T | √ |   | √ | √ | √ | √ | PDC          | South |
| 75 | 5 | H1R | √ | √ |   |   |   |   | PDC          | North |
| 76 | 5 | H1R | √ |   |   |   |   |   | PDC          | North |
| 77 | 5 | H1R |   |   | √ |   |   |   | PDC          | North |
| 78 | 5 | H1S |   |   |   |   |   |   | PDC          | DNS   |
| 79 | 5 | H1S |   |   |   |   |   |   | PDC          | South |
| 80 |   | H1P |   |   | √ | √ | √ |   | PDC          | North |
| 81 |   | H1P |   |   | √ | √ | √ |   | PDC          | North |

| POSTAL CODE BREAKDOWN |           |               |
|-----------------------|-----------|---------------|
| H1X                   | 1         | 1.23%         |
| <b>H1S</b>            | <b>23</b> | <b>28.40%</b> |
| <b>H1R</b>            | <b>19</b> | <b>23.46%</b> |
| H1T                   | 16        | 19.75%        |
| H1K                   | 1         | 1.23%         |
| H2A                   | 4         | 4.94%         |

| LOCATION TO METROPOLITAIN |           |        |
|---------------------------|-----------|--------|
| North                     | 27        | 33.33% |
| South                     | 45        | 55.56% |
| DNS                       | 8         | 9.88%  |
|                           | <b>81</b> |        |

|           |   |        |
|-----------|---|--------|
| H1P       | 9 | 11.11% |
| H1J       | 1 | 1.23%  |
| H1M       | 2 | 2.47%  |
| H1G       | 1 | 1.23%  |
| H2E       | 1 | 1.23%  |
| DNS       | 3 | 3.70%  |
| <b>81</b> |   |        |

| FACTORS THAT WILL AFFECT CHOICE |           |               |
|---------------------------------|-----------|---------------|
| <b>Busing</b>                   | <b>32</b> | <b>39.51%</b> |
| Star/End Time                   | 35        | 43.21%        |
| Specialty Program               | 48        | 59.26%        |
| Extra-Curricular Activities     | 37        | 45.68%        |
| Community Involvement           | 32        | 39.51%        |
| <b>81</b>                       |           |               |

| SCHOOL CHOICE BREAKDOWN |           |               |
|-------------------------|-----------|---------------|
| <b>PDC</b>              | <b>29</b> | <b>35.80%</b> |
| <b>Dante</b>            | <b>24</b> | <b>29.63%</b> |
| HM                      | 6         | 7.41%         |
| PDC or Dante            | 5         | 6.17%         |
| Did not choose          | 11        | 13.58%        |
| PDC or HM               | 1         | 1.23%         |
| PDC or PET              | 2         | 2.47%         |
| Dante or HM             | 2         | 2.47%         |
| Dante or GMS            | 1         | 1.23%         |
| <b>81</b>               |           |               |

| BUSING IN RELATION TO SCHOOL CHOICE |           |               |
|-------------------------------------|-----------|---------------|
| <b>DANTE</b>                        | <b>23</b> | <b>71.88%</b> |
| <b>PDC</b>                          | <b>0</b>  | <b>0.00%</b>  |
| UNDECIDED                           | 9         | 28.13%        |
| <b>32</b>                           |           |               |

| SCHOOL CHOICE BY POSTAL CODE |       |   |
|------------------------------|-------|---|
| H1R                          | PDC   | 0 |
|                              | DANTE | 5 |
| H1S                          | PDC   | 6 |
|                              | DANTE | 1 |

√

Pierre de Coubertin Elementary Governing board

**BRIEF ON THE EMSB MAJOR SCHOOL CHANGE CONSULTATION 2019-2020**

**Submitted to:**  
**English Montreal School Board**  
**Long Range Planning Committee**

**By:**  
**Pierre de Coubertin Governing Board**  
**December 16, 2019**

## Introduction

This brief pertains to the consultation regarding the Major School Change 2019-2020 launched by the EMSB Council of Commissioners by Resolution # 19-06-26-6 on June 26, 2019, as it affects **Pierre De Coubertin Elementary School** in Saint-Leonard. The brief specifically addresses Scenario 3 presented in the Long Range Planning Committee document on the Major School Change Consultation, which involves General Vanier (GV) *merging* with Pierre De Coubertin (PDC) in the PDC facility, as shown in Figure 1.

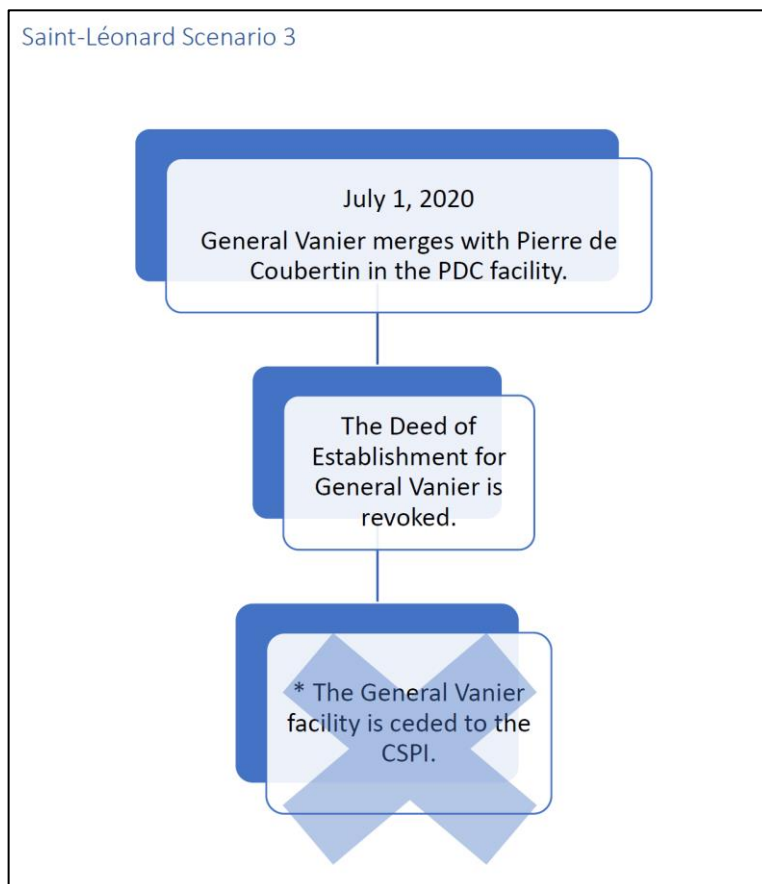


Figure 1. Major school change scenario involving Pierre De Coubertin and General Vanier elementary schools.<sup>1</sup>

The GV school building has already been ceded to the Commission scolaire de la Pointe-de-l'Île (CSPI), and GV currently exists as a school within the PDC facility under a one-year cohabitation scenario for the 2019-20 school year.

The Major School Change Consultation provides for three possible scenarios for GV: (1) Scenario 3 - merge with PDC, (2) Scenario 4 - merge with Honoré Mercier, or (3) Scenario 5 - merge with Dante.

<sup>1</sup> EMSB Long Range Planning Committee. Major School Change Consultation 2019-2020. June 26, 2019. <https://az184419.vo.msecnd.net/emsb/emsb-website/en/docs/2019-2020/consultations/3-emsb-major-school-change-consultation-2019-2020-2.pdf>.

It is important here to define and make a very clear distinction between the terms “merger” and “transfer”, as each has very different implications on staffing, the status of the deeds of establishment of the schools, and on the educational programs offered. As defined by the EMSB Long Range Planning Committee in an email received on November 13, 2019:

- A **transfer** of students from GV (i.e., the school that “ceases to exist”) to PDC (i.e., the receiving school, implies that the deed of establishment of GV is revoked, while the deed of establishment of PDC remains untouched. The GV students are transferred over to PDC and become PDC students. The name and programs offered at PDC remain unchanged. The GV teachers are given a first opportunity, by seniority, to also transfer to PDC to any vacant or new posts, as provided in their collective agreement, while the PDC teachers are not affected by the transfer.
- A **merger** between GV and PDC implies that the deeds of establishment of **both** schools are revoked and a **new** deed of establishment is created for one new school. The teachers of both schools are declared excess and will have to compete by seniority with all other teachers who have been declared excess (board-wide) for vacant or new posts at the newly created school. The new school will have a new name and potentially different programs as well.

For reference, we have included the Long Range Planning Committee’s response to our questions seeking clarification on the distinction between merger and transfer in Appendix A of this brief.

It is clear in Figure 1, that the scenario devised by the Long Range Planning Committee involves the revocation of the deed of establishment of **only one school**, i.e., GV, and that the scenario provides for GV students to in fact **transfer** to PDC and become students of PDC. In the communication received from the Long Range Planning Committee, the Committee acknowledged that the Scenario depicted in Figure 1 in fact represents a **transfer of GV students to PDC** and **not a merger** between PDC and GV at the PDC facility:

“But as you can see from the MSC document itself, the word merged is used when transferred would have been the more appropriate word.”

It is understood that neither the EMSB, nor PDC, and to our knowledge, GV, are entertaining a second year of cohabitation between GV and PDC as a feasible scenario. PDC affirms that it is in the best interests of the health of the network to terminate the cohabitation arrangement with GV at the end of the 2019-2020 school year and that the deed of establishment for GV be revoked at the end of the current school year.

This brief supports the following recommendations from PDC on the major school change consultation:

- That PDC be designated the receiving school whereby the GV students transfer to PDC and become PDC students at the start of the 2020-21 school year.
- That the GV school territory be allocated to PDC to ensure new registrations from the GV territory be directed to PDC.

- Terms and Conditions to ensure the proper integration of GV students to PDC.
- Considerations regarding the long-term vitality of PDC.

This brief represents the views of the PDC community, consisting of parents, teachers, administrative and daycare staff and other staff members. A sub-committee for writing the brief was established at the PDC Governing Board meeting held on August 6, 2019. The following engagement sessions were held by the various actors of the PDC community to facilitate writing the brief and obtaining input from the PDC community and the GV community:

- The PDC brief writing committee met on October 29, 2019 to discuss the outline of the brief and plan for an assembly with the PDC community.
- The PDC Governing Board met with the General Vanier Governing Board on November 11, 2019, to share information on what PDC has to offer to the GV students should parents decide to transfer their children to PDC.
- An assembly with the PDC community was held on November 14, 2019, to solicit the community's input around two key questions: What makes PDC the school it is?, and Do we want a transfer or merger of GV students to PDC?

This brief was approved by the PDC Governing Board on December 11, 2019.

## Overview of Pierre De Coubertin Elementary School

Pierre de Coubertin Elementary School is a bilingual school that is situated in a quiet residential neighborhood in the borough of Saint-Leonard. We are fortunate enough to be within walking distance of a public library, the Leonardo Da Vinci community center, the Martin Brodeur arena, and the municipal pool. Our school yard is adjacent to and has access to Coubertin Park. Due to this proximity to the Coubertin Park, the students benefit from using the green spaces on a regular basis for both academic and leisure activities. The students regularly take advantage of this space during their lunch recess with their supervisors.

As it stands, our current enrollment is at 440 students. The latest demographics reflect a community where 97% are of Italian origin. The bilingual model at Pierre de Coubertin is based on a 6-day cycle, alternating between full-day English and French instruction. We also offer Italian as a language, Art, Drama, Robotics, Phys Ed and Music which are integrated into our daily instruction. We are also proud to have a BASE daycare program offering breakfast and snacks.

Our pedagogical approach continues to reflect our passion for the latest educational research and practices. Our staff is dedicated to providing the best quality education. This is demonstrated in the fact that each classroom is equipped with an interactive whiteboard, access to tablets and laptop computers. We also have a learning commons room where the children can work on STEAM projects (Science Technology Engineering Art Mathematics).

The goal at Pierre de Coubertin is to provide different educational experiences in order to create a space **where all students will succeed**. We recognize that our students come to us with a variety of needs and have a multitude of programs in place to help support them.



Some of the programs offered at our school include:

***In School We Move:*** This is a program that promotes movement within the children. Each child receives 60 minutes of movement time per day. The teachers have been trained and given strategies to use to help this movement occur. This program also helps the students recognize the need of a movement break and request one. In doing so, we have stationary exercise bikes installed around the school where children may bike ride for 10 minutes and return to class.

***Acceleration Program:*** At PDC we use the acceleration program to help students see the material prior to the teacher teaching it. This enables them to understand the concept when the teacher is teaching it. Students will feel successful in class having seen and heard the vocabulary used by the teacher and understand the definition. This will enable them to keep up with the learning and not fall behind.

***RTI:*** Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including teachers and resource teachers. Progress is closely monitored to assess both the learning rate and level of performance of individual students.

***WILSON:*** The Wilson Reading System (WRS) is an instructional program used to help struggling readers. It uses visual, auditory, kinesthetic and tactile senses to help kids make connections between sounds and words.

## Context and Considerations

### Enrollment at Pierre De Coubertin Elementary School

Enrollment at PDC for the 2019-20 school year is at 440 children which represents 68% of the total capacity of the school. The distribution of students by grade level ranges from 50 (kindergarten) to 79 (Grade 6). By 2021-22, the enrollment is projected to be at 53% of total capacity, which is a cause for concern for the PDC community due to the increasing need for space from the CSPI and a Minister of Education who has demonstrated he has no issue with using article 477.1.1 of the Education Act to forcibly transfer English Schools to overcrowded French school boards. It is worth noting that by 2026-27, enrollment is projected to trend upwards to 58% capacity; however, this does not lessen the concern of the PDC community in the short term.

Although the PDC Administration and Governing Board are actively seeking and discussing solutions to increase PDC's enrollment numbers, it must be recognized that **the decisions of the EMSB on the major school change will have a direct impact on the future vitality and survival of PDC.** As shown in Table 1, of the three remaining elementary schools in Saint-Leonard, PDC is the highest value building, it is the most recently constructed, and it has the

biggest footprint. Per the EMSB’s guidance in the Major School Change Consultation document, PDC is deemed to be the superior building of the three elementary schools and **decisions of the Board must be made to favor its retention over the long-term and ensure that PDC sustains healthy enrollment numbers for years to come.** We therefore request that the EMSB retain Scenario 3 such that PDC becomes the receiving school for the GV children and that the GV territory be allocated to PDC such that new registrations originating from the current GV territory be directed to PDC.

Table 1. Building Evaluation and Replacement Cost of Elementary Schools in Saint-Leonard.<sup>2</sup>

| School                | Valeur Terrain (\$) | Valeur bâtiment (\$) | Valeur de l'immeuble (\$) | Valeur municipale uniformisée (\$) | Superficie (m <sup>2</sup> ) | Année de construction | Valeur de remplacement (\$) |
|-----------------------|---------------------|----------------------|---------------------------|------------------------------------|------------------------------|-----------------------|-----------------------------|
| <b>PDC</b>            | 2,982,200           | 3,803,600            | 6,784,800                 | 7,056,192                          | 5,572                        | 1972                  | 19,558,277                  |
| <b>Honoré Mercier</b> | 3,589,100           | 2,732,500            | 6,321,600                 | 6,574,464                          | 5,100                        | 1967                  | 17,901,510                  |
| <b>Dante</b>          | 4,135,100           | 2,272,400            | 6,407,500                 | 6,663,800                          | 3,622                        | 1967                  | 12,713,582                  |

#### Cohabitation of GV at PDC

The cohabitation scenario following the forced closure of GV was a first in the history of school closures at EMSB and exceptionally, Council accommodated the GV community’s wish to remain together for one more year to allow them time to consider where they would ultimately send their children. The number of General Vanier students that came to PDC under the cohabitation model was confirmed by the EMSB to be 138 children.

From the outset of cohabitation, it was important to the PDC community that the GV children feel welcomed and that both communities work together to build cohesiveness amongst the children and staff. To this end, PDC undertook the following activities to lay a foundation for success of the cohabitation with GV:

- PDC hosted a meet and greet on August 22, 2019 which was well attended by the GV community.
- The GV children were warmly welcomed on the first day of school.
- PDC requested that the EMSB provide a facilitator to help the children understand the changes that have taken place and to organize team building activities at the beginning of the school year.
- A joint sweetcorn roast “welcome back to school” activity was held.

PDC also invited the GV families to attend its annual movie night in September, and continues to invite the GV children to all social activities organized by PDC (e.g. Halloween activities, Christmas activities, etc.).

<sup>2</sup> EMSB Long Range Planning Committee. Major School Change Consultation 2019-2020. June 26, 2019. <https://az184419.vo.msecnd.net/emsb/emsb-website/en/docs/2019-2020/consultations/3-emsb-major-school-change-consultation-2019-2020-2.pdf>.

Although it has only been three months since cohabitation began, we wish to acknowledge and commend the dedication of the administrative and teaching staffs of both schools in ensuring a smooth transition and adjustment to cohabitation and in creating opportunities for joint activities between the children of both schools. The principals of both schools have an excellent, collaborative relationship and quickly address issues or concerns that arise. The teachers of both schools have also bonded; most recently they organized a social, and they help each other in their day-to-day duties.

In many ways, the children have adapted well. They are bonding with each other and are forming new friendships together. It was particularly validating to learn that the Grade 6 GV children have also expressed a wish to graduate together with their PDC peers. The PDC teachers reported that many GV children feel comfortable going to them for advice and to discuss concerns.

Once the Grade 6 GV children graduate in June 2020, 117 children will remain and will need to transfer to a designated school. **PDC is ready, willing and capable of accepting the full 117 students and as many of the GV teachers** as needed for the 2020-21 school year. The classroom space has already been refurbished to accommodate the community under the cohabitation model. The close relationship between the GV and PDC teachers will ensure that GV teachers can inform PDC teachers and the Principal of specific needs that any of the GV children may have and can provide input on the class groupings that would be most beneficial to the GV children. In this manner, it would be possible to group several (e.g., five) GV children together in a classroom so that they have familiar faces and friends with them along with their new PDC friends in their classrooms.

The GV children have familiarized themselves with the PDC environment, and we anticipate they will form deeper bonds with the PDC children over the remainder of the school year. A decision to designate either Dante or Honoré Mercier as the receiving school for the GV children therefore represents yet another loss for the GV children which will uproot them, cause them to leave a familiar environment and start the transition process again in a new school environment. **The most stable option for the GV children is to retain Scenario 3 and transfer the children to PDC as it is the environment to which they have become accustomed.**

Uniting the two school communities as one school would allow more efficient use of existing resources and alignment of schedules. Namely, one school under one administration would allow efficient scheduling of the gymnasium, enable the scheduling of separate recess periods for Grades 1 to 3 and grades 4 to 6, and allow for specialty rooms to be restored to benefit all the children. Cohabitation results in an inefficient use of resources due to the need to maintain two schools with two separate administrations. Scheduling of the use of the gymnasium has been challenging, and at times three groups are required to use the gym for a given time slot, which limits the quality of the physical education being given to students. Overcrowding in the school yard also makes it difficult for the children to enjoy the full benefits of recess time. GV and PDC students from Grades 1 to 6 share the yard for one recess period and due to the high number of children in the yard, teachers felt it prudent to limit the movements of the children (no running) and children are not allowed to use balls to play. There is very little for children to do

during recess. For the above reasons, **PDC does not support extending the cohabitation with General Vanier for an additional year.**

Comparison of Programs between PDC and GV

Both PDC and GV have several core programs in common, including bilingual instruction, STEAM, robotics and PELO (integrated). This provides a foundation for the GV children to adapt more easily as students at PDC which **makes PDC the most pedagogically sound option** as the receiving school for the GV children. As described in the section “Overview of Pierre De Coubertin Elementary School”, PDC also offers additional services and programs addressing a broad range of students, including SAIL, Response to Intervention, Wilson program, Acceleration, enriched academics, and daily physical activity.

Bussing and the Allocation of the GV Territory

For many GV parents, access to bussing from the current GV territory is a factor in choosing the school to which they intend to transfer their children. Currently, 34 GV children cohabitating at PDC live on the PDC territory (see Figure 2, area code H1R), while the majority of GV families live on the GV territory. Approximately 40 GV children are currently using bus services to get to PDC, while 100 children are driven to school. We recommend that **the current GV territory be allocated to the PDC territory** to ensure that all **current** GV students wishing to attend PDC in the 2020-21 school year have access to bus transportation.

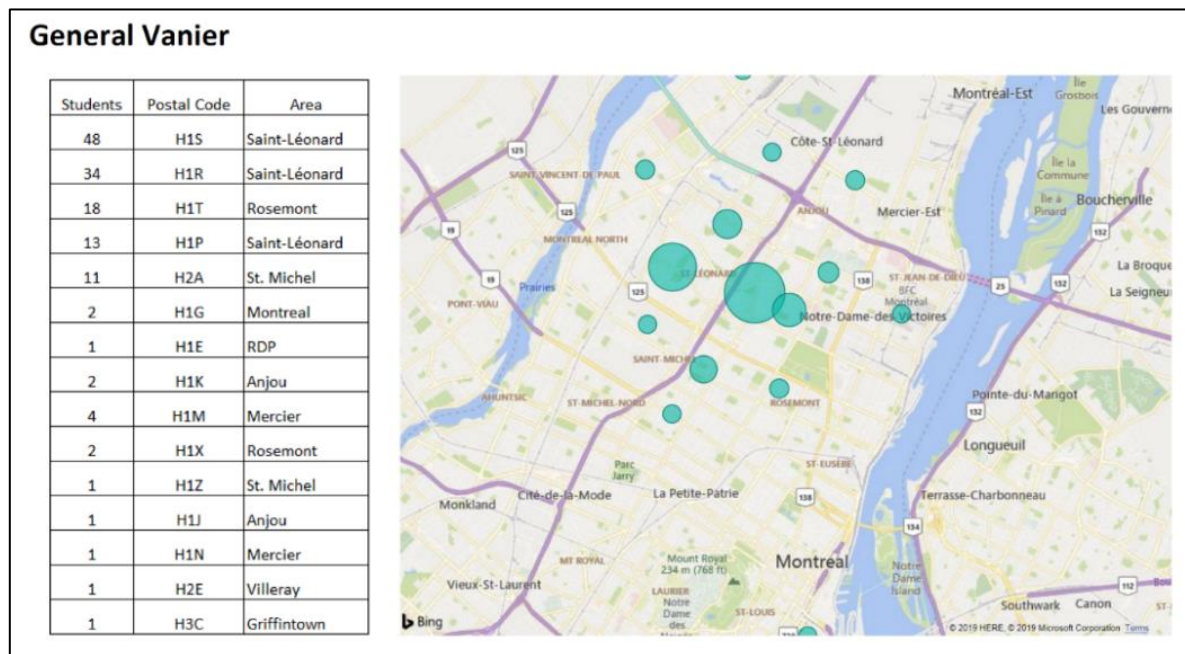


Figure 2. Number of GV children currently cohabitating at PDC, by postal code.

The allocation of the GV territory impacts more than the bussing routes; it will also determine to which school **new registrations** will be designated. We request that the GV territory be allocated to PDC in its entirety to ensure future students enroll at PDC. It is worth noting that although PDC is the biggest school, it has a disproportionately small territory in comparison to

other elementary schools in Saint-Leonard (see Figures 3 and 4). Should it be infeasible to allocate the full GV territory to PDC, **we request that the territory be allocated more equitably** to enable PDC to benefit from new student registrations originating from the GV territory. Referring to Figure 5, PDC is requesting **at minimum** that the area bounded by the thick red line be allocated to PDC; this area includes postal code H1S and is bounded by:

North: Jean-Rivard to Viau to Jean Nicolet to Des Galets (both sides)

South: Belanger

East: Lacordaire to Dollier to Belanger (both sides)

West: 25<sup>th</sup> Ave to Hwy 40 to Pie IX (both sides)

The inclusion of postal code H1S in the territory requested by PDC is reasonable for parents who drive their children to school as it takes 7 minutes to drive from the H1S area to PDC. The inclusion of this area in the PDC territory is important to securing the future of the PDC building through stronger enrolment numbers.

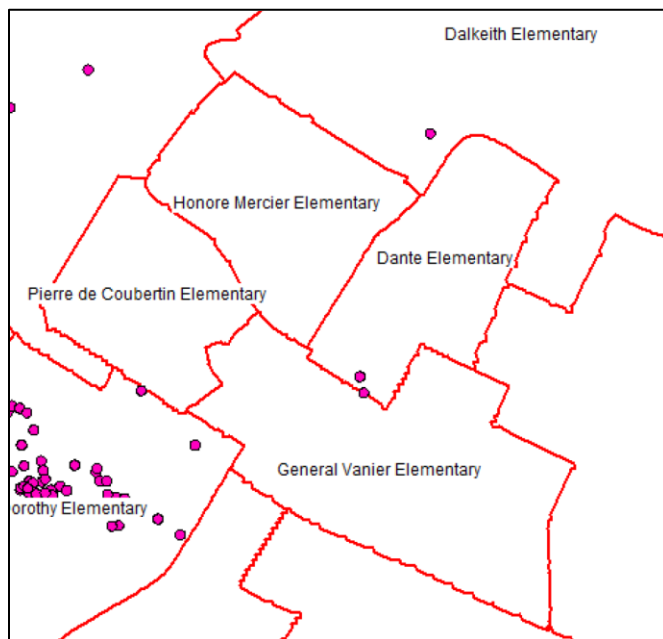


Figure 3. Map showing the territories of the elementary schools in Saint-Leonard.

**PIERRE DE COUBERTIN EXTENDED-FRENCH BOUNDARY (BILINGUAL)**

North – Industriel Blvd. (Gerald McShane)  
South – Jean Rivard to Viau to Jean Nicolet to Des Galets (General Vanier)  
East – Lacordaire Blvd. (Honoré Mercier)  
West – 25<sup>th</sup> Ave. (Gerald McShane/St. Dorothy)

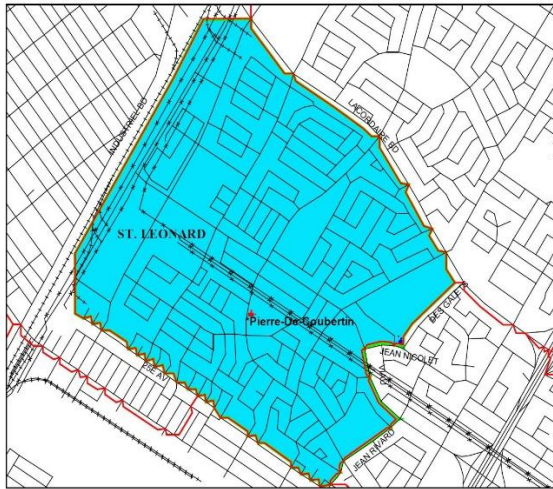


Figure 4. Map of the PDC territory.

**GENERAL VANIER EXTENDED-FRENCH BOUNDARY (BILINGUAL)**

North – Jean Rivard to Viau to Jean Nicolet to Des Galets (both sides)  
South – Sherbrooke (Edward Murphy)  
East – Lacordaire (H. Mercier) to Dollier to Belanger (both sides) to Lacordaire (Dante/Edward Murphy) to Rosemount (Edward Murphy) to De l'Assomption (both sides)  
West – 25<sup>th</sup> Ave. (St. Dorothy) to Ilvy. 40 to Pie IX (both sides)

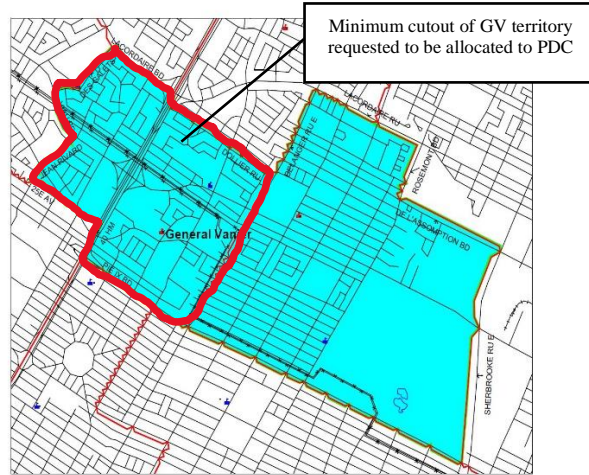


Figure 5. Map of the GV territory, showing minimum cutout requested for allocation to the PDC territory.

We are aware that the GV Governing Board has conducted a survey of their parents to determine which schools the GV children in Grades 1-5 will likely attend in the 2020-21 school year. The survey included postal codes of respondents, which would enable one to determine how many children from each postal code are planning to attend each school. We have no concerns with the GV Governing Board using the survey results in their own brief on the EMSB Major School Change Consultation. However, the PDC community feels very strongly that **it is entirely inappropriate** for the EMSB to use the survey results as a factor in determining the allocation of the GV territory to other local schools. Survey data must be handled in a manner that instills confidence in the results. This standard should always apply, and certainly it must be applied when the results could be used as a basis for decisions that will affect multiple schools. **Survey data that are obtained and processed by a party with a vested interest in the outcome ceases to have value** as an unbiased underpinning of the outcome, as confidence in the results is compromised. Because the PDC community was not involved in the survey data collection and processing, we oppose its use by the EMSB. Should the EMSB determine that a survey of this nature would be useful, the EMSB should undertake and oversee the task, or hire an independent third party to do so.

## Terms and Conditions

When PDC accepted the one-year cohabitation with GV, several concessions were made to accommodate the GV community. This section includes terms and conditions to enable PDC to return to the operation as one school, with the integration of GV students as PDC students.

## Specialty classrooms

In order to enable GV to exist as a separate school within the PDC building, a total of eight classrooms were allocated to GV and resulted in the loss of the following specialty rooms at PDC:

- The computer lab was dismantled and the EMSB had committed to replacing it with 27 computers on wheels (COW). **PDC received the COW in November 2019, and as a result, PDC students were without a computer lab for two months.** The GV students were not affected by this delay as they use their own computers.
- The STEAM room was relocated to the library which is now the Learning Commons. As a result of this move, the footprint of the library has been significantly reduced and students are now limited to using the library as a transaction point simply to retrieve and return books. Although the EMSB explained to the PDC community that the Learning Commons is the latest trend in education, the PDC community felt that this is not appropriate for young children at the elementary school level and lamented the loss of the library as a quiet space that promotes literacy.
- Part of the art/drama classroom was lost to accommodate GV Kindergarten or daycare.
- One music classroom which serves the students in Grades 1 to 4 was lost. The music classroom is now a mobile classroom on wheels.
- The movement classroom was also lost, and the movement teacher travels from classroom to classroom to offer movement.
- In addition, storage space was converted to new offices for GV's administration staff.

Accounting for the transfer of GV students to PDC for the 2020-21 school year, we request that the following specialty rooms be restored, at the EMSB's expense and in time for the start of the 2020-21 school year, in the following order of priority:

- All ASD classrooms and the sensory room are to be fully restored
- STEAM room
- Library
- Computer lab
- Music room
- Movement room
- Storage space

## Furniture and supplies

During the move of GV to PDC, many of PDC's older furniture (desks, staff room furniture, tables, chairs) was replaced by GV's furniture that was deemed to be in better condition. As PDC had to give away some of its own furniture, we request to keep any furniture brought in by GV. We also request to keep GV's library books since they were all brought to PDC when GV moved out of its building.

We are also requesting that the EMSB allocate a budget of \$500 per GV child who transfers to PDC in order to purchase additional supplies and material, such as robotics kits, computers, resources, etc. Furthermore, we request that there be no restrictions imposed on the use of these funds or a requirement to spend them within a prescribed time limit to allow maximum flexibility in addressing specific needs as they arise.

### Renovation of the school yard

With the influx of up to 117 additional students, the school yard must become a priority as there is no shade, nothing for the children to do, and few places for them to sit down. Furthermore, in winter it is dangerous for children to be out in the school yard due to ice buildup. As a result, in winter children spend many days inside during recess. Measures that must be undertaken at the first opportunity include levelling the yard, repaving it and including adequate drainage. We also request the installation of a jungle gym, sports nets, the installation of benches and shade.

**Investments made for the schoolyard would address long-standing safety hazards while benefitting all children.** Furthermore, an attractive yard will help to attract new parents and children to register at PDC.

### Administration staff

This has been a very challenging year to adapt to cohabitation with another school. Our Principal, Mrs. Ida Pisano, has been instrumental in ensuring the success of the cohabitation, in addressing problems and conflicts, in building an excellent relationship with the GV Principal, and in advocating for all the children to have to best learning opportunities possible. At the same time, we are very concerned about the future of PDC as our numbers decline. The Governing Board of PDC and Mrs. Pisano are aligned and united in identifying solutions to increase enrolment numbers and enhance the programs offered at PDC. It would be a setback should we have to start over with a new Principal at a very crucial time when we are trying to build from our current strengths. We therefore request that Mrs. Pisano remain as the Principal of PDC to ensure a smooth transition as the cohabitation with GV ends and to address the challenges we face as an East End school.

## Considerations Regarding the Long-term Vitality of PDC

We are deeply concerned by the aggressive pace of construction of high density housing in Saint-Leonard, much of it being constructed very close to the PDC territory. As the borough has not planned for the construction of new schools, and land for their construction is scarce, we are concerned that the influx of new families will put pressure for space at overcrowded schools owned by the CSPI. The proximity of the new residential constructions to PDC could very well result in the CSPI requiring additional space and looking towards PDC to fulfill this need, either by cohabitation or a forced transfer of the school. The EMSB has a brief window of time to make decisions that are in the best interests of favoring the retention of PDC in the long run, which is the highest value elementary school building in the Saint-Leonard network.

The enrolment at the elementary schools in Saint-Leonard has been declining steadily at the rate of 2-3% per year since 2015-16 (see Table 2). By 2026-27, the total number of students enrolled



across all the elementary schools will be at 50% of the total capacity of the three remaining schools (PDC, Honoré Mercier, and Dante). This suggests that a school may be at risk of closure should the CSPI be in need of space at that time. PDC and Honoré Mercier are the two schools that can comfortably fit 1034 students and still allow space for specialty rooms which are an integral part of the quality of the education at EMSB schools. While we are not advocating for the closure of ANY school, this statistic also emphasizes the need for the EMSB to make decisions with the long-term health of the network in mind. At the same time, we request that the EMSB engage with the communities of all three schools to develop a plan that aims to increase overall enrolment levels in Saint-Leonard and prevent the closure of another school.

Table 2. Declining enrolment at Saint-Leonard elementary schools.

| School                | Maximum Capacity | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2021-22 | 2026-27 |
|-----------------------|------------------|---------|---------|---------|---------|---------|---------|---------|
| <b>Dante</b>          | 422              | 359     | 334     | 299     | 258     | 243     | 272     | 151     |
| <b>GV</b>             | 422              | 173     | 165     | 170     | 191     | 197     | 163     | 184     |
| <b>Honoré Mercier</b> | 583              | 460     | 454     | 438     | 423     | 384     | 399     | 322     |
| <b>PDC</b>            | 654              | 515     | 490     | 479     | 453     | 440     | 346     | 377     |
| <b>Total</b>          | 2081             | 1507    | 1443    | 1386    | 1325    | 1264    | 1180    | 1034    |
| <b>% capacity</b>     |                  | 72%     | 69%     | 67%     | 64%     | 61%     | 57%     | 50%     |

## Lessons Learned for Future Consultations

Major School Change consultations have the undesirable effect of pitting school communities against each other as each school community feels the pressure of declining enrolment levels. The decision of Council to revive the deed of establishment for GV last June and to subsequently allow it to exist as a school within another EMSB school has set a precedent for how future school closures might be handled. While PDC has made every effort to ensure the cohabitation would be a success, and that the GV children would feel welcomed at PDC, the cohabitation merely kept both communities in limbo for the school year and delayed having to make a difficult decision by one year. Should other schools need to close in the future, we recommend that students of the closing school be transferred to the school where it makes the most pedagogical and logistical sense, while ensuring that decisions are made for the overall health of the network.

## Final Recommendations

The PDC Governing Board unanimously approved the following recommendations regarding the Major School Change Consultation:

1. The PDC GB recommends that the deed of establishment for General Vanier Elementary School be revoked as of July 1, 2020.
2. The PDC GB does not support extending the cohabitation with GV at the PDC building by an additional year.

3. The PDC GB recommends that PDC be designated the receiving school whereby the GV students transfer to PDC and become PDC students at the start of the 2020-21 school year.
4. The PDC GB recommends that the GV school territory be allocated in its entirety to PDC to ensure that new registrations from the GV territory be directed to PDC, and to ensure that GV students have access to bussing to get to PDC.
5. Should it be infeasible to allocate the entire GV territory to PDC, the PDC GB requests a more equitable allocation of the GV territory to PDC which should include, at a minimum, the H1S postal code area North and South of Highway 40 (see Figure 5).

## Appendix A

### Communication between Maria Corsi, Delegate for PDC, and EMSB Long Range Planning Committee on the definitions of merger and transfer, received on November 13, 2019



Commission scolaire English-Montréal  
English Montreal School Board

#### Subject: Question submitted by Maria Corsi, Delegate for Pierre de Coubertin, concerning Major School Change 2019-2020

##### Question

Dear Long Range Planning Committee,

I am writing to request clarification on the EMSB's official definition of a school merger vs. a transfer of students to another school in the context of the major school change consultation that is underway. The definition and the implications on staffing, programs and status of the deed of establishment of both schools has generated a lot of confusion and mixed messages at all levels (from principals to HR, unions, commissioners).

##### Response

We have to be a bit careful because words like merger, transfer, combined, amalgamated, etc., are often used synonymously. So we have to be careful to understand what exactly is being proposed in terms of all of the implications. So usually, a real life example helps make the distinctions between these words.

For EX: If the Minister were to take the school building where General Vanier is housed, and as such, the board were to 'transfer' the GV students to PdC such that PdC keeps its deed of establishment and name and the GV students simply become PdC students – this would usually be called a transfer. One group of students was 'transferred' into another school.

EX: If the Minister were to take the school building where General Vanier was housed, and as such, the board were to decide to 'merge' GV and PdC into one brand new school – such that both the GV and PdC deeds of establishment are dissolved and a brand new deed of establishment were to be created and a new school (with likely a new name) is created, this would be a 'merger'. Two schools were merged, each ceased to exist, and a completely new school was created.

But as you can see from the MSC document itself, the word merged is used when transferred would have been the more appropriate word. So what is important in MSC discussions, is that we understand what is being considered in more real life terms - beyond the words that can in most situations, be considered synonymous.

### **The regular (permanent) teachers**

There are different impacts on the teaching staff when a 'transfer' takes place versus a 'merger'.

When a 'transfer' takes place, the teachers of the school that ceases to exist, in this case, GV, are given a first opportunity, by seniority, to also transfer to school B – in this case, Dante. This is a provision in their collective agreement.

But no such a provision is 'en vigueur' if the two schools (GV and Dante) merge.

EX: Assuming the decisions are made prior to the regular spring staffing period, if School A (GV) closes and those students are 'transferred' to school B (Dante), the GV teachers would have the opportunity to transfer to either the new school (School B) to vacancies/new posts created, or to exercise their seniority and transfer to any other school where there are permanent vacancies in their teaching classification. These teachers would have the first opportunity to transfer to School B before other teachers in the system and would become permanent members of that school's staff for the next school year.

This would occur before the regular spring staffing process for teachers. If they do not secure a transfer before the regular staffing process, the teachers will be declared excess from School A and be required to exercise their rights under the collective agreement - which would include transfers to vacant posts in the system, displacing junior teachers in the system or declared surplus.

The temporary/contract teachers would have no right to any of the permanent positions, and would be invited to staffing meetings as per the collective agreement.

**The regular (permanent) professional staff** from School A would either be abolished and reassigned or simply be reassigned to another school, depending on their assignment and the needs of the EMSB school system, and this in accordance with the provisions of the collective agreement. The temporary/contract professionals would have no right to any of the permanent positions, and would be offered assignments as per the collective agreement.

**The regular (permanent) white collar support staff** (secretaries, library technicians, childcare workers, etc.) from School A would be abolished in accordance with the collective agreement and given the opportunity to select permanent assignments at staffing sessions in accordance with the collective agreement. The collective agreement does provide that, exceptionally, the union and the Board may decide to create a temporary agreement to transfer permanent employees from School A to School B.

Temporary white collar support staff would have no right to any of the permanent positions, and would be invited to staffing meetings or offered assignments as per the collective agreement.

**The regular (permanent) caretaking and cafeteria staff** from School A would be abolished in accordance with the collective agreement and given the opportunity to select permanent assignments at staffing sessions in accordance with the collective agreement. The temporary caretaking/cafeteria staff would have no right to any of the permanent positions, and would be invited to staffing meetings or offered assignments as per the collective agreement.

**The decisions regarding the placement of the administrators** (principals/vice-principals) from the affected schools A and B, would be considered during the EMSB's regular spring process pertaining to administrative placements.

Honore Mercier Elementary Governing Board



English Montreal School Board  
6000 Fielding Ave.  
Montreal, QC H3X 1T4

November 30th, 2019

**Subject: Brief regarding Major School Change Proposal (Resolution # 19-06-26-6)**

Dear Council Members:

Thank you for the opportunity to present our brief regarding the EMSB's major school change proposal. On behalf of Honore Mercier's Governing Board and the school community, we would like to present feedback in regards to General Vanier students' transfer into one of the remaining three St. Leonard elementary schools.

**Process:**

Honore Mercier ("HM") has been in the St. Leonard community for over 50 years and has always had a very strong history of parent-administration partnership. As such, it was important for us to consult with our parent community for this process. We held a town hall session on Tuesday, November 19<sup>th</sup> and approximately 40 parents were in attendance, which represents 10% of the school population. Our intention was to gather feedback on the merits of two questions:

1. Why did you choose Honore Mercier for your child?
2. Why would General Vanier students' benefit from transferring to Honore Mercier?

Below is a summary of the data we gathered and as such, we believe best represents the rationale for transferring General Vanier students to Honore Mercier.

***Why did you choose HM?***

- Quality of francophone teachers and well-known for having a strong French (bilingual) program
- Comprehensive education program that integrates STEAM into the curriculum
- Diversity within the school population
- Community feel to the school and teachers/staff "with heart"
- Stable staff for many years, and everyone knows all the children on a first-name basis
- Teachers send their own children to HM due to the quality of teaching program
- Strong focus on math skills
- Mutual respect between children and teachers
- Amazing teamwork between parents and teachers/staff members
- Children are well-prepared for high school, in terms of maturity, leadership and self-reliance



### ***Why should GV parents choose HM?***

- Award-winning music program (CBC Music Challenge, annual choir at Leonardo Da Vinci center, annual choir with recordings)
- Significant athletics program with HALO race every year, basketball and volleyball teams (& tournaments), lunch time fitness classes
- Science Fair winning teams for several years in a row
- STEAM Fair for younger age groups, starting in kindergarten
- Wide variety of after school programs: chess club, cooking classes, etc.
- Robotics club and winners of Robotics Competition several years in a row
- Green space with a park in walking distance
- SEEDS Program that caters to a special needs population
- Transition to high school workshops
- Mindfulness program with renowned Bartemeus organization
- Student Council for grades 5 & 6 as well as Playground Leadership program
- Virtue of the Month program that focuses on rewarding positive leadership behavior
- Ski Trip (Grade 6), Camp Trip (Grade 5) and many field trips for all grade levels
- Only St. Leonard school with an active Home & School Association: Breakfast with Santa, Halloween Haunted House, Fun in the Sun, Book Fair, and much more

### **Other Specificities of Our School:**

Like other EMSB schools in St. Leonard, HM is experiencing a decline in enrolment. However, the data from the EMSB school enrolment document, dated September 30<sup>th</sup> 2019, indicates that HM's decline is approximately 3-4% per year for the last 3 years. This is in contrast to other schools in the east end of Montreal, but not all, which are experiencing declines of 10% or more per year.

In addition, HM's building has a capacity of approximately 580 students, which is sufficient to integrate General Vanier's school population. One of the guiding principles of the EMSB's school change proposal is to "favor the retention of superior buildings". We believe that the larger HM building, with its proximity to highway 40 and General Vanier's school population (mainly St. Leonard, Rosemont and St-Michel), would be more conducive to an easier transition for both the children and parents in their commute, due to HM's location being closest to where many of the General Vanier families live.

Furthermore, based on our understanding of General Vanier (both academic and extra-curricular), we believe that HM most closely resembles their programs and this would create continuity for many of the children, should they transfer to HM.



**Honoré Mercier Elementary School**

8280 rue Nantes

St. Leonard, QC H1P 2J1

In closing, we are proud of our accomplishments, and believe that Honoré Mercier has been consistent in its approach to not only educate children to a higher standard, but also to develop well-balanced children with a solid sense of leadership, honor, and respect. While solutions would have to be found in terms of the appropriate use of classes, class sizes, use of resources, bus routes and much more, we are confident that these are all achievable for a positive integration of General Vanier students into Honoré Mercier.

The HM community would welcome all General Vanier children, and we are confident that they will be not only well integrated into our school, but whole-heartedly welcomed by the student body, parents and faculty. This was certainly expressed unanimously by the parents in attendance during our town hall. Thank you again for the opportunity for our school to provide feedback.

Sincerely,



# Dante Elementary Governing Board

## **DANTE SCHOOL CONSULTATION BRIEF**

Presented to the English Montreal School Board  
Long Range Planning Committee  
By Dante School Governing Board  
Represented by Ms. Alexandra Melnyk, Chair  
December 2019

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December 10<sup>th</sup> 2019.

Dear Long Range Planning Committee Members,

Thank you for the opportunity to present our comments and recommendation regarding the scenarios outlined in the Major School Change documentation.

### **Introduction**

The Dante School community is aware of the Special EMSB meeting held on June 26, 2019 where the Council of Commissioners approved a Major School Change Consultation (Resolution #19-06-269<sup>1</sup>) to evaluate how best to organize and consolidate its school populations and buildings in the north east end of the EMSB territory.

All the documentation<sup>2</sup> for consultation purposes was made available to the Dante School community.

We have pursued this important consultation of our Dante School community with due diligence, transparency, and openness. More specifically, please know that the matter has been discussed at several of our Governing Board meetings, at a recent Town Hall of Dante School parents (Please see Appendix 1), and at a joint Governing Board meeting which was requested by the General Vanier Governing Board and most welcomed by the Dante Governing Board. We aim to maintain communication with the General Vanier Governing Board.

### **Dante School**

Dante School opened its doors in 1968. As an English and French speaking school serving the St-Leonard community. In 1977, it became the first English elementary school in St-Leonard. In the late 90s Dante had a student population in excess of 600 students. To accommodate the overcrowding, every available space was utilized for classroom and specialist areas. This being said, General Vanier School opened its doors for the 2000-2001 school year, in part to help ease the overcrowding issues in the English population of the St-Leonard area.

Dante School is currently the only remaining EMSB, elementary school in St-Leonard, south of the Metropolitan. Its sister school south of the Metropolitan has been General Vanier School (Please see Appendix 5). Both have been serving a very similar population in very close proximity to each other for decades.

The programs and services offered by both schools are similar (Please see Appendix 2). They both offer the same bilingual programs. The morning entry and dismissal times are similar. Dante has already received General Vanier School's Pre-K program since the end of August 2019.

While Dante School does not follow the S.T.E.A.M. program as does General Vanier, our teachers incorporate most if not all of S.T.E.A.M.'s components in what they teach. Our teachers teach robotics in every cycle, starting in Kindergarten. Our science program is very hands on and filled with many different kinds of experiments and projects. Our students participate in a school Science Fair and winners from each level then go on to participate and compete in the Hydro Quebec regional Science Fair. Our Cycle 2 students participate in 'Le défi apprenti génie' competition.

In terms of our academic programs, culture, extra-curricular activities, social interests, location and proximity, economic cohesiveness and school spirit, Dante School and General Vanier School are very compatible.

### **Recent Transfers from General Vanier School**

It is interesting to note that approximately 25 students have already transferred from General Vanier to Dante in August 2019. This number includes the General Vanier Pre-K that was transferred to our school by the EMSB. These students were welcomed warmly by Dante School staff and students and the children appear to have adjusted to the change with great ease. The comment we heard from the former General Vanier School parents was that the

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<sup>1</sup> <https://az184419.vo.msecnd.net/emsb/emsb-website/en/docs/2019-2020/consultations/2-19-06-26-6-launch-of-major-school-change-consultation-2019-2020.pdf>

<sup>2</sup> <https://www.emsb.qc.ca/emsb/about/documents/consultation>

## **DANTE SCHOOL CONSULTATION BRIEF**

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adjustment was “seamless”. The parents say that their children already feel as if they belong and that everyone made every effort to make them feel at home. Dante School took extra care to make sure that the former General Vanier School students who enrolled at Dante School were placed in classrooms with a friend or someone they already knew thus providing these students with some familiarity and therefore easing the transition into the Dante School community. In addition to this, we have heard and seen that many of the former General Vanier students have found it easy to make new friends at Dante. The present experience would indicate that the transfer of General Vanier students to Dante School is a welcoming, comfortable, uncomplicated and beneficial process for everyone concerned (Please see Appendix 6).

To further illustrate Dante School's welcoming spirit, it is an interesting fact to note that at our 1st General Assembly for the 2019-2020 school year, we had elected two former General Vanier parents to our Governing Board (each for 2 year terms). One of these parents was also elected to be Dante School's Delegate at the EMSB Parent Committee. Former General Vanier parents are already integrated and becoming an important vocal and active part of the Dante School community. The statement, “I am no longer a GV parent but rather a Dante parent” has been echoed by more than one former General Vanier School parent. This is further testimony to Dante School's welcoming spirit. The recent transfers of students and parents have been welcomed like family and have become family by actively and passionately participating in our PPO, GB and other parent-run activities.

Our recent experience with transfers from General Vanier School appears to be extremely positive on all fronts. Dante School is an excellent fit for General Vanier students and parents.

### **Dante School's Open House**

Dante School had its Open House on October 24<sup>th</sup>, 2019 where we welcomed an exceptional amount of General Vanier families. We introduced our facilities and programs to them, provided information on questions they asked, and listened to them. Parents became impressed by how easily their children joined in on activities with the Dante students who were also present as part of our Open House. General Vanier School parents found many similarities between the schools and repeatedly mentioned that Dante School had a welcoming atmosphere and that “it felt like home”.

### **Dante School's Town Hall**

Upon having read the Long Range Planning Committee consultation document, the Dante School Governing Board felt the necessity to include the Dante School parent population in the conversation leading to the consultation process as it would potentially affect Dante School for the upcoming school year. We held a Town Hall on November 6<sup>th</sup>, 2019 in order to inform, clarify and take into account parents' concerns and listen to feedback and opinions on the Long Range Planning Committee document and scenarios presented therein. The feedback we received from parents mirrored that of the conversation of the Governing Board proving that our community is of one mind. The community is ready and willing to welcome the General Vanier School population into the Dante School family (Please see Appendix 1).

### **Dante School Governing Board meeting with General Vanier Governing Board**

Our Governing Board warmly welcomed the General Vanier School Governing Board to further the dialogue and discuss possibilities. We were sympathetic to their situation and wanted to alleviate their concerns and answer their questions. By accepting their invitation and after a healthy dialogue we further realized that both schools have a similar culture, programs, lunch clubs and afterschool activities. We also share the same values, thrive because of active parental involvement and believe that a strong sense of family contributes to the students' overall development and learning.

## **DANTE SCHOOL CONSULTATION BRIEF**

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### **Accommodations**

The comparative smaller size of the Dante School building encourages friendly interactions in a space that does not overwhelm students, yet also does not feel confining or tight and would easily and comfortably accommodate the population of General Vanier.

Dante School currently has 290 students and General Vanier has 140 students (Please see Appendix 3). If all students from General Vanier School were to transfer to Dante, the total population of 430 students would be split up into 21 homerooms (more or less). There are 24 classrooms in our building, which means that we would need to dismantle the computer lab (not a problem as we have a mobile lab), the Italian teachers would go into the homerooms instead of having their own classroom and the private Pre-k would have to relocate.

### **Summary**

The addition of the General Vanier School students would contribute to the long term survivability of Dante School, the only remaining bilingual school, south of the Metropolitan. We recognize that this would be a very positive outcome for Dante because of the potential increase in students, but General Vanier would also benefit greatly because GV students would be able to continue their elementary school education in a milieu that would be very similar to what they are used to and would be able to call "home".

In summary, given the foregoing, the Governing Board of Dante School strongly supports, welcomes and recommends the transfer<sup>3</sup> of General Vanier School students to Dante School while maintaining the Dante School identity, services, programs, teachers, staff and Principal. The programs and services offered at Dante School will not be diminished and we are open to consider new ideas. For Dante School, there are no significant additional measures that must be put in place in order to mitigate the receipt of the entire General Vanier School population. We can easily absorb the students that transfer no matter what grade they are in and this without disrupting Dante School life. The socio-economic and cultural diversity in the student population at Dante would be maintained. The transfer would help ensure maintaining at least one elementary school south of the Metropolitan.

**We are the right fit!**

*Thank you for taking our recommendations into consideration.*

Yours sincerely,



Ms. Alexandra Melnyk  
Chair, on behalf of the Dante School Governing Board

Document unanimously approved by the Dante School Governing Board, December 10<sup>th</sup> 2019.

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<sup>3</sup> It should be noted that Dante School does not wish to merge with General Vanier School. (Please see clarification provided by the EMSB:LRPC in Appendix 4)

## **DANTE SCHOOL CONSULTATION BRIEF**

Presented to the English Montreal School Board  
Long Range Planning Committee  
By Dante School Governing Board  
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December 2019

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### APPENDIX 1

#### COMPILATION OF COMMENTS FROM PARENTS AT THE DANTE SCHOOL TOWN HALL

##### Why Dante?

- Love the Dante School community
- Devoted Teachers and Staff
- Family oriented
- Sense of security and safety
- Kids are comfortable and happy
- Rich extra-curricular activities that promote personal growth
- Teachers and Staff know every student by name
- Proximity, close to home
- Feels like family
- Values
- Sensory Room
- Good curriculum
- Bilingual program
- Breakfast Club
- Music Program, Band, etc.
- Small School
- Pre-k
- Hear good things about it
- Welcoming
- Atmosphere
- School is well run
- Great turnout/good numbers that make it into the high school of their choice
- Strong and open leadership within
- Sense of belonging
- Good communication within the community
- Unity and teacher involvement

## **DANTE SCHOOL CONSULTATION BRIEF**

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December 2019

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### APPENDIX 1 (Continued)

#### COMPILATION OF COMMENTS FROM PARENTS AT THE DANTE SCHOOL TOWN HALL

##### Should General Vanier School merge into Dante School?

- No Merger
- Dissolve General Vanier School and leave Dante as is.
- Dante to remain intact
- Dante Deed of Establishment must remain intact
- Consistency
- Dante – good culture
- No negatives
- Proximity
- Exceptional resource program from K to 6 grade
- Boost numbers
- Increase school population without losing identity
- Family feeling
- Assimilation
- Sense of community
- Helps to ensure school from French Board take over
- Late start time = Less Day Care time
- Original community coming back to Dante
- Welcoming community willing to accept and include others
- Have new students integrate into our community
- General Vanier parents at Dante School have voiced their opinions that they have been very welcomed.  
Many wished that they had done it before
- Bilingual program
- Stability of staff
- Sense of community

**DANTE SCHOOL CONSULTATION BRIEF**

Presented to the English Montreal School Board  
 Long Range Planning Committee  
 By Dante School Governing Board  
 Represented by Ms. Alexandra Melnyk, Chair  
 December 2019

## APPENDIX 2

COMPARISON OF PROGRAMS

| PROGRAMS                             | DANTE SCHOOL               | GENERAL VANIER             |
|--------------------------------------|----------------------------|----------------------------|
| Study Skills                         | √                          | √                          |
| Transition to High School            | √                          | √                          |
| Chess Program                        | Afterschool                | Integrated and afterschool |
| Robotics                             | Kindergarten, 4,5,6        | Grade 5                    |
| Social Skills (Building friendships) | Cycle 1                    | All Levels                 |
| Youth Library Zone                   | x                          | Cycle 3                    |
| PELO                                 | √                          | √                          |
| Culture in the Schools               | √                          | √                          |
| Leadership / Dynamix                 | X                          | √                          |
| Cooperative Game Program             | X                          | √                          |
| Homework Assistance                  | √                          | √                          |
| Project Facilitator                  | X                          | √                          |
| Club des Petits Dejeuners            | √                          | X                          |
| Bruntland School                     | √                          | X                          |
| Defi Apprenti Genie                  | √                          | X                          |
| Hydro Quebec Regional Science Fair   | √                          | √                          |
| Science Fair                         | √                          | √                          |
| Resource                             | k-6                        | 1-6                        |
| Intramural Sports at Lunchtime       | Run by Phys Ed. specialist | X                          |
| Extramural Tournaments               | √                          | ?                          |
| Band                                 | √                          | √                          |
| Guitar Club                          | X                          | √                          |
| Ski Trip (5 day)                     | √                          | X                          |
| Pizza Day (fundraiser)               | Once a month               | Once a month               |
| Dress Down Day (Various Causes)      | √                          | √                          |
| WE Club                              | √                          | X                          |
| Art Club                             | √                          | ?                          |
| Various Afterschool Activities       | √                          | √                          |
| Baby Sitting Club                    | √                          | X                          |
| Music Concerts                       | √                          | √                          |

**DANTE SCHOOL CONSULTATION BRIEF**

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 Long Range Planning Committee  
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## APPENDIX 3

SERVICE AREA, POSTAL CODES AND ENROLLMENT, DANTE SCHOOL AND GENERAL VANIER SCHOOL

| Postal Code | Area        | General Vanier Student Enrollments   | Dante School Enrollments                          |  |
|-------------|-------------|--------------------------------------|---|--|
|             |             | Present (2019-20) number of Students | Dante School Current Number of Students (2019-20) | Dante School combined with General Vanier transfers in (2020-21) |
| H1S         | St-Leonard  | 48                                   | 100   | 148  |
| H1R         | St-Leonard  | 34                                   | 26  | 60   |
| H1T         | Rosemont    | 18                                   | 40  | 58   |
| H1P         | St-Leonard  | 13                                   | 9   | 22   |
| H2A         | St-Michel   | 11                                   | 3   | 14   |
| H1G         | Montreal    | 2                                    | 4   | 6  |
| H1E         | RDP         | 1                                    | 20  | 21   |
| H1K         | Anjou       | 2                                    | 21  | 23   |
| H1M         | Mercier     | 4                                    | 44  | 48   |
| H1X         | Rosemont    | 2                                    | 0   | 2  |
| H1Z         | St-Michel   | 1                                    | 0   | 1  |
| H1J         | Anjou       | 1                                    | 6   | 7  |
| H1N         | Mercier     | 1                                    | 2   | 3  |
| H2E         | Villeray    | 1                                    | 0   | 1  |
| H3C         | Griffintown | 1                                    | 0   | 1  |
| H1L         | Mercier     | 0                                    | 3   | 3  |
| J6Y         | Terrebonne  | 0                                    | 3   | 3  |
| H1C         | RDP         | 0                                    | 2   | 2  |
| H1Y         | Rosemont    | 0                                    | 2   | 2  |
| H7N         | Laval       | 0                                    | 2   | 2  |
| H2M         | Ahuntsic    | 0                                    | 1   | 1  |
| H2R         | Villeray    | 0                                    | 1   | 1  |
| H7S         | Laval       | 0                                    | 1   | 1  |
|             | TOTALS      | 140                                  | 290   | 430  |

Capacity  
422

Source: A



## **DANTE SCHOOL CONSULTATION BRIEF**

Presented to the English Montreal School Board  
Long Range Planning Committee  
By Dante School Governing Board  
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December 2019

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### APPENDIX 4

#### RESPONSE TO DANTE SCHOOL FROM LONG RANGE PLANNING COMMITTEE



Commission scolaire English-Montréal  
English Montreal School Board

**Subject: Questions submitted by Alexandra Melnyk, for Dante concerning Major School Change 2019-2020**

#### **Question 1**

Can you please define what exactly is a merger of the schools?

#### **Response**

We have to be a bit careful because words like merger, transfer, combined, amalgamated, etc., are often used synonymously. So we have to be careful to understand what exactly is being proposed in terms of all of the implications. So usually, a real life example helps make the distinctions between these words.

For EX: If the Minister were to take the school building where General Vanier is housed, and as such, the board were to 'transfer' the GV students to PdC such that PdC keeps its deed of establishment and name and the GV students simply become PdC students – this would usually be called a transfer. One group of students was 'transferred' into another school.

EX: If the Minister were to take the school building where General Vanier was housed, and as such, the board were to decide to 'merge' GV and PdC into one brand new school – such that both the GV and PdC deeds of establishment are dissolved and a brand new deed of establishment were to be created and a new school (with likely a new name) is created, this would be a 'merger'. Two schools were merged, each ceased to exist, and a completely new school was created.

But as you can see from the MSC document itself, the word merged is used when transferred would have been the more appropriate word. So what is important in MSC discussions, is that we understand what is being considered in more real life terms - beyond the words that can in most situations, be considered synonymous.

#### **Question 2**

In the attached scenario for Dante and General Vanier, it states General Vanier Deed of Establishment would be revoked, what would happen to the deed of Establishment of Dante School?

#### **Response**

The scenario described in the MSC document is a 'transfer' even though the word merge is used (hence why above I stated that we have to be clear of the operational definitions). It is a 'transfer' because it says that (only) the GV deed of establishment would be revoked. The deed of establishment for Dante would continue to exist in this scenario.

#### **Question 3**

Lastly, what impact does a merger have on Dante School's administration, staff and teachers?

#### **Response**

##### **The regular (permanent) teachers**

There are different impacts on the teaching staff when a 'transfer' takes place versus a 'merger'.

When a 'transfer' takes place, the teachers of the school that ceases to exist, in this case, GV, are given a first opportunity, by seniority, to also transfer to school B – in this case, Dante. This is a provision in their collective agreement.

## **DANTE SCHOOL CONSULTATION BRIEF**

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December 2019

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### APPENDIX 4 (Continued)

But no such a provision is 'en vigueur' if the two schools (GV and Dante) merge.

EX: Assuming the decisions are made prior to the regular spring staffing period, if School A (GV) closes and those students are 'transferred' to school B (Dante), the GV teachers would have the opportunity to transfer to either the new school (School B) to vacancies/new posts created, or to exercise their seniority and transfer to any other school where there are permanent vacancies in their teaching classification. These teachers would have the first opportunity to transfer to School B before other teachers in the system and would become permanent members of that school's staff for the next school year.

This would occur before the regular spring staffing process for teachers. If they do not secure a transfer before the regular staffing process, the teachers will be declared excess from School A and be required to exercise their rights under the collective agreement - which would include transfers to vacant posts in the system, displacing junior teachers in the system or declared surplus.

The temporary/contract teachers would have no right to any of the permanent positions, and would be invited to staffing meetings as per the collective agreement.

The regular (permanent) professional staff from School A would either be abolished and reassigned or simply be reassigned to another school, depending on their assignment and the needs of the EMSB school system, and this in accordance with the provisions of the collective agreement. The temporary/contract professionals would have no right to any of the permanent positions, and would be offered assignments as per the collective agreement.

The regular (permanent) white collar support staff (secretaries, library technicians, childcare workers, etc.) from School A would be abolished in accordance with the collective agreement and given the opportunity to select permanent assignments at staffing sessions in accordance with the collective agreement. The collective agreement does provide that, exceptionally, the union and the Board may decide to create a temporary agreement to transfer permanent employees from School A to School B.

Temporary white collar support staff would have no right to any of the permanent positions, and would be invited to staffing meetings or offered assignments as per the collective agreement.

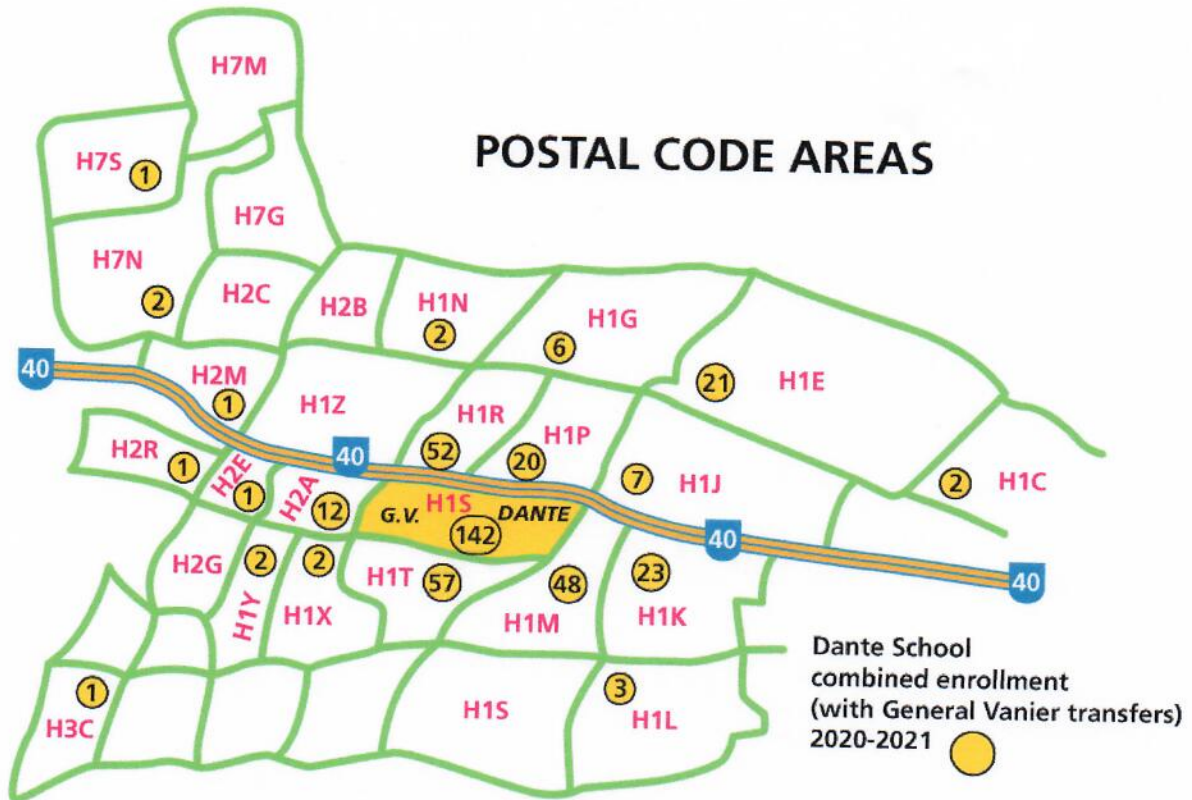
The regular (permanent) caretaking and cafeteria staff from School A would be abolished in accordance with the collective agreement and given the opportunity to select permanent assignments at staffing sessions in accordance with the collective agreement. The temporary caretaking/cafeteria staff would have no right to any of the permanent positions, and would be invited to staffing meetings or offered assignments as per the collective agreement.

The decisions regarding the placement of the administrators (principals/vice-principals) from the affected schools A and B, would be considered during the EMSB's regular spring process pertaining to administrative placements.

**DANTE SCHOOL CONSULTATION BRIEF**

Presented to the English Montreal School Board  
Long Range Planning Committee  
By Dante School Governing Board  
Represented by Ms. Alexandra Melnyk, Chair  
December 2019

APPENDIX 5



SOURCE: B

## **DANTE SCHOOL CONSULTATION BRIEF**

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December 2019

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### APPENDIX 6

#### TESTIMONIALS

##### Testimonial 1

As the saying goes... "Everything will work out in the end"♥  
Transition from General Vanier to Dante seemed effortless. We were warmly welcomed by the wonderful dedicated Staff, Parents and Children as well. I think what made it such a smooth transition is the similarities between the two communities. "Small schools with a big heart ☺". It was important for us as parents to find a school that shares the same values as where our child had been for the past 3 years. Like magic... we found that at Dante!! Our expectations were fulfilled above and beyond. We couldn't have made a better choice. Dante is like home♥♥

As I read it back to myself I can't help but shed a tear. It's all so true!!! It comes from the bottom of my heart.

##### Testimonial 2

Once the General Vanier elementary school building was taken over, our daughter was left without a school.

We chose to enroll our child at Dante elementary school.

Dante School was proactively instrumental displaying excellent leadership skills in facilitating a warm and receptively open minded transitional, and seamless integration of my daughter into its school body population and culture, by ensuring her enrollment in a classroom with a former G.V. classmate. As her first few days of school turned into weeks, the weeks were now becoming months, I can gladly say our daughter is back to her habitual self with her anxiety and apprehension all in check. Our daughter, is once again happy, and excited to go to school, where she can play not only with some of her former G.V. friends, but also with new friends made from varying grades, within the Dante school community. Our daughter has a renewed sense of belonging, coupled with, an eagerness to learn again.

Dante school is a "RENAISSANCE" of her former elementary school. As a parent I want to express my gratitude, and gratefulness to the entire Dante school community, for creating and having such a welcoming, nurturing, and inclusive school environment.

Dante elementary school has proven itself among other similar schools to be the perfect genetic match, for my daughter, as well as surpassing our expectations as parents, only reinforcing that Dante, was the right decision taken for our child's future.

(Grade 3 Parent)

##### Testimonial 3

My hesitations and concerns with the transition were quickly put to rest with the atmosphere created by faculty and students on the first day of school. What a blessing! I am very pleased with Dante School on how they helped my daughter integrate into the school. Dante has given my daughter an environment of acceptance and abundance of support. Every morning she is excited to go to school to learn from the fabulous teachers. Their commitment and dedication to my daughter's education has been commendable. The school has an air of community and family. We will be forever grateful for Dante School for making a positive impression on my daughter's mind, heart and soul.  
(Grade 3 Parent)

Gerald McShane Elementary Governing Board



## École Gerald McShane School

6111 Maurice-Duplessis, Montreal-North, Quebec, H1G 1Y6

T: 514.321.1100 F: 514. 321.1448

[www.geraldmcshane.ca](http://www.geraldmcshane.ca)



### Gerald McShane Elementary School Brief Ref: Major School Change Consultation 2019-2020 December 16, 2019

Gerald McShane Elementary School in Montreal-North is an important institution to our Anglophone community for decades. It is a landmark and is widely known as the only French Immersion elementary school within this East End area. One that offers a successful Sports Concentration Program nestled in the heart of “le corridor vert”, where for many it has become a school that has served, educated, and supported many generations. It is truly a community school.

Over the past few years now, the school has adopted programs to service the students and their families. While the school has shown growth, it has done so by keeping a delicate eye on some of its more vulnerable students, our special needs students and including those who have experienced some form of trauma along with those students from families having socio-economic constraints. Our SEEDS program is a perfect example. The family approach at Gerald McShane has allowed the school to be a true integral member of the community. One whom is supportive, reliable and readily available.

The school’s vision has always been to educate, yet it has become so much more than that. It is a family; A liaison with the community; A support network; A safe place for our students; A place to learn, challenge themselves, make mistakes, and continue to grow.



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[www.geraldmcshane.ca](http://www.geraldmcshane.ca)



- Our enrollment is on the rise and many millions of dollars in investments have been dedicated towards the renovation of the building over the years. The first ever “green” schoolyard of the EMSB, a project that involved various partnerships with the Borough and Soverdi.
- A Sports Concentration program that has shown steady growth since its inception back in 2017. A schoolyard including our very own mini soccer fields, access to our local arena (just a few steps away). As well as, continued collaboration with our sports community partners and the number of sports offered.
- We have implemented successfully 3 government approved pre-k classes. We have demonstrated our collaboration with various community groups with our successful Community Learning Center (CLC) initiatives.
- We foresee an increase 8 to 10 Kindergarten students for next year bringing us to a total of 42 to 44 students which can warrant a 3<sup>rd</sup> Kindergarten class. The 3 PRE-K classes we have will remain status quo. In addition, the specialized class will have a maximum of 7 students. This brings us to a total increase of 17 to 19 students. We have 30 graduating students however we will also be recruiting and registering students for the Sports Concentration program. Those are numbers will only be known in January after our Open House.

Correction to Enrolment history in documentation:

-2018-2019 school year should read 253 not 247

-There are no projections indicated for 2023-2024 and 2024-2025 school years

The Major School Change documentation shows that Gerald McShane “remain open”. There are no other scenarios presented or being entertained.

Given our location and majority of school population coming from Montreal North and Rivieres des Prairies, that we are seeing a steady increase in school population and that we are the only French Immersion/Anglophone school in Montreal North, we would like to reaffirm our position to remain open and preserve the current functionality and unique features of our school which serves an important and integral purpose within our community.

Francesca Pitruzzello, Governing Board Chair

Gerald McShane Elementary School

Lester B Pearson High School Governing Board



Following the meeting of the council of commissioners on July 9<sup>th</sup> 2019 the EMSB mandated for several of its east end schools to consult with parents with regards to major school change. The resolution tasked us to consider the potential transfer of Lester B. Pearson High School to a new and appropriately sized school building.

## **Process**

After some discussion at the initial meeting of our governing board, a subcommittee was formed that was given the task to discuss this process and to consult with our stakeholders.

The subcommittee invited a senior EMSB representative to attend our governing board meeting to answer our questions and concerns prior to reaching out to the community at large.

on November 5<sup>th</sup> 2019, the Regional director responsible for the Eastend of Montreal presented us with the facts as they were available at that point.

Our conversation surrounded two main questions:

1. Was there any Commission scolaire de la Pointe-de-l'Île request on the table for the LBPHS facilities?
2. Has there been any work done whatsoever to locate a piece of land and area where LBPHS could one day be housed?

Our subcommittee met to debrief and formulate our response. It was decided that we would invite parents to an information session on the 28<sup>th</sup> of November where they would be presented with our position. Subsequently our governing board will formalize a decision on December 12<sup>th</sup> 2019.

## **The Facts**

- The consultation does not mean that there is a pending request for our school or any concrete opportunities for a new facility to house LBPHS.
- There is no region between Montréal North and Riviere Des Prairies that has been designated as a potential location where a new school could be built.
- No land has been acquired, nor is any in the planning stages to be expropriated.
- A needs assessment pertaining to the requirements of LBPHS students and families has not yet been done.
- There are no designs for a potential new facility of comparable resources that could house our students.

## **Conclusion of the subcommittee**

Due to the lack of concrete details for the plan put forward by the major school change consultation, the Lester B. Pearson High School Governing Board cannot render a decision in good faith.

If the EMSB wishes to re-enter the major school change process in the future, we are open to further consultation as long as we have a detailed plan to be able to investigate and arrive at a meaningful decision.

DRAFT

**Our Lady of Pompei Elementary Governing Board**



# Our Lady of Pompei School

9944 Saint Michel Blvd. Montreal, QC. H1H 5G8

**Date: December 11, 2019**

## **Reason for 2019-2020 Brief:**

In an effort to strategically present a united community front in the face of decreasing enrollment towards EMSB schools in the St. Michel/Montreal North neighborhoods, we are presenting the proposed solution in order to ensure maximum capacity can be attained in the neighborhood school.



## **Our School – Who we are:**

At Our Lady of Pompei School (OLP) our mission is the following:

***“We aim to provide programs and services which will allow our students to reach their full potential. We strive to foster in our students a passion for learning, to become literate and critical thinkers, thus allowing them to contribute positively to society.”***

Simply stated, our school is a staple and a pillar within our community since its opening in 1961. The school also has marked its image and presence outside of our community boundaries, and has a long-standing tradition of academic excellence and social responsibility. Centrally located between two major intersections and two major bus routes, OLP offers an ease of access that is second to none. Along with major structural renovations, it will be easily recognizable and provides a welcoming appeal to future generations of students.

Although our school is religiously neutral today, in the past it had a direct affiliation with the neighboring Our Lady of Pompei church. These two landmarks represent an iconic message and history. On August 15th the community celebrates the assumption of Mary with parades, food, and activities for everyone and anyone. Our Lady of Pompei continues to be a central point for the Italian community to enrich and continue with their heritage, by offering Italian Language education on Saturdays from *Patronato Italo Canadese per l'assistenza agli immigrati* (PICAI). The location of the school has provided PICAI a central area in order to provide an extended reach to multiple suburbs.



## **OLP TECH**

Our Lady of Pompei has introduced a new technology concentration initiative featuring S.T.E.A.M. OLP is pioneering as the first and only school within the EMSB network offering this initiative which will enable students in developing a variety of skills, namely: programming, critical thinking and problem solving while encouraging collaboration, communication, creativity and multimedia skills. OLP has also introduced Active Learning classrooms where students learn to problem solve as groups and continuously develop communications skills with their peers. The technology initiative has not only enabled us to ensure every



child is equipped with an iPad or Chromebook, but with Smart Boards in every classroom, 3D printers, science lab, computer lab and Robotics Kits, OLP is moving towards next gen learning.



## **OLP GREEN**

The school strives to be environmentally conscious by embarking on a number of green initiatives. These include the reduction of paper and plastic consumption, by having water fountains that encourage reusable water bottles. The school also has a reputation as the cleanest school within EMSB, and it continues to maintain this reputation with rigor. Dedication of daycare staff to the green initiative include green projects awarded through several EMSB Green Grants. The first of which was for an insect hotel. This project allowed us to work on Project 2, which was to resolve an erosion problem of the asphalt near the yard area near our outdoor garden. We created a retaining wall with masonry and planted perennials. Upon completion, we were awarded another grant. The Daycare staff is committed to implementing a green lifestyle and encouraging environmental awareness. A Green Duty team is occasionally responsible for cleaning up the surrounding areas. OLP is especially proud of their Green Garden, hard work and regular maintenance has produced a healthy and vibrant array of vegetables. This project initiated a passion throughout the surrounding neighborhood and has organically transformed into a community activity. It is now a shared project between OLP staff, students, and parents. It has encouraged intergenerational involvement, the community willingly maintains the garden during the summer and benefits from fresh, free produce. A spring “Garden to Table” cooking event is organized in an effort to help shape the way our students approach and think about our environment, nutrition and food sustainability.



## **OLP COMMUNITY**

Parent Participation Organization (P.P.O.) is a group of parent volunteers that help to organize events and fundraising activities for our school. Both volunteers and committed members of the P.P.O. team collaborate to schedule as many fun and memorable activities as possible for the students. Some for fundraising purposes while other activities are simply to promote community involvement in our school. Family participation is what makes golden memories for the children of Our Lady of Pompei. Together, we are growing our community. Some event examples are:

- Welcome Back Day
- Halloween event that consists of a Haunted House for the older children and Fun Activities for the younger children.



- Annual Pasta Dinner Fundraiser. A night filled with Dinner, dancing, entertainment, and raffle prizes.
- Christmas activities (usually over a week span) consisting of Christmas Breakfast, Christmas Pajama Day, & Christmas Carnival Day.
- Bowling Night Fundraiser.
- End of year Party/BBQ. A day full of fun activities for the kids and their families on the last week of the school year.
- Celebrating Teacher & Staff Appreciation Week. A supper organized by the P.P.O. members to show our appreciation.
- Annual Cabane a Sucre field trip for the entire school and parents
- All cycles participate in an array of field trips

The Central Parents Committee allows our school to be represented by an elected governing board member at the EMSB. This enables us to have a voice within the EMSB that represents any and all concerns from the standpoint of the parent community. CPC attendance from the rep from OLP have attended 75% of all meetings.

|                           |                                  |                                  |                                  |
|---------------------------|----------------------------------|----------------------------------|----------------------------------|
| <b>Our Lady of Pompei</b> | <b>Attendance 2016-2017</b><br>5 | <b>Attendance 2017-2018</b><br>6 | <b>Attendance 2018-2019</b><br>6 |
| <b>St. Dorothy</b>        | <b>Attendance 2016-2017</b><br>3 | <b>Attendance 2016-2017</b><br>3 | <b>Attendance 2016-2017</b><br>3 |



### **OLP ACADEMIA**

With the majority of students excelling in a fully bilingual inner city school, OLP ensures the success of all students. OLP provides additional support measures for our special needs students via applications such as **“WordQ”** which can adapt to any special needs. Our music room is supplied with a large variety of instruments allowing the students to engage in different music genres, fostering creativity with a growing passion for the arts. OLP produces an annual concert, giving the students the opportunity to showcase their talents. Sports and physical activity plays an important role in our students' lives at OLP. There are a variety of sports offered at OLP from the physical education department like intramural sports which are organized recreational sports within the school. OLP is involved in various G.M.A.A events each year such as soccer, basketball and flag football. In order to prepare for those events the students come to



practice three times per week during lunch. We also have a downhill ski trip for grades 4 to 6 students. The daycare also has many different organized after school sports, like tennis and multisports. The addition of a new Pre-K program is an asset that has increased future enrollment at OLP. The amount of students has doubled since its introduction last year. This success shows potential to attract more students from surrounding neighborhoods. This publicly funded program provides a structured classroom setting with certified staff and can persuade parents in surroundings areas to register their child at OLP versus their current private daycare.



## OLP LOCATION

OLP is the only English school in east Ahuntsic territory and dynamically located at the corner of Saint-Michel Boulevard and rue Sauvé. This location ensures that we are visible to the community. OLP is situated in a prime location; moreover, our land has higher value. We are served by two major bus routes, both of which are accessible by 4 major metro stations (Sauvé, Saint-Michel, Joliette, Côte-Vertu), which will allow students to come from far and wide. Due to our location, we are afforded with prioritized city snow removal services during the winter months, ensuring a safe environment for our community. As community partners, Our Lady of Pompei Church and Atelier School can serve as safe emergency evacuation locations for each other. This is a major benefit when considering the security of our young children. Bus transport drop-off occurs on a non-busy one-way residential street. Surrounded by parks, schools, community gardens, and activity centers, OLP enjoys a visually stunning open air living space within the neighborhood. The school is situated within walking distance of 3 parks (Hirondelles, Gabriel Lalemant, Parc J.-J.-Gagnier). The recently renovated Parc des Hirondelles is an ideal environment for year round activities and outdoor physical education. Facilities include a workout area, hill, walking path, play areas, turf football field and several soccer fields. Our school also has 2 large playgrounds with games painted on the asphalt along with structures to engage in ball play. The south school yard was extended and freshly paved, with new fencing and turf installed to avoid injuries. Staff parking is made available through an agreement with a neighboring community center located adjacent to the school. Major renovations are currently underway for our exterior façade, as well as updates to all bathrooms.



## Recommendations and plan of action:

**We are in agreement with Option 1** – St. Dorothy Elementary School population to be directed to the Our Lady of Pompei facility. The Deed of Establishment for St. Dorothy is revoked. We do not agree that the facility be ceded to the CSDM. The St. Dorothy facility should be utilized for all and any usage by the EMSB first and foremost.



**We are not in agreement with Option 2** – Our Lady of Pompei Elementary School to be directed to the St. Dorothy facility. The Deed of Establishment for Our Lady of Pompei is revoked. The Our Lady of Pompei facility is ceded to the CSDM.

We are proposing that the St. Dorothy enrollment to be consolidated with the enrollment at the Our Lady of Pompei facility. To summarize this resolution we believe that is the best scenario that can emerge to ensure we can achieve a maximum capacity while becoming a staple within the EMSB for any schools which may be forced into consolidation.

- Our Technology concentration initiative featuring STEAM as well as the expertise that has been developed over the years concerning robotics.
- Robotics competition championships include Robocup Junior – Super Team Champion On-Stage 2019 and Robocup Junior – Primary On-Stage 3<sup>rd</sup> place.
- Our forward thinking green initiatives are in line with today’s concerns of climate change which includes the contribution of all our students and community.
- Our extraordinary teachers and daycare staff have pioneered many Board initiatives such as learning based daycare.
- Community & Volunteers
- OLP is in a prime location making it accessible via several public transportation routes catering to 3 boroughs (Mtl North, Ahunstic, St-Michel).

### **Our Enrollment History and Projection**

OLP conveniently serves 3 boroughs: Ahuntsic-Cartierville, Montreal-North, and Saint-Michel. 83% of our students are distributed among these 3 adjacent neighbourhoods. In 2012, the EMSB redrew the boundaries and as such, OLP lost a large territory (Pie-IX to Lacordaire). Nonetheless, OLP has maintained its numbers. St. Dorothy attracts 73% of its students from a single concentrated area, Saint-Michel. When embarking on a consolidation of a school network, it would logical that the least disruptive scenario towards any community would be to redirect the smaller population to the larger population.

According to the projections received from the Long Range planning committee these are the 3 year estimates;

### **Estimated 3 year enrollment (averages)**

OLP: 20-22 students per class = 154 students + pre k

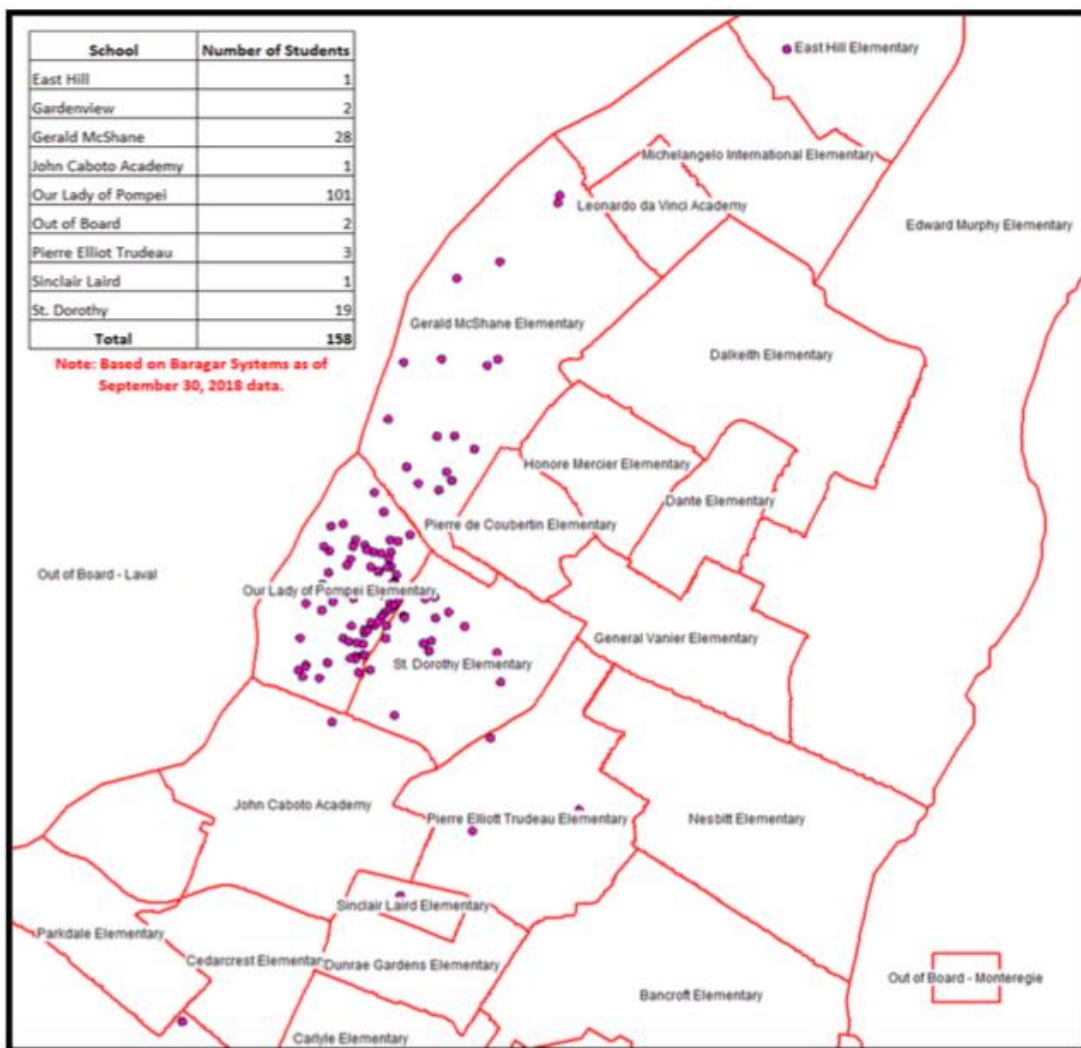
St. Dorothy.: 10-12 students per class = 70-80 students + pre k





## OLP Enrollment Trending

| 2017-2018    | 2018-2019    | 2019-2020                             |
|--------------|--------------|---------------------------------------|
| 169 Students | 162 Students | 170 Students (as of Dec11 enrollment) |



*OLP Territory (Dots showing where the parents reside)*

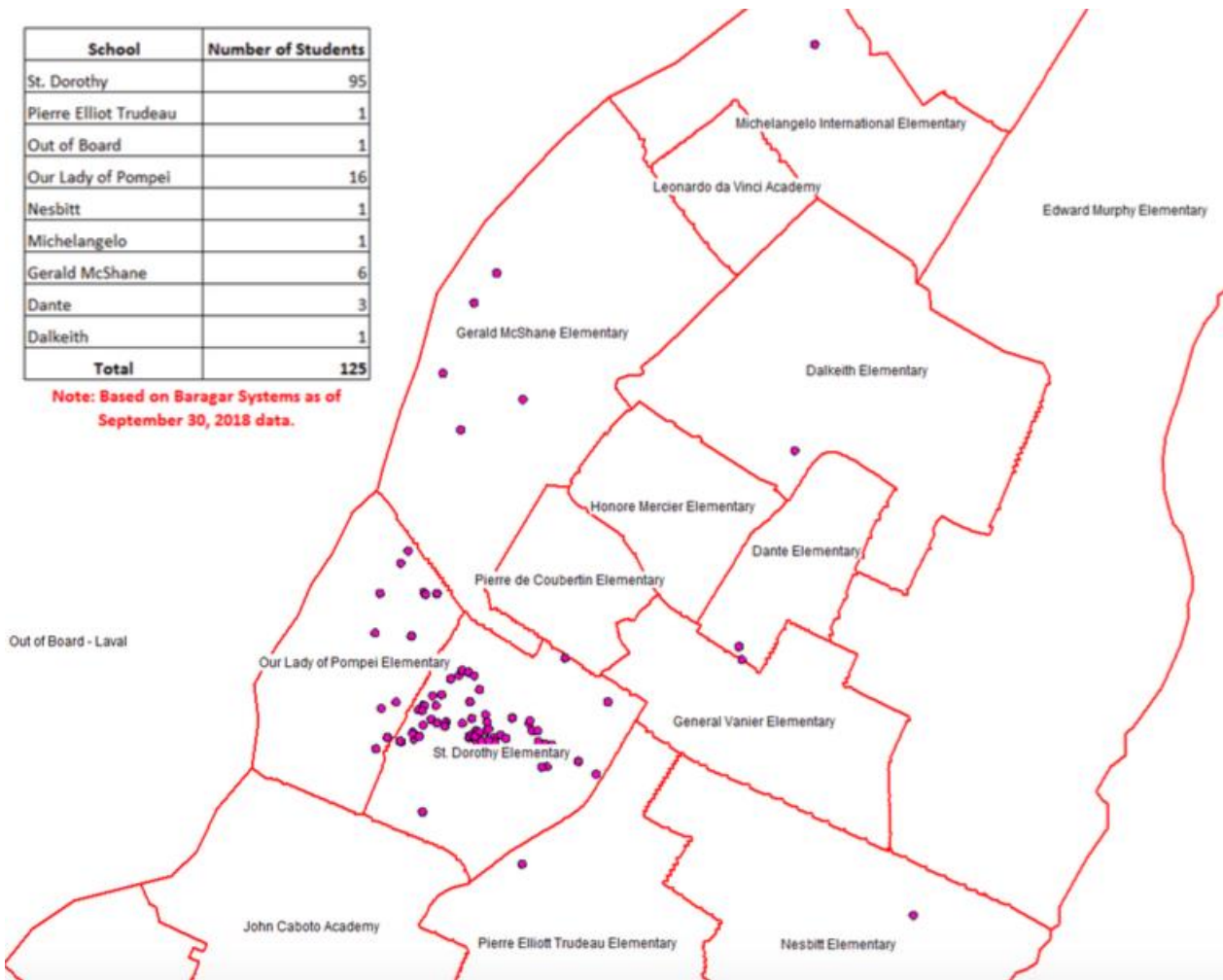
According to the diagram, there is a concentration of students within the OLP territory. Our current enrollment numbers have a slightly bottom-heavy increase in the younger grades which is pivotal to the



future growth of the school. Our preschool and cycle 1 enrollment have exceeded the projections in the last few years.

| School                | Number of Students |
|-----------------------|--------------------|
| St. Dorothy           | 95                 |
| Pierre Elliot Trudeau | 1                  |
| Out of Board          | 1                  |
| Our Lady of Pompei    | 16                 |
| Nesbitt               | 1                  |
| Michelangelo          | 1                  |
| Gerald McShane        | 6                  |
| Dante                 | 3                  |
| Dalkeith              | 1                  |
| <b>Total</b>          | <b>125</b>         |

**Note: Based on Baragar Systems as of September 30, 2018 data.**



*St Dorothy (Dots showing where the parents reside)*

Over the last three years OLP has maintained an incrementally increasing enrollment, whereas St. Dorothy's numbers have decreased.



**Our Lady of Pompei Comparison to St. Dorothy’s 2019-2020**

|                           |                                    |   |                         |
|---------------------------|------------------------------------|---|-------------------------|
| <b>Our Lady of Pompei</b> | <b>Enrollment<br/>170 Students</b> | <b>School Capacity<br/>376 Students</b> | <b>Occupancy: 45.2%</b> |
| <b>St. Dorothy</b>        | <b>Enrollment<br/>115 Students</b> | <b>School Capacity<br/>399 Students</b> | <b>Occupancy: 28.8%</b> |

OLP will achieve 71% enrollment capacity if we were to receive 85% of the registered students from St. Dorothy. Therefore, this qualifies OLP to have more than the 60% occupancy rate of its facility. It is important to note that as defined in Section 23 of the Canadian Charter of Rights and Freedoms, a threshold of 60% occupancy allows the minority community to manage and control its educational institutions.

With regards to the impact on bussing, OLP’s current bus route transports 73 students coming from the three boroughs. Our bussing schedule is adapted to include 30 students registered as accommodation bussing as per the table below:

|   | <b>Our Lady of Pompei</b> | <b>St. Dorothy</b> |
|---|---------------------------|--------------------|
| <b>Total Bussed Including Accommodation</b> | <b>73</b>                 | <b>37</b>          |
| <b>Accomodation Bussing</b>                 | <b>30</b>                 | <b>19</b>          |

Based on these facts we can conclude that changing the OLP bus route would be complex, and would pose a greater logistical issue with regards to bussing students from the surrounding OLP boroughs to St. Dorothy. Moreover, if this change should occur, some OLP families may even lose their privilege of accommodation bussing.

In conclusion we would like to highlight our main arguments for supporting Option 1 (St. Dorothy Elementary School population to be directed to the Our Lady of Pompei facility.):

- OLP has an incrementally increasing higher enrollment, a new pre-K program, and the only school in EMSB to offer a Technology concentration initiative featuring STEAM
- OLP is situated in a prime location; moreover, our land has higher value with renovated building
- OLP has twice the number of bussed children and higher student enrollment; therefore, changing the OLP bus route would be complex, more disruptive, and would pose a greater logistical issue
- OLP is an inner city school and the only English elementary school in the East Ahuntsic territory.



- St. Dorothy is currently cohabitating with a CSDM school, making the transition more complicated. It would be much easier and less complicated for St. Dorothy to transition into OLP.

In the PLAN TRIENNAL DE RÉPARTITION ET DE DESTINATION DES IMMEUBLES SCOLAIRES (PTRDI) 2020-2023 published June 18th 2019 (Three-year plan for the distribution and destination of buildings):

According to Ministère de l'Éducation et de l'Enseignement supérieur (MEES) standards, based on the five-year population forecast, taking into account immigration data to date and when all authorized expansion projects are completed, there will be a deficit of nine premises (locaux) in 2023-2024.

As part of Commission scolaire de Montréal (CSDM) Recommendations: CSDM recommends and specifically mentions in their report, to Continue the rental of the premises at St. Dorothy School belonging to EMSB for the 2020-2021 school year to meet the needs of the neighborhood.

We conclude that it would make more sense to have St. Dorothy consolidated within Our Lady of Pompei. We envision growth together in our surrounding areas. St. Dorothy's enrollment has unfortunately declined over the years, whereas OLP has shown stability and potential growth with our new Pre-K and Tech Initiative. With all the advantages provided within the document, our newly renovated building will be beneficial for the long term sustainability of the English language education for our community and surrounding boroughs.

*We stand united for our community, our children, and provide the best education we can deliver for generations to come.*

Sincerely,

Arthur Gallucci



Our Lady of Pompei Governing Board Chair



MARIE MONTPETIT  
Députée de Maurice-Richard



Montréal, le 17 décembre 2019

Madame Marlene Jennings  
Administratrice de la Commission Scolaire English Montreal  
6000, Avenue Fielding  
Montreal (Québec) H3X 1T4

Objet : Appui au Conseil d'établissement de l'école Our Lady of Pompei

Mme Jennings,

Par la présente, je désire vous transmettre mon appui à la requête du conseil d'établissement de l'école Our Lady of Pompei. Le conseil demande, advenant une restructuration des écoles du secteur, que l'école Our Lady of Pompei soit considérée comme l'établissement d'accueil.

Élément important, l'école Our Lady of Pompei jouit d'un positionnement géographique enviable, étant à proximité de plusieurs parcs, d'axes de circulation bien desservis par les transports en commun et d'une église pouvant servir de refuge en cas d'urgence.

Aussi, l'école a développé au cours des dernières années plusieurs programmes éducatifs exemplaires, notamment dans les secteurs des nouvelles technologies et de l'environnement. Possédant l'espace et l'expertise nécessaires, l'école et son équipe seraient les mieux placées pour accueillir de nouveaux élèves et amoindrir les effets des changements sur ceux-ci.

Cette école, très ouverte sur sa communauté, est un immense atout pour notre quartier. Elle représente également le seul établissement de l'EMSB dans l'est d'Ahuntsic.

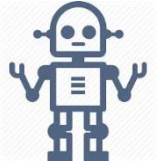
En soumettant ces réflexions à votre appréciation, veuillez agréer, Madame Jennings, mes salutations distinguées.

Marie Montpetit  
Députée de Maurice-Richard  
Porte-parole de l'opposition officielle en matière d'Environnement, de Lutte aux changements climatiques et d'Agriculture

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[Marie.Montpetit.MAUR@assnat.qc.ca](mailto:Marie.Montpetit.MAUR@assnat.qc.ca)

# STEAM EDUCATION



## Agenda

**01** Intro – Executive Summary  
5 Minutes

**02** Timelines  
15 Minutes

**03** Q&A  
20 minutes



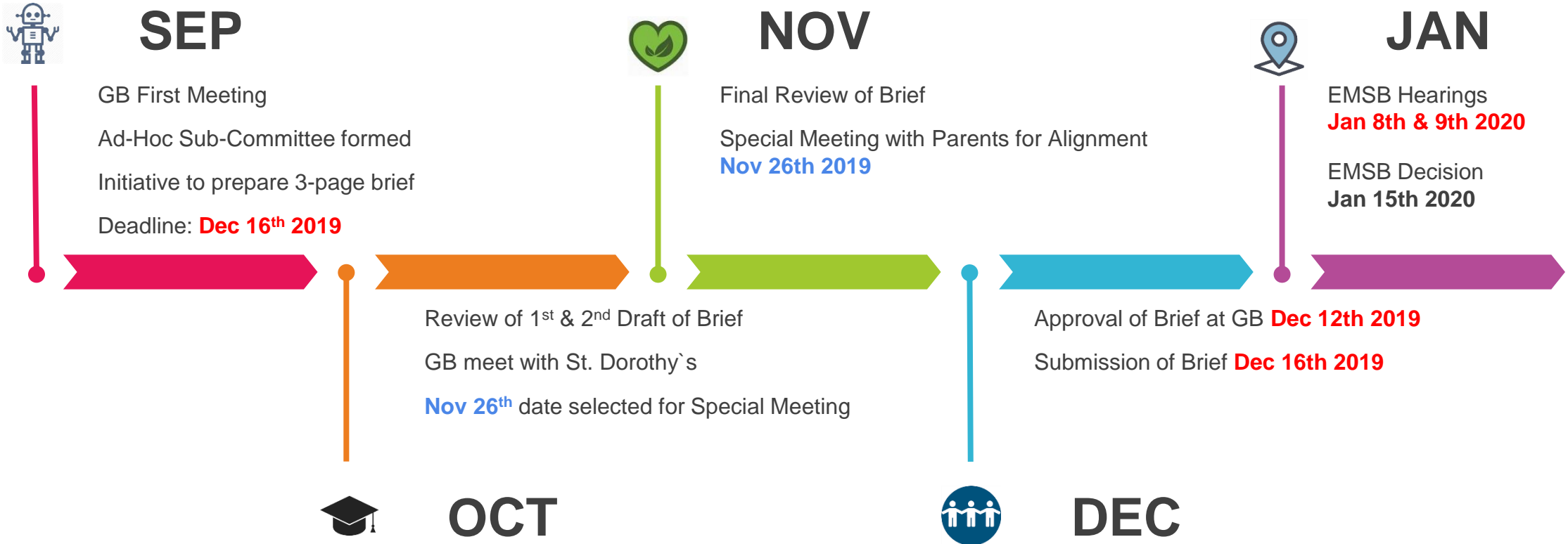
At EMSB Request:

In an effort to strategically present a united community front in the face of decreasing enrollment towards EMSB schools in the St. Michel/Montreal North neighborhoods, we are presenting the proposed solution in order to ensure maximum capacity can be attained in the neighborhood school.



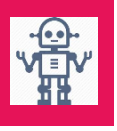


# 2019-2020 Timeline





OLP  
CORE  
STRENGTHS  
BRIEF  
DIGEST



**OLP TECH**

Google Classrooms, Active Learning, Smart Boards, 3D printers, science lab, computer lab, Robotics Kits, iPads, and Chromebooks for all students.



**OLP ACADEMIA**

Bilingual, Inner-city, Sports, Adapts to all students



**OLP GREEN**

Digital, No Plastic, Garden to Table



**OLP COMMUNITY**

Community + Volunteers: 9 events (Welcome back + Halloween + Christmas + Fund Raisers + End of Year BBQ)

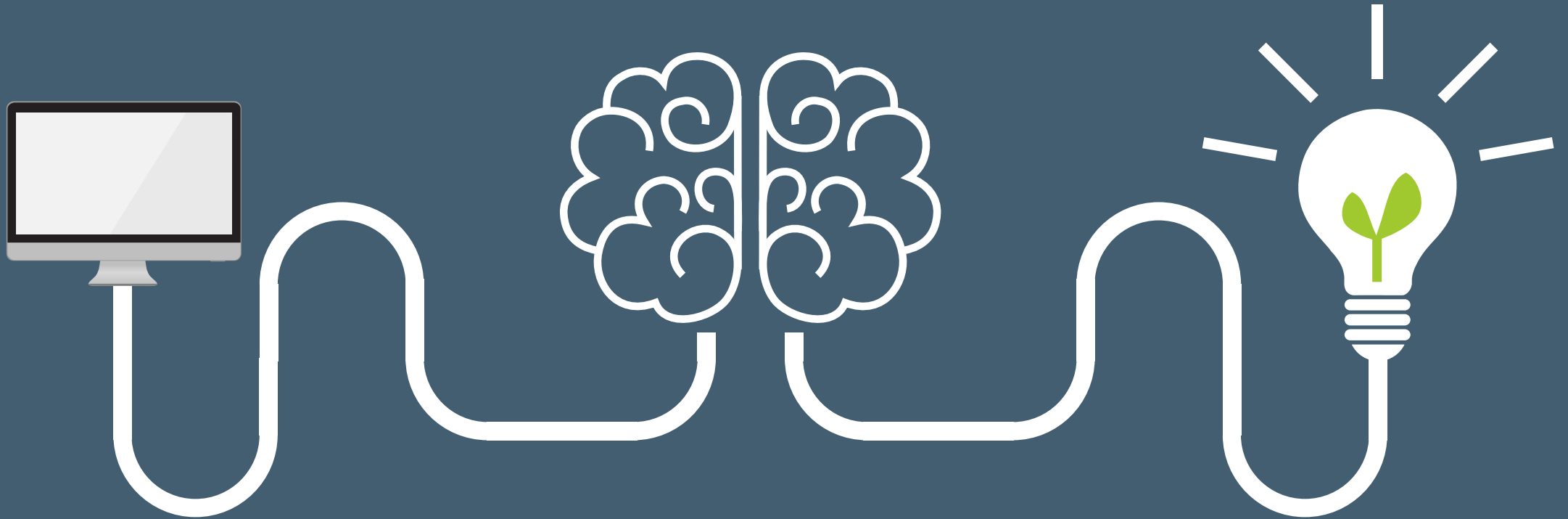


**OLP LOCATION**

Safe community, One-way residential street for drop-off, close to 3 green spaces, majority of parents live in the area.



# Q & A





Thank-You



St. Dorothy Elementary Governing Board

**Open Hearts, Open Minds and Open Doors:**

***St. Dorothy Elementary School***

A Brief Presented to the English Montreal School Board Long Range Planning Committee

By the St. Dorothy School Governing Board

December 16, 2019

St. Dorothy Elementary School, the only English elementary school in the St. Michel district, has evolved over decades into an innovative, forward-thinking and holistic learning environment. This environment nurtures the growth of its community members by offering a diversity of instruction and providing a unique pedagogical familial space for its young people as well as its body of teachers and staff. We aim to continue to foster this safe, stimulating and supportive ‘Home’ for each-and-every person who passes through St. Dorothy’s doors. Indeed, the diverse population of the St. Michel district has been well-reflected in our globalized multi-ethnic school; we currently have approximately 13 cultural groups represented, on top of native English and French speakers. In this same spirit, we openly extend, with the utmost generosity, our progressive educational promise to whomever wishes to benefit from it. In short, our hearts, minds and doors are always open to all.

In this Brief, we will outline our unique vantage point – that keeping the integrity of St. Dorothy Elementary fully intact will allow us to continue to nurture the seeds of all fruitful existing programs and services we have in order to best enable us to effectively serve our student body its entirety – and will highlight the following important supporting elements concerning the Major School Change Proposition: a comprehensive list of our broader community resources and our role in relation to them (‘Our Larger Community’); an overview of St. Dorothy’s supportive physical, social and economic structure(s), infrastructure(s) and space(s) (‘The St. Dorothy Family’); and the direction we envision St. Dorothy to take moving forward (‘A Welcoming Vision’).

## **Our Larger Community**

*“My daughter is so happy every time she walks to school because it feels like a real neighborhood to her. It is safe, everyone knows each other, and the park is right next to school.” - J.K. (current St. Dorothy parent)*

Well-positioned within the geography of the community, St. Dorothy Elementary is home to a wealth of resources and services that greatly benefit the students, teachers, and staff. Regarding its safely situated location, St. Dorothy is:

- The sole English elementary school in the St. Michel district
- Located within the heart of a residential neighbourhood with minimal vehicle traffic, providing a quiet and safe scholastic environment
- Has 73.2 % of its students housed within walking distance
- Within short walking distance of two parks (including Frédéric-Back – one of the largest parks in Montreal) where we have nature walks, picnics, free play, and other activities

St. Dorothy Elementary is also embedded within a larger neighborhood community and network that provides a wealth of social, cultural and artistic resources from which the St Dorothy family can and does benefit. They include the following:

|                           |                              |                    |
|---------------------------|------------------------------|--------------------|
| École Nationale de Cirque | Women Center – Femmes Relais | Parc Frédéric-Back |
| TOHU                      | La Joujouthèque St-Michel    | St-Michel Arena    |
| Bibliothèque St-Michel    | John F. Kennedy pool         |                    |

Beyond the vast extended neighborhood-based resources that we have developing connections with, St. Dorothy also is positioned uniquely itself within the larger scholastic community as an important resource from which other schools also benefit. For example:

- St. Dorothy is the only English feeder school in St. Michel that flows into John F. Kennedy High School
- We rent available space in our building to a CSDM school (Marie Rivier), which provides us with revenue to help maintain the building and which benefits those students from our facilities

In short, the geographic neighborhood hub that St. Dorothy finds itself snuggled in, is an ideal location in which to grow and nourish a thriving familial scholastic community of unique individuals – otherwise known as the St. Dorothy Family.

### **The St. Dorothy Family**

*“As a parent to a special needs child... I am thrilled to say that not only is he doing well, but he is thriving. This is all thanks to the countless support he received while at St. Dorothy’s. The smaller classrooms allowed him the one-on-one attention he desperately required while entering the school system and learning to adapt in a classroom setting. He developed his confidence, and felt his value, but most importantly, in a world that can sometimes feel so big and overwhelming to someone like my son, he felt heard.”* - A.B. (Parent to a former St. Dorothy student)

Economically-speaking, St. Dorothy is located in Decile 10,<sup>1</sup> reflecting the fact that a significant number of our students come from both economically disadvantaged families, and from families where the mother’s level of education is relatively low. The school then qualifies for maximum funding from both Inner City Operation Renewal (ICOR) and A Montreal School for All (AMSFA). Due to our access to these funds, we have been privileged with a robust amount of resources, activities and field trips to offer all of our students, which helps to expose them to experiences that they may not have had access to outside of school. The great dedication of our staff and teaching body works hand-in-hand with this enriched curriculum, and the realm of support that students experiencing challenges ends up receiving in various capacities (material, experiential and emotional, just to name a few), starts right from the preschool age. We are privileged to offer the following areas of material and experiential support to our student body in its entirety:

- Supportive programs such as: Music Focus (xylophone, flute, choir, dance, and music club), Breakfast Club, Full Snack Program (milk and snacks everyday), MEES Subsidized Lunches, free fieldtrips, Homework Assistance Program, French and English Tutoring, Literacy Support, Information Technology Facilitation, Robotics Club (after school

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<sup>1</sup> An index of socio-economic status.

program and during science and technology class), PELO Italian classes, Mini Days activities (swimming, kangoo, stop motion, Dynamix, cooking, etc.), Student Council, Cycle 3 Leadership Program, Cycle 3 Winter or Summer Camp, Spirit of Giving Activity Week, full day Pre-K Program, lunch-time sports activity, Greater Montreal Athletic Association Tournaments, Rosetta Stone/Duolingo workshops, Drama Workshops

- Access to a fully equipped computer lab, as well as computers, smart boards, a smart table, iPads, Chrome Books and Internet access throughout the school
- Thorough integration of Information and Communication Technologies (ICT) within school wide curriculum to support, sustain and improve learning
- An ICT facilitator to assist teachers and students in the integration of technology in the curriculum
- A comprehensive bilingual program which provides distinctive programs through our resource teachers and tutors to students who need extra help in English, French, and Math
- Additional services, through our resource teachers, additional teacher resources, childcare workers, tutors, and professionals from EMSB Student Services (school psychologist, speech/language pathologist, special education consultant) to students behavioral/emotional needs
- A Response to Intervention (RTI) approach used by staff; St. Dorothy is an EMSB RTI lead school and is continually developing a multi-tiered approach based on data assessments, which aids teachers with early identification into support of students with learning and behavior needs, who are then included in the regular classrooms
- English and French teachers offer guided reading instruction and small-group instruction in centers aimed at the individual needs of the students through a Balanced Literacy program as well as the Resource Literacy Teacher Network model
- A Before and After School Enriched (B.A.S.E.) Daycare program provides high quality daycare services to subscribed St. Dorothy students for a government regulated fee
- Annual school events including beginning of year Family BBQ, School Wide Trips (e.g. Apple Picking, Cabane à Sucre), Spirit of Giving Activity Week, Choir performance at the Annual Toy Tea, Talent Show, Music Concert, End of Year Fun Day, Welcome to Kindergarten, Kindergarten and Grade Six Graduations, Literacy Week activities, Winter Carnival, Breakfast with Santa, etc.
- Parental involvement in the school at the level of Governing Board, Parent Participation Organization, Breakfast Club, and regular assistance lend essential support to the above activities
- We have initiated composting with our Breakfast Program, and have created a recycling team to create more student awareness on the importance of being 'Green'. The B.A.S.E. daycare also has a Green Club.

Side-by-side with this socio-economical / infrastructural support, the physical space of St. Dorothy's school building, and its surrounding property, provide an ideal set of architectural learning places that can adapt to, and house, the wide variety of activities St Dorothy's students enjoy. This includes the following elements:



- 24 classrooms that can hold 399 students
- Two fenced-in school yards (one solely for Pre-K and K), complete with soft-foam or mulch floored playgrounds, updated play structures, and gated entrances and exits
- A fenced parking lot for teachers and staff
- A ramp at the front entrance for people with mobility impairments
- A large-sized gym with a simultaneous two class capacity (when the divider is used)
- A large equipment room with discreet changing spaces for girls and boys.
- Large, spacious hallways with lockers for students outside of every classroom
- A well-stocked library, supported by a 3-year Indigo grant
- A movement room and movement equipment for hallways that is integrated into the school day, and supported by a grant from the MEES “In School We Move”
- A large stage, complete with curtains and stage lights plus a backdoor entrance; used for concerts, variety shows and other school performances
- Two music rooms
- An air-conditioned extra-large-sized lunchroom
- An industrial kitchen (where we host cooking, food fair, Breakfast Program, snack for the Homework Program, Spirit of Giving, etc.)
- A large staff conference room with a full kitchen
- A sensory room

St. Dorothy’s ideal placement and spaces are matched with its abundant resources to make it an exceptional scholastic ‘Home’ within the broader local community.

### **A Welcoming Vision**

*“St. Dorothy has taught me to strive and never give up. St. Dorothy is like a family... it is my second home.”*

- B.C. (A former St. Dorothy student)

Regarding the proposed transfer of St. Dorothy/Our Lady of Pompei Schools as put forth by the EMSB Long Range Planning Committee, and as St. Dorothy moves forward into the future, we strongly believe the following: At this point, a merger/transfer is absolutely not needed due to the fact that the CSDM and the CSPI have not formally requested to take possession of either the St. Dorothy School or the Our Lady of Pompei School facilities. In keeping the integrity of St. Dorothy’s fully intact, it will allow us to continue to nurture the seeds of all fruitful existing programs and services in order to best enable St. Dorothy to grow into the most state of the art, visionary version of itself possible, and thus to most effectively serve its student body in its entirety. St. Dorothy students would continue to benefit from the breadth of programs we have in place for everyone, as they evolve and transform to bring the St. Dorothy community into the future. Some examples of how we envision growing these programs include:

- Response to Intervention, Resource Literacy Teacher Network, Balanced Literacy, presently in place, can be encompassed by Universal Design for Learning – Project Based Learning approaches

- Evolution of library and computer lab into 21<sup>st</sup> Century Library / Learning Commons and Makerspace
- Integration of existing science, IT, robotics, music focus, drama and math programs within a total STEAM framework
- Physical Activity Every Day – continued use and expansion of our movement room, excellent full gymnasium, further integration of physical activity into daily curricula
- Consistent development of a school-wide positive behavior approach, including facets such as playground leadership and student council in order to empower students to become fully expressive, compassionate and thoughtful leaders
- Continue evolving into an innovative school with specialized expertise in addressing the needs of inner-city students and families, and which serves all students in its territory,
- Continue the process of building partnerships within the St. Michel community – Library, Women’s Center, JFK pool, National Circus School, future Frédéric-Back Park
- Importantly, we could also continue to provide proper support and accommodations to the approximately one quarter of our students who receive specialized support for learning and/or behavior difficulties.

In the event that a decision *is* made to undertake a transfer of the two schools, we wholeheartedly believe that right here at St. Dorothy, the only EMSB elementary school remaining in the district of St. Michel, the ideal location and a thriving educational ‘Home’ is already at work and in place; a ‘Home’ in which each individual student benefits by being warmly welcomed into its supportive walls. The ample evidence that we have put forth in this Brief regarding physical space, surrounding property, supportive programs, accommodations, and a positively innovative vision for the future, speaks clearly and precisely as to the ‘why’ of this invitation, as well as to its purposefulness. We here at St. Dorothy are committed to building upon our foundation, and if the need arose, would be open-heartedly adaptable to incorporate and welcome any potential new students and staff members in the spirit of collaboration, equanimity and harmony. We would then be invested in building a ‘new’ school through the amalgamated improvement of the existing programs and expertise of both schools, and to giving all students, as well as the broader school community, ownership of that space. That would mean working together as a team with the Our Lady of Pompei community to build a new, strong and viable inner-city school in the vibrant neighborhood of St. Michel; and it is precisely this kind of inclusive embrace, in which each individual student is seen, honored and welcomed for who they really are, that is a defining marker of Dorothy Elementary School as the nurturing and driving educational force within the local community.

Montreal Teachers Association



## Montreal Teachers ASSOCIATION des enseignantes et enseignants de Montréal

4260 Girouard, Suite 200, Montreal, QC, H4A 3C9 Tel: 514-487-4580



### **MTA Brief on Major School Change 2019-2020**

Thank you for welcoming our comments and recommendations regarding the Major School Change Consultation. MTA represents the approximately 2000 teachers of the English Montreal School Board, and we have members teaching in all of the schools mentioned in the proposed scenarios.

Over the past couple of months, we have visited the schools concerned and have obtained feedback from the teachers. We represent the collective interests of all teachers, and therefore we are not making any recommendations that favor one school over another. Instead, our focus is on the process of major school change and its affect on school staff, and teachers in particular.

We encourage the board to consider feedback from all of the school Governing Boards when making these difficult decisions involving possible school closures.

### **Saint-Leonard Scenario 1- John Paul I moves to Laurier Macdonald High School**

We would like to emphasize our concern with the option that would have the Deeds of Establishment of *both* schools revoked. Our collective agreement outlines a clear procedure for the transferring of teachers in the case of one school closing (i.e. the Deed of one school is revoked) followed by a transfer of teachers to one or more receiving schools (clauses 5-3.09.100 to 5-3.09.102 of our local agreement). There is no equivalent procedure when two schools close (i.e. the Deeds of two schools are revoked), because there is not yet a receiving school for the students and teachers to be placed into, since a Deed for the “new” school will not yet have been established.

We recommend that if the decision is made to have a secondary 1 to 5 High School in the Laurier MacDonald building, that it only involve revoking the Deeds of one of the schools (while revising the Deed of the school that remains open). Notwithstanding this, the cohabitation option is a viable one and should also be considered.

### **Saint-Leonard Scenarios 3, 4 and 5 - General Vanier**

We offer no recommendation regarding which of these scenarios is most viable. Having said this, it is important to highlight that the uncertainty surrounding school closure can be very stressful for both the students and the staff of a school. The decision by the Minister of Education to take the General Vanier and John Paul I buildings this past June (on the last day of work for teachers) caused much anxiety. It is important that there be timely, open and regular communication between the board and school staffs affected by any closure decision.

### **Montréal-Nord Scenario 1**

We agree that Gerald McShane School should remain open.

### **Montréal-Nord Scenario 2**

We offer no recommendation regarding this scenario.

### **Saint-Michel and Montréal-Nord Scenario 1**

We offer no recommendation regarding this scenario, however, we suggest that maintaining both schools open should also be considered.

School closure, and the discussion surrounding it, is very challenging for students and parents. This is equally true for teachers, administrators and other staff, who must set aside their own feelings about losing their school, while at the same time providing emotional support and guidance to their students. Often teachers have spent years if not decades in their classrooms and in their schools, and these spaces and the community built around them have come to be thought of as second homes. We ask that the board continue to be mindful of this should any decision be made to close a school. Specifically, we recommend that board representatives meet with the teachers at any affected schools to listen to their concerns, and to discuss and explain the following;

- the staffing process for teachers transferring to a new school
- the system, timeline and support to be provided for moving furniture and learning materials to the new school
- any other support service required by the school

On behalf of teachers, thank you for considering these recommendations.

Yours truly,



Peter Sutherland  
President

Association Professionnelle Du Personnel Administratif



December 10<sup>th</sup>, 2019

Ms. A.M. Matheson

Director General

EMSB

Dear Ms. Matheson:

The following is to acknowledge receipt of the emailed dated July 10<sup>th</sup>, 2019, wherein the English Montreal School Board, is consulting the APPA regarding the major school change document.

Please note that the APPA Executive Committee has reviewed the package of information that was provided to us for consultation. In addition, the APPA has met with some members that work in the schools that were named to obtain their feedback and comments.

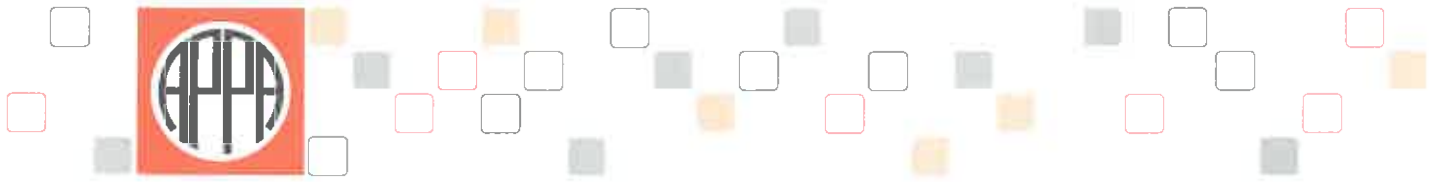
It is not in our mandate as union to provide comments or feedback on school closures, merges or transfers. However, as it will have a direct impact on the working conditions of our members, we would like to provide feedback regarding this issue.

Our collective agreement only provides a mechanism for school closures. That being said, should the Board proceed with a school closure(s), it is clear that this would mean that each support staff position (APPA) would be considered abolished. Depending on the sector of employment, the employee, who is assigned to one of these positions, would be assigned a new position by following the security of employment mechanism found in article 7-3.00 of the S18 collective agreement.

We understand that there are no transfer or merger mechanisms currently in our collective agreement. As such, it leaves a lot of uncertainty and instability amongst our members due to the foreseeable significant movement of personnel.

This uncertainty and instability will not only affect those working in the specified schools. It will also have an impact on all our members who will have to attend staffing sessions to select an assignment for the 2019-2020 school year.

The APPA would like to ensure that we work together with the Board to minimize the movement of personnel. Given that the Board finds itself in a position to reorganize its structure, and this potentially for years to come, we would like to explore the possibility of a transition mechanism for these types of situations. Given the limited timeframe and in order to be successful in ensuring a smooth transition, the Board would have to pre-determine the staffing needs as quickly as possible.



Also, it is imperative that the Board advises and communicates directly with the employees to keep them informed throughout this process. This would alleviate a certain amount of stress and minimize miscommunication and misinterpretation amongst the staff.

We would propose that the Board hold information sessions with the employees, as they have done with the parents, to maintain an open line of communication and transparency.

While we understand that the students and parents are the heart of the organization, we must not forget the importance of the staff that ensures the smooth day to day operations in our schools.

Thanking you for the opportunity to provide feedback. We trust that the comments will be taken into consideration.

On behalf of the APPA executive committee

A handwritten signature in blue ink, appearing to read 'L. Tavoraro', is positioned above the printed name.

Linda Tavoraro

1<sup>st</sup> Vice President

A.P.P.A.

Cc: Me B. Duhême, Assistant Director General – Administration  
Ms. E. Alfonsi, Assistant Director General – Education  
Ms. N. Lacroix, Regional Director – East  
Ms. P. Nickoletopoulos, Regional Director – West  
Me N. Lauzière, Secretary General  
Ms. B. Sellato, Communication Consultant  
Mr. F. Crocco, Planning Analyst  
Ms. A. Watson, Director of Human Resources  
Mr. J. Vitantonio, Assistant Director of Human Resources (interim)



Quebec Federation of Labour

**From:** [janice clapson](#)  
**To:** [Long Range Planning](#); [Clapson, Janice](#)  
**Subject:** Major School Change 2019-2020 Briefs  
**Date:** December-13-19 11:32:02 AM

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To The Long Range Planning Committee,

I am submitting comments and recommendations for the meetings January 8th and January 9th 2020. I wish to present my comments and recommendations at that time.

Janice Clapson Base Unit President UES 800 ( QFL)  
Rocco Mendaglio Base Unit Vice President UES 800 (QFL)

We as representatives of the Caretakers, Cafeteria and Trades Division are asking that all measures be taken to keep the schools that we presently occupy, keep our jobs and work with other school boards to begin the process of co-habitation. We feel that merging schools should be as a last resort, when all other measures have failed.

We are concerned that the English Schools in the North-East territory are being pushed out. When will this end?

Students, Staff, Support Staff, Parents and Members of our Communities live each day with heavy shoulders. This does not promote a good working environment nor a good learning environment. How are we going to attract or keep an English Community in these areas if our schools are gone?

We are asking to be left in the buildings we now occupy, promote co-habitation, rentals and week-end rentals and promote our wonderful lunch time catering service. We have so much to offer, not only to our students, but to other school boards and the communities. We also need to know that our jobs will remain intact and not loose out to over co-habitation or merges. We do not want to be put in the same scenario as this past summer.

Lester B. Pearson facility:

Does the EMSB have any new information as to the possibility of a newly constructed facility in Montreal North or R.D.P?

We are concerned of the fact that, before this decision is made, has the Minister of Education approached the EMSB with the possibility that the L.B.P Building may be transferred to the CSPI?

Our Lady of Pompei- St .Dorothy merge:

Will the EMSB take measures to offer co-habitation of Our Lady of Pompei?

Is CSDM still co-habiting at St.Dorothy?

If so, why the question of merging two schools together?

Finally, in the event that our schools are unfortunately taken away for a reason out of our control, we ask that the Board and the Union meet to establish a concrete plan for the jobs of our employees. The employees of EMSB, are feeling stressed and insecure concerning the future of their jobs. The Union and the Board need to come together to establish a plan in case there are closures or merges. We need to reassure our members/ EMSB employees as soon as

possible.

--

Janice Clapson  
President  
EMSBSSA  
Local 800 (QFL)

Syndicat des professionnelles et des professionnels du  
milieu de l'éducation de Montréal

**BRIEF WITH RESPECT TO MAJOR SCHOOL CHANGES  
REGARDING TEN EAST END EMSB SCHOOLS**

Submitted by:

The Syndicat des professionnelles et professionnels en milieu de l'éducation  
(SPPMEM, local chapter)

On July 10, 2019, the EMSB invited the SPPMEM to submit its comments and recommendations regarding the scenarios outlined in the Major School Change documentation (see <https://www.emsb.qc.ca/emsb/about/documents/consultation>).

**PROCESS:**

A committee of three professionals who represent (i.e. currently work in and are familiar with) the East End elementary and/or secondary schools under consideration met with the Interim EMSB Vice President of the SPPMEM (local chapter). The committee reviewed the consultation documents with a view to evaluating the potential impact of the proposed major school changes on the work of professionals and their clientele, a clientele that consists of both general and special education students depending on the professional group. (For example, while psychologists, speech-language pathologists and occupational therapists work primarily with students with special needs, spiritual community animators and librarians serve all students.)

**KEY CONSIDERATIONS:**

With respect to the ten East End school that would be potentially affected by major school changes, the following should be considered:

- The **well-being of all students**, including those served by EMSB professionals. In the interest of their social and emotional well-being, it is preferable that students remain in their familiar learning environment. Students with learning challenges and handicaps are particularly vulnerable to change. Adverse effects may include anxiety, depression, school avoidance, etc. Strong attachments to individuals in their educational environment (Bergin & Bergin, 2009), serve as protective factors. These factors mitigate the adverse effects of change. According to Neufeld (2012), “a sense of contact and connection with those responsible for them” is “the preeminent need of children.”
- The **success of all students**, including those served by EMSB professionals. Academic success and well-being are intertwined. Students succeed when supported by educators and professionals who know them well enough to address their individual learning and social-emotional needs. The EMSB reports high success rates. Major

school change poses a potential threat to success for the students in those schools under consideration for major change.

- **The impact of the major school changes on services provided by professionals.**  
Students respond best when they interact with adults with whom they feel safe. Similarly, school teams function optimally when strong working relationships are in place. An effective school team is integral to student success. Maintaining professionals in their communities of service is of paramount importance. To this end, the following must be ensured:
  - Minimal reassignment of professionals to different schools subsequent to major school change. No matter which school they attend EMSB students merit the maintenance of the same quality and quantity of professional support to which they are accustomed, such that the student-adult attachments that have been established remain intact.
  - Avoidance of reassignment of professionals such that school teams' working relationships are not disrupted.
- **The rising numbers of students with anxiety and special needs.**  
As has been reported by Student Services Department and the EMSB (EMSB Commitment-to-Success Plan 2018-2022), the numbers of students requiring the support of professionals continues to rise. Major school change is very likely to escalate levels of anxiety in both general and special education students. In view of this observation, it is vital to carefully assess needs with reference to the numbers of professionals in its schools. Professionals play an essential role in the success of students with social emotional and learning needs. Professionals, such as librarians and spiritual community animators impact on the success of all students (special, regular, gifted). Maintaining the current numbers of professional posts is essential to meeting the needs of the students in EMSB schools under consideration for change.

#### **OPTIONS:**

- To prevent the adverse consequences of major school change, priority should be placed on increasing enrollment in the EMSB's East End schools by redoubling its efforts to carry out such initiatives as:
  - Offering specialized and differentiated programming in the East end schools (e.g. music; programming for gifted students)
  - Partnering with local municipalities to offer sports programs
  - Continuing to launch marketing campaigns
- School changes, when undertaken, must entail no or minimal change or disruption to professional services and accommodations provided to students who rely on them (e.g. ramps, elevators, and special busing). Changes for students with special needs must adhere to EMSB's Policy Concerning the Organization of Educational Services for Students with Handicaps, Social Maladjustments or Learning Disabilities (2016).

## RECOMMENDATIONS:

- Given the adverse impact of major school change on both students and educational teams, increased enrollment in East End schools should be a primary objective.
- In view of the increasing numbers of students with special needs and anxiety/stress-related difficulties in EMSB schools, maintain the current numbers of professionals. Further, given the rise in social-emotional issues that will inevitably result from major school change, in the immediate future and in the long term, an increase in the numbers of professionals to address those issues should be seriously considered.
- To mitigate the adverse effects of school change on all students, and especially those with special needs, refrain from reassigning professionals. The detrimental effect of reassignment to student-professional attachments and relationships as well as to established collaborative school teams should be an essential consideration.
- Any changes to staffing and assignments of professionals must be carried out in accordance with the Collective Agreement.

In conclusion, the SPPMEM recommends that all effort be made to ensure that students' social-emotional well-being and potential for academic success be preserved, as well as to ensure that no professional support services be sacrificed, as a result of the proposed changes.

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Neufeld, G. (2012). Keys to Well-being in Children and Youth (Brussels Address). Retrieved December 13, 2019, from [https://neufeldinstitute.org/wp-content/uploads/2017/12/Neufeld\\_Brussels\\_address.pdf](https://neufeldinstitute.org/wp-content/uploads/2017/12/Neufeld_Brussels_address.pdf).

## Respectfully submitted by

Susan Waite  
Interim EMSB Vice President  
SPPMEM, Local Chapter

## Advisory Committee on Special Education Services



## **ACSES BRIEF WITH RESPECT TO MAJOR SCHOOL CHANGES REGARDING TEN EAST END EMSB SCHOOLS**

On July 9th, 2019, the EMSB authorized the consultation by the parents of ten East End schools which would potentially be affected by major school changes. A resolution was passed through which parents were given the opportunity to initiate a consultative process with the stakeholders. The consultation would permit parents/stakeholders to acquire answers to questions regarding the reasons for the major school changes, to get a better understanding as to how these changes would be implemented as well as obtain an idea of how these changes would likely impact the students (and their families), and possibly contest the major change should they deem the reasons for the changes unjustifiable, unreasonable or unacceptable, all with the understanding that their contestation may not impede the change.

### **PROCESS**

During a meeting of ACSES held November 18, 2019, it was decided that ACSES would partake in the consultative process and thereby submit a brief no later than December 16, 2019. A subcommittee was formed and 5 members were mandated to contact the chair of each of the 10 schools being affected by the major school changes. Although communication with all 10 Chairs was unattainable, ACSES members compiled what information they could and have drawn up a brief. The intention of their brief is to ensure that none of the students (with a little more emphasis on the students with special needs) are compromised or negatively impacted by these changes.

### **CONTEXT**

- We did not create the problem of overcrowding at francophone schools, and while we should be good citizens and help our francophone counterparts, we cannot, in doing so, be the authors of our own demise.
- The EMSB has a unique responsibility towards the survival of our culture and language in a province where we are the minority. We do not take the prospect of closing schools lightly.
- The conversation around closing schools and consolidating the network needs to also include a conversation about developing an aggressive plan to grow our numbers.
- We need to put our students first and identify opportunities to grow enrolment in our schools.

| TARGET MARKETS   | ENHANCE PROGRAMS  | FORM STRATEGIC ALLIANCES  |
|--|---|---|
| Identify gaps  | Competitive program offerings   | Draw and retain clientele in the East End area  |
| <ul style="list-style-type: none"> <li>•Project to Increase Enrollment in EMSB Network of Public Schools</li> <li>•Market study of EMSB clientele</li> <li>•Marketing campaigns</li> <li>•Eligibility clinics</li> </ul> | <ul style="list-style-type: none"> <li>•Elevate the level of French instruction</li> <li>•Better differentiation of programs among schools in a given territory</li> <li>•Implement IB programs at strategic locations to feed JP/LMAC enrolment</li> </ul> | <ul style="list-style-type: none"> <li>•Establish flagship educational centers to serve the English community.</li> <li>•Partnerships with local municipalities to use city infrastructure to offer sports programs or services.</li> </ul> |

Some of the information compiled suggests the following:

**WITH RESPECT TO LESTER B. PEARSON HIGHSCHOOL:**

Subsequent to their town hall, the following conclusions have been drawn therefrom:

- Some of the consultative processes resulted in lack of concrete details to support the major school changes;
- There is likely no pending request for their building;
- There is no concrete opportunities suggesting a new facility to house their students;
- There is no land acquisition nor are there any plans in the works;
- An assessment pertaining to the requirements of their population has yet to be conducted;
- There are no designs or plans to suggest that they will have a new facility of comparable resources;

**ACSES’ STANCE REGARDING LESTER B. PEARSON HIGH SCHOOL**

We recommend more time so that the above can be substantiated with concrete answers prior to uprooting the students. Thereby avoiding the likelihood of undue stress on the students and their families, particularly students with special needs and predominantly those who require stability and routine. Research shows that anxiety is common in this population of students, especially those with autism spectrum disorder (ASD)(Lopata & Thomeer, 2014). Their parents also experience much more stress than children of typically-developing children (Baker-Ericzen et al. [2005](#); Blacher and McIntyre

[2006](#); Mugno et al. [2007](#)). Such high stress levels can lead these parents to decreased physical health (Miodrag & Hodapp, 2011) and increased risks of depression (Brehaut et al., 2004) and fatigue (Lach et al., 2009). Decades of research on family-school relationships have shown that building partnerships are a positive factor to help reduce stress and improve family quality of life (Hsiao, Higgins, Pierce, Whitby, & Tandy, 2017). These take time, and impacted parents in our situation would have to start all their efforts all over again.

As a result, we further recommend the following:

- THAT the building to house the students be determined and communicated to the population a year in advance for transition planning to be properly developed and implemented;
- THAT once it is established which building will house the students, ensure and put into place all accommodations which were in place at the original building prior to the students' displacement. The accommodations referred to herein include, but are not limited to: handicap ramps, handicap bathrooms, programs and special rooms such as sensory rooms;
- THAT all general (non special needs) programs and accommodations also be put into place so as to reduce the apprehension which would likely stem from the transfer from building to building ;
- THAT the transition be carefully planned and executed so as not to cause unnecessary anxiety;
- THAT only once the above is fully executed should the students be relocated.

#### **WITH RESPECT TO GERALD MCSHANE ELEMENTARY SCHOOL**

COMMUNICATION WITH THE CHAIR WAS UNATTAINABLE

#### **RECOMMENDATIONS BY THE EMSB PARENT COMMITTEE**

- GMS is the last remaining elementary school in Montreal North. Its unique features are: sport-etudes and French immersion programs. It is a renovated, beautiful building. The only scenario is to retain this building.

#### **ACSES' STANCE WITH RESPECT TO GERALD MCSHANE ELEMENTARY SCHOOL**

ACSES fully understands and supports that we must maintain the last elementary school in Montreal North.

**WITH RESPECT TO LAURIER MACDONALD HIGHSCHOOL and JOHN PAUL 1 JUNIOR HIGHSCHOOL**

Due to the contentions derived from the proposed changes, communication with the chairs of both these schools was understandably unattainable.

This is a perfect example of the stresses and anxieties that the students and families are subjected to during such delicate matters, and all prior to the conclusion and implementation of the proposed changes.

One of the matters of contention for the families of the students is the risks posed by the fact that the students are sharing the same building with Adult Education with no secured separation between minors and adults.

Another matter of contention is that the space is not sufficient for each school to fully maintain and respect the integrity of the programs implemented prior to the cohabitation between Laurier Macdonald and John Paul.

**ACSES' STANCE REGARDING LAURIER MACDONALD HIGHSCHOOL and JOHN PAUL I JUNIOR HIGHSCHOOL**

ACSES fully understands and supports the apprehensions surrounding the risks with having adults and minors under the same roof with no secured separation.

ACSES also fully understands and supports the trepidations that the programs from each school cannot be fully and properly maintained, as the space is insufficient to do so. This may affect the performance of the students whereby compromising their motivation and ultimately their success.

ACSES is also concerned regarding the following:

- How the students with diverse special needs will be impacted by the presence of adult students with no secured separation;
- How the insufficient space will allow for the implementation of accommodations which were already in place at their own schools;

- How the current contentions will affect the morale and motivation of all students, with an emphasis on students with special needs as they are the more vulnerable population.

ACSES recommends the following:

- THAT Adult Education be relocated to another building, as there is insufficient space for everyone and it is unsafe to have minor and adult students under the same roof with no secured separation;
- THAT all existing accommodations for special needs students be implemented in whatever building they are permanently relocated to;
- THAT the current contentions be managed and contained so as not to directly or indirectly affect the students;
- THAT whatever is required in order for the existing programs from both schools to be maintained, be granted and supported prior and subsequent to the execution of the proposed changes.

#### **WITH RESPECT TO GENERAL VANIER ELEMENTARY SCHOOL**

COMMUNICATION WITH THE CHAIR WAS UNATTAINABLE

#### **WITH RESPECT TO PIERRE DE COUBERTIN ELEMENTARY SCHOOL**

COMMUNICATION WITH THE CHAIR WAS UNATTAINABLE

#### **WITH RESPECT TO POMPEII ELEMENTARY SCHOOL and ST.DOROTHY ELEMENTARY SCHOOL**

Some of the information compiled suggests the following;

- Parents/Stakeholders of both schools want to ensure that the future growth of the population be taken into consideration when selecting one of the two buildings;
- Parents/Stakeholders both prefer to be the receiving school;
- Parents/Stakeholders are both willing to provide whatever accommodations are required in order to make the transition as easy as possible for all students, with an emphasis on students with diverse needs.

#### **RECOMMENDATIONS BY THE EMSB PARENT COMMITTEE**

- As there is no pressing need for space by the CSPI at this time, we recommend delaying a merger of Saint Dorothy and Pompei elementary schools to allow sufficient time to

properly plan this transition. We request that the EMSB develop a schedule for merging that is suitable to both communities.

- However, we provide the following considerations and recommendations for a merger scenario, as a contingency should the CSPI express an urgent need for space:
- Both schools have stable enrolment levels for the next 4 years (Saint-Dorothy 116; Pompei 168). However, Saint-Dorothy's enrolment levels are at the tipping point where students may not benefit from a full complement of educational services.
- We recommend consideration of additional programs to better differentiate the two schools (e.g., one school can be sports focused, one school can be more science focused).
- Pompei was recently renovated, benefits from a better location, and has a bigger school yard. Currently children are bussed from three different areas vs. only one area for Saint Dorothy. The school is also implementing a technology concentration. We recommend the eventual transfer of Saint Dorothy to Pompei considering a 2-3 year time frame.
- We favor retaining the building of the school that is eventually closed and repurposing it to meet any educational gaps or needs of EMSB

#### **ACSES' STANCE REGARDING POMPEII and ST.DOROTHY**

As a result, ACSES requests the following:

- THAT the building selected to house the students from both schools be selected in the best interest of the students, taking into consideration factors such as the condition, location and size of the building;
- THAT the intention of attracting future students be considered during the selection of the building to house the students from both schools;
- THAT the programs from each school still be accessible to all students subsequent to merging both schools under one roof;
- THAT once it is established which building will house the students, ensure and put into place all accommodations which are in place at the other building prior to the students displacement. Note that the accommodations referred to herein include, but are not limited to: handicap ramps, handicap bathrooms, programs and special rooms such as sensory or calming rooms, fitness rooms;
- THAT all general programs (non-special-needs) programs and accommodations also be put into place so as to reduce the apprehension which will undoubtedly stem from the transfer from building to building;
- THAT only once the above is executed should the students be relocated;
- THAT the bussing be convenient and accessible to students and where necessary, provide appropriate transportation for those requiring special accommodations;

- THAT the students of both schools be adequately prepared for the transition so as not to cause any unnecessary anxiety.

## **CONCLUSION**

### **SPECIAL NEEDS POPULATION:**

Should some or all of the major changes be unavoidable, given that many of the students with special needs will likely be more impacted by the changes, ACSES would like to advocate and reiterate the following:

- the receiving schools, where applicable, be provided with the resources and accommodations that were in place at their former schools, buildings or locations. Ex. handicap ramps, handicap bathrooms, dutch doors for ASD, ES and other types of closed classes, sensory and calming rooms, team building rooms, fitness rooms, etc...;
- transportation to accommodate the morning and after school transfer to and from school;
- slow transition to adequately prepare those students for the changes coming. This transition should include the following steps:
  - identifying appropriate class settings for new students. Tools exist to help schools assess the quality of their environment. Schools receiving students with ASD could, for example, use the *Autism Program Environment Rating Scale (APERS)* (Odom, Cox, Sideris, Hume, Hedges, Kucharczyk, Shaw, Boyd, Reszka & Neitzel, 2018).
  - identifying and transferring information on how to maintain current IEPs ' accommodations. Last IEP revisions in former schools should include members of both schools as well as parents, etc. in accordance with legal texts (Gouvernement du Québec, 1988; MEQ, 2004)
  - meetings between future students and current students. Schools can be creative in the process and partnerships between both schools should be used. It could be festivals, any event benefiting both schools' communities, a simple visit, an exchange, a welcome project, anything. Schools' leadership and staff should take this as an opportunity to bring together their communities and have students and their families involved in the process of addressing the school change reform and welcoming new students.

- provide additional training to teachers in receiving schools who would not be familiar with incoming population of students.
- the students' families **MUST** be kept informed and included in the process at all times. Not only can the schools benefit from their input and expertise but well-informed families can also take measures and help to prepare their child the best way possible for transitioning to their new environment.
- make sure that the receiving schools have a strong anti-bullying program and policy that is actually implemented as students with disabilities are more at-risk of being bullied (Zablotsky, Bradshaw, Anderson, & Law, 2014)
- make sure the receiving schools have an inclusive culture in accordance with EMSB's inclusive policy. The Toward a School Enriched by All Its Students toolkit (Conseil supérieur de l'éducation, 2018) or Index for inclusion (Booth & Ainscow, 2011) can both be used to help school leadership and staff to work at moving toward an inclusive model of education.
- ensure that it is recognized that public education should be accessible to all students and the quality should not be compromised by any changes imposed;
- ensure that all schools have full and inclusive programs;
- ensure that programs are created to ensure the success of all students, including those with special needs.

In conclusion, ACSES recommends that students do not come out negatively impacted by the proposed changes. If anything, students must come out with the exact same things or if possible, gaining. For example, by combining two schools, all programs, resources and accommodations should be consolidated and accessible to all students, in some cases offering more options to the students. Buildings should be renovated and offer sufficient space to maintain whatever accommodations were implemented in their schools prior to the change.

Changes should respect EMSB's Policy Governing the Organization of Educational Services for Students with Handicaps, Social Maladjustments or Learning Disabilities (referred to as The Special Education Policy) (2016). It includes making sure **class ratios will be respected** as per the afore-mentioned policy and the Teachers Collective Agreement (CPNCA, 2016).



Although all children matter, EMSB students should always be, first and foremost, the priority of the EMSB, and therefore their best interest always be taken into account above all else. After all, they are the reason and purpose for the EMSB.

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English Montreal School Board Parents Committee



## **BRIEF ON THE EMSB MAJOR SCHOOL CHANGE CONSULTATION 2019-2020**

**Submitted to:**  
**English Montreal School Board**  
**Long Range Planning Committee**

**By:**  
**EMSB Parents Committee**  
**December 16, 2019**

## Introduction

This brief represents the views and recommendations of the EMSB Parents Committee (EMSBPC) on the consultation regarding the Major School Change 2019-2020 launched by the EMSB Council of Commissioners by Resolution # 19-06-26-6 on June 26, 2019. The Major School Change Consultation was launched to evaluate how best to organize and consolidate the EMSB school populations and buildings on the territory of the Commission scolaire de la Pointe-de-l'Île (CSPI) in an effort to help the CSPI address an urgent need for space and to prevent, at that time, an immediate transfer of three EMSB schools to the French board.

The English minority community did not create the problem of overcrowding at French schools, and while we should be good citizens and help our French counterparts, we cannot, in doing so, favor decisions that will lead to further erosion of the anglophone communities in the affected territories. The consultation on potential school closures and consolidation of the network must also engage all stakeholders in the development and implementation of a comprehensive action plan to grow enrolment numbers of north east end schools, thus ensuring the vitality of these schools and the communities they serve (Figure 1).

**Figure 1.** Pillars of a five-year plan to ensure the growth and vitality of East End schools.

| TARGET MARKETS   | ENHANCE PROGRAMS   | FORM STRATEGIC ALLIANCES  |
|--|--|---|
| Identify gaps  | Provide competitive program offerings  | Draw and retain clientèle in the East End area  |
| <ul style="list-style-type: none"> <li>Project to Increase Enrollment in EMSB Network of Public Schools</li> <li>Market study of EMSB clientele</li> <li>Marketing campaigns</li> <li>Eligibility clinics</li> </ul> | <ul style="list-style-type: none"> <li>Elevate the level of French instruction</li> <li>Enhance current programs</li> <li>Better differentiation of programs among schools in a given territory</li> <li>Implement IB programs at strategic locations to feed JP/LMAC enrolment</li> </ul> | <ul style="list-style-type: none"> <li>Establish flagship educational centers to serve the English community.</li> <li>Partnerships with local municipalities to use city infrastructure to offer sports programs or services.</li> </ul> |

As the consultative body representing all youth sector schools, the EMSBPC is confident that the recommendations presented in this brief provide a balanced perspective on the very delicate topic of the future of these schools.

## Clarification on the Need for Space at the CSPI

The Ministère de l'Éducation et de l'Enseignement supérieur passed Decree 670- 2019 ordering the transfer of General Vanier Elementary School and John Paul I High School buildings to the Commission scolaire de la Pointe-de-l'Ile by July 1, 2019. The transfer of the two schools seems to have alleviated the CSPI's need for space for the 2019-20 school year.

On June 21, 2019, the CAQ announced the CSPI would receive \$105 million to build new schools or expand existing ones in Saint-Leonard and Montreal North, among other areas. However, due to a shortage of land for new construction in Saint-Leonard and Montreal North, to our knowledge, the CSPI has not yet secured land to build new schools. This could create additional pressure on EMSB schools within the next two to three years. While we have heard informally that the CSPI is currently in need of space in Montreal North and is asking to cohabitate at EMSB schools, the Long Range Planning Committee has confirmed the following:

“There have been some discussions with the CSPI but there is no official request at present. They shared some of their possible needs, but they are reviewing some other options before asking us for space. If this changes, the school communities being considered will be informed and consulted.”

It therefore appears that the sense of urgency for the EMSB to identify solutions to help the CSPI with its need for space appears to have dissipated. The EMSBPC recommends that the EMSB take no immediate action to close additional schools, but instead pursue other suggestions to aggressively market the schools, enhance programs to level the playing field with private schools, and establish strategic partnerships with the aim to increase enrollment, not just shift enrollment by consolidation of the population.

## Scenarios for Saint-Leonard Schools

Since the General Vanier Elementary School (GV) and John Paul 1 Junior High School (JP1) buildings have already been ceded to the CSPI since July 1<sup>st</sup>, 2019, no further consolidation of the network in Saint-Leonard is necessary at this time. GV is cohabitating with Pierre de Coubertin Elementary School (PDC) at the PDC facility for the 2019-20 school year, while JP1 is cohabitating with Laurier Macdonald High School (LMAC) at the LMAC facility for 2019-20 school year. The main issues to be addressed in the context of the major school change consultation include:

- the status of the deeds of establishment for GV and JP1.
- the designation of the receiving school for the transfer of GV students.
- a suitable model for the coexistence of JP1 and LMAC.

### Considerations pertaining to the elementary schools in Saint-Leonard:

- 140 GV children are cohabitating with 438 PDC children at PDC. Accounting for Grade 6 graduation, 117 GV children will remain for the 2020-21 school year.

- The Major School Change document presents three scenarios for the transfer of GV to another elementary school in Saint-Leonard: (1) transfer to PDC, (2) transfer to Dante, or (3) transfer to Honoré-Mercier (HM).
- PDC represents a familiar environment for the GV students. The GV and PDC children are bonding and many are known to the PDC teachers. Both schools share the same pedagogical foundation: STEAM, robotics, integrated PELO. PDC offers a broad array of programs designed to help learners of every level succeed. Designating PDC as the receiving school for the transfer of the GV children would seem to be the least disruptive option for the children.
- However, many GV families are also considering enrolling their children at Dante Elementary School due to its proximity to the heart of the GV territory on the South of Highway 40. The Dante community is also smaller in numbers than the PDC community and is therefore considered less overwhelming whereby the GV children would be able to remain more closely together than they would at PDC.
- To our knowledge, the GV Governing Board and the HM Governing Board have not engaged in a meaningful way to consider a transfer of GV to HM. The two schools that are most likely to receive a significant number of GV students are PDC and Dante.
- Regardless of the school that is designated as the receiving school for the GV children we respect that **GV parents may choose to send their children to any of the three elementary schools in the Saint-Leonard territory.**
- Access to transportation (bussing) is a very important factor for some GV families in the selection of the school to which they will send their children, and it cannot be a deterring factor for GV families in their choice of school. The EMSB PC strongly recommends that, if the numbers warrant, bussing be provided for current GV students wishing to go to any of the three schools in Saint-Leonard (PDC, Dante, HM). We note in particular the provision of accommodation for current GV children under Article 6.ii of the Policy on Transportation, Code CS-10, which states that:
 

“Students residing outside their distinct boundary, but within the former boundary of their school may be accommodated at an existing stop located outside their distinct boundary if there remain additional available seats on the bus, as per the procedures described in the Section “Accommodation Busing” of the Transportation Procedure CS-10.P.”

Younger siblings who are not currently registered in the school system (including those not born yet) should also be allowed special consideration regarding bussing.
- Provisionally, we recommend that any new registrations between February 2020 and September 2020, originating from the current GV territory be allocated to the school that is designated by the EMSB (PDC or Dante) as the receiving school for the GV children. We recommend that, in September 2020, for the purposes of new registrations, the GV territory be reallocated fully or in part to PDC and/or Dante in September 2020 once the numbers of GV students that have transferred to both schools will be known.



### Five-year outlook for Saint-Leonard elementary schools

In five years, the combined enrolment of the elementary schools (PDC, Dante, HM) will be at 50% of the total combined capacity of the three schools. This suggests that one of the three schools could be at risk of closing at that time. The two schools that can comfortably fit 1034 students and would allow for specialty rooms are PDC and HM. However, Dante is now the only school that serves the community south of Highway 40 and it is considered of strategic importance to the network. The rapid pace of construction of high density housing will put additional pressure on EMSB schools in the area. However, the construction of three metro stations on the Saint-Leonard territory represents an opportunity that will bring economic growth, new businesses, jobs, and with it the possibility of new enrolments in local schools. It is worth noting that one station will be constructed in front of JP1-LMAC.

The EMSBPC recommends the following:

- The EMSB has 5 years to implement new programs, ensure better differentiation of programs between schools, and position the schools to take advantage of the opportunities that the metro stations will bring.
- None of the elementary schools have amenities like a soccer field. The EMSBPC recommends the EMSB negotiate strategic partnerships with the city of Montreal to allow dedicated access to soccer and baseball fields during the day.
- The EMSB review and enhance programs to position schools with dangerous enrolment levels to become satellite schools to schools elsewhere in the network that have unique and successful programs or enjoy surplus levels of enrolment.
- The EMSB strategically implement IB programs at other elementary schools in the surrounding East End territories, which will then become feeder schools to JP1 and LMAC.

### Considerations pertaining to the high schools in Saint-Leonard

John Paul 1 is the only junior high school in the East End and eases the transition to high school by offering a structured academic and nurturing environment. The school has a stellar reputation owing to the strength of its IB Program and is an important feeder school to LMAC. Both JP1 and LMAC offer the IB middle years program and both schools share the same IB coordinator.

LMAC meets the learning needs of a diverse student population through a variety of curricular programs, which includes the IB Program. The school not only benefits from enrolment of students transitioning to Secondary 3 from JP1 but also from an influx of students coming into Secondary 4 from other high schools in the network. The LMAC facility also houses the LMAC Career Center.

The sudden closure of JP1 following the ministerial decree on June 26, 2019 to transfer the JP1 school building to the CSPI left little time for the EMSB to plan and prepare the community’s relocation to the LMAC facility by September 2019. As a result, the cohabitation between JP1 and LMAC is suboptimal due to a lack of space for both schools, which has been particularly difficult for JP1. There are concerns about retention of teaching staff at JP1 as many staff members are unhappy with the current conditions. It should also be noted that the JP1 Governing Board and parents have expressed concerns about the security of the youth students due to the presence of adult students who currently have unrestricted access to the LMAC facility, including spaces used by youth students.

The Major School Change Consultation document provides for two possible scenarios for JP1 and LMAC (see Figure 2).

Scenario 1: JP and LMAC merge to become one comprehensive high school (Secondary 1 to 5) at the LMAC facility. This scenario involves revoking the deeds of establishment of both schools and creating a new deed of establishment for one new school. A merger will result in all teachers of both schools to be declared excess and they will have to compete, according to seniority, with all other teachers that have been declared excess Board-wide. This implies that the newly created school will not necessarily have the same teachers that are currently teaching at JP1 and LMAC. It is the EMSBPC’s understanding that neither JP1 nor LMAC is considering Scenario 1. The EMSBPC concurs that Scenario 1 not be retained as it is deemed to be very disruptive to both school communities and will result in a significant change in staff at both schools.

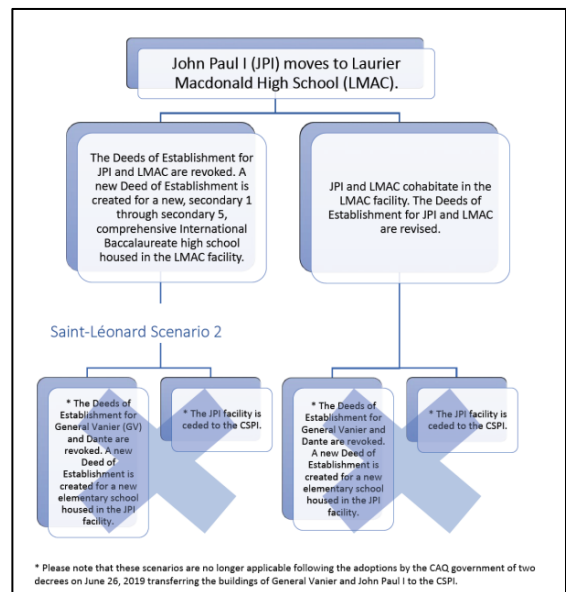


Figure 2. Scenarios for JP1 and LMAC.

Scenario 2: JP1 and LMAC continue to cohabitate at the LMAC facility and the deeds of establishment of both schools are intact. It is assumed that both schools retain their teaching staff and their own Administration. It is the EMSBPC’s understanding that the JP1 Governing Board is recommending Scenario 2 as the community has expressed a deep attachment to the identity of the JP1 name and as a junior high school.

It is our understanding that the LMAC Governing Board is proposing a third scenario, which involves revoking the deed of establishment of JP1 and transferring the JP1 students to LMAC. In this scenario, the school would become a comprehensive high school but include a junior wing (Secondary 1 and 2) and a senior wing (Secondary 3 to 5), run by one Principal and 2 VPs (one Junior VP and one Senior VP). It is worth noting that JP1 currently has one VP, while LMAC has two VPs.

## Recommendations of the EMSBPC regarding JP1 and LMAC

It is challenging for the EMSBPC to make recommendations regarding JP1 and LMAC as both Governing Boards favor different scenarios for the coexistence of both school communities in the LMAC facility. It should be noted that Scenario 3 is a new option that was not included in the Major School Change Consultation document and the JP1 Governing Board therefore was not officially consulted on this option. Scenario 3 could also have implications on the JP1 teachers. Under a transfer scenario (i.e., JP1 transfers to LMAC), the JP1 teachers would have the opportunity to transfer to either LMAC to vacancies or new posts created, or to exercise their seniority and transfer to any other school where there are permanent vacancies in their teaching classification. These teachers would have the first opportunity to transfer to LMAC before other teachers in the system and would become permanent members of LMAC's staff for the next school year. If they do not secure a transfer before the regular staffing process, the teachers will be declared excess from JP1 and be required to exercise their rights under the collective agreement - which would include transfers to vacant posts in the system, displacing junior teachers in the system or declared surplus. While it is possible that most of the current JP1 teaching staff would be retained under Scenario 3, it is not guaranteed. Because JP1 attracts students due to its very strong reputation and name recognition, any change to the name or character of JP1 could entail a loss in new student enrolment which would also result in declining enrolment levels at LMAC. This must be weighed against the gain in efficiencies and better allocation of resources under Scenario 3.

The EMSBPC recommends the following:

- To avoid further disruption to the students of both schools, we recommend that Scenario 2 be retained, whereby both JP1 and LMAC keep their deeds of establishment and their names and exist as two separate schools in the LMAC facility. The school should be co-managed by both principals to ensure the most efficient scheduling and usage of shared specialty rooms and facilities.
- Both schools should be allocated sufficient space to exist and if necessary, the Career Center should be moved to another facility, for example the building on Des Grandes Prairies or elsewhere in the network.
- Should it not be possible to move the Career Center out of the LMAC facility, we recommend building physical barriers between the adult population and the youth population to address the security concerns brought forward by JP1.

Furthermore, the EMSBPC suggests the following to improve the enrolment prospects of both JP1 and LMAC:

- Currently, Michelangelo Elementary School in RDP is the main feeder school for JP1 due to its IB Program. The EMSBPC recommends that the EMSB strategically implement the IB Program at other elementary schools in neighboring areas to fuel additional enrolment at JP1.
- It is critical that the IB Program be implemented in the same manner at both schools in order to ensure continuity and retention of students going from Secondary 2 at JP1 to Secondary 3 at LMAC. We suggest that a committee be formed, consisting of teachers

and VPs of both schools, to share best practices and to develop a common approach to implementing the IB Program at both schools.

- We recommend that more STM special bussing be provided or restored to ensure the availability of adequate transportation for RDP students going to JP1/LMAC.
- The anticipated construction of three metro stations in Saint-Leonard, with one station expected to be constructed across the street from the LMAC facility, will open up new opportunities to attract more students especially from other parts of the network and the island. We recommend that the EMSB undertake a targeted marketing campaign to draw more students to JP1/LMAC on the strength of the IB Program as well as on the diverse program offerings at LMAC.

## Scenarios for Montreal North Schools

### Considerations for Gerald McShane Elementary School

Gerald McShane (GMS) Elementary School is the last remaining elementary school serving the community in Montreal-North, and it is the only French Immersion elementary school within this part of the East End. It also offers a successful Sports-études Program. Considerable investment has been made in renovating the school building, and the schoolyard boasts mini soccer fields. It is worth mentioning that the school's enrolment levels are on the rise, and the school includes three pre-k classrooms. The EMSB guidance states that at least one elementary school is to be maintained in each distinct area; therefore, the only scenario presented in the Major School Change document is for GMS to remain open. The EMSBPC concurs with this scenario.

The Sports-études Program at GMS is a gateway to the Sports-études Program at Lester B. Pearson High School. The EMSBPC strongly recommends that the EMSB undertake aggressive marketing campaigns at both schools to increase their enrollment numbers.

The CSPI has not made any formal request for space in Montreal North at this time; however, because enrolment at GMS hovers at 45% capacity, the school could be asked to share space with the CSPI should the need arise in the future. In this case, the EMSBPC favors the negotiation of a cohabitation with joint programming centered around the French immersion program at GMS. The model would be based on the FACE cohabitation model and allow French kindergarten to Grade 2 students to register as GMS students and become regular students of GMS. This is a more efficient use of space and resources as it would be managed entirely by the GMS staff. Since the French immersion program is exactly the same as the program taught in French schools, this could be the basis for a request for temporary exemption from Bill 101 eligibility provisions. The French children would return to their neighborhood school at the start of Grade 3. This could be framed as a pilot project, which could eventually be expanded to other French immersion schools in the EMSB network that may be facing low enrolment levels. Alternatively, this model can be adopted for Grades 5 and 6 French students who are likely to be exposed to a greater percentage of English instruction as part of the regular program at their schools. A cohabitation model could be negotiated to allow these children to cohabitate at French immersion or Bilingual schools centered around the English instruction.

## Consideration for Lester B. Pearson High School

Lester B. Pearson High School (LBPHS) is the highest value building in the East End network with a replacement value of \$90 million. Enrolment is fairly steady at around 1000 students; however, the building is hovering at 50% capacity. At this time, the CSPI has not made any formal request for space at the LBPHS facility or for the school itself. The scenario presented in the Major School Change document aims to move LBPHS to a newly constructed sports-études facility in Montreal North or RDP, where land becomes available.

The EMSBPC enquired with the Long Range Planning Committee as to the status of the discussions with the CSPI regarding this option. The response obtained from the Long Range Planning Committee follows:

“However, they did mention last year (very preliminarily) that IF there is a piece of land available in an area that meets our needs for LBP, and IF they receive authority from the MEES to build a new school (which they now have), they could build a smaller school for us (which would become the new LBP) and they could then take over the bigger LBP building in exchange. It was discussed as ‘a possibility’. But no firm proposals or plans were undertaken.”

In general, the EMSBPC feels that it may be a worthwhile option to consider moving LBPHS to a newly constructed state-of-the-art building to better serve the LBPHS community. This building would then become the highest value building. However, **as there have been no developments regarding this option**, the EMSBPC recommends no change be made to the location of LBPHS until there have been significant developments regarding the scenario above, or until a formal request for space is made by the CSPI and the EMSB engages in a new consultation process with the LBPHS Governing Board.

The EMSBPC has identified three opportunities that could allow for LBPHS to increase its student body thus potentially eliminating the threat of potential acquisition by the CSPI.

Opportunity 1: There may be an opportunity to house the current LMAC adult education program at LBPHS. LBPHS has the required space and the possibility to have the adult education students segregated from the current LBPHS students. This would allow a greater footprint of the LBPHS facility to be occupied and may also allow some growth to the adult education program if the facility footprint allows.

Opportunity 2: The EMSB could establish English language career programs at LBPHS, in areas such as Paralegal studies, Nursing assistant, Daycare technician, etc. This may fill a gap for students that choose not to further their CEGEP studies and would help retain the anglophone community in the East End.

Opportunity 3: This scenario would address the lack of English language CEGEPs in the East End of Montreal where currently students must travel long distances to attend CEGEPs downtown or elsewhere. Furthermore, English students are finding it increasingly difficult to get accepted at English CEGEPs because of intense demand by French students. The EMSBPC

proposes that the EMSB form a strategic partnership with an English language CEGEP to create a satellite campus at the LBPHS facility. This option would create an anchor that would draw the English-speaking community to this East End area and would be of tremendous benefit to the communities living there.

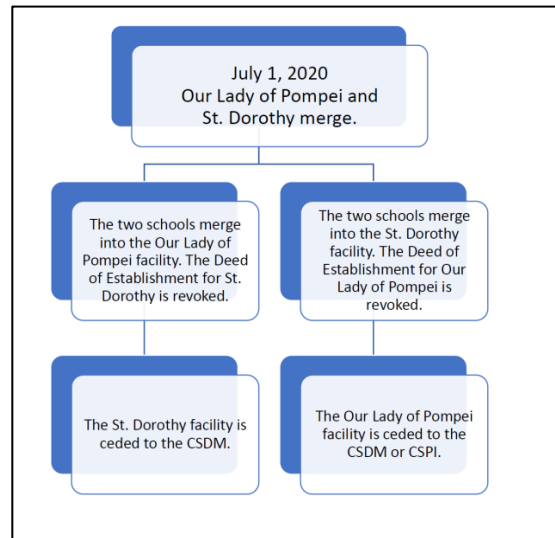
The above scenarios are suggestions for the EMSB to consider and if warranted, engage the LBPHS community and various stakeholders in a consultation process.

### Scenarios for Saint Michel and Montreal North Elementary Schools

The Major School Change document presents two scenarios for the possible merger of Our Lady of Pompei and St. Dorothy Elementary Schools (see Figure 3).

Both schools are the last remaining elementary schools in their respective areas, both have stable enrolment levels for the next 4 years (Saint-Dorothy 116; Pompei 168), are inner city schools, and benefit from funding aimed at implementing a variety of programs that benefit the children. The Governing Boards of both schools affirmed that the children are not experiencing a decline in the quality of the education or the services they receive, despite the low enrolment numbers.

As there is no pressing need for space by the CSPI at this time, and the children of both schools are thriving, the EMSBPC recommends against a merger of St. Dorothy and Pompei Elementary schools. A transfer of either school to the other could lead to the erosion of fragile English communities in these areas and may very well drive many families to other parts of the network or even off the island. Should the EMSB decide that a merger is necessary, the EMSBPC recommends that the EMSB allow sufficient time for it to properly plan this transition, and that it develops a schedule for merging that is suitable to both communities. Should the EMSB proceed with merging the two schools, the EMSBPC favor retaining the building of the closing school and repurposing it to meet any educational gaps or needs of EMSB students in the East End (e.g., for special needs, outreach schools, dedicated vocation, training, etc.).



**Figure 3.** Scenarios for the merger of Our Lady of Pompei and St. Dorothy Elementary Schools.

### Other Scenarios

No other scenarios are presented in the Major School Change document pertaining to schools in RDP, Mercier-Hochelaga-Maisonneuve and Anjou; therefore, the EMSBPC suggests that the EMSB retain status quo for these schools.

## Conclusions

It was challenging for the EMSBPC to prepare a brief on the Major School Change consultation because of the timing of the process. The process was launched during the summer, while the EMSBPC held its first meeting with newly appointed delegates on November 7, 2019 and formed a brief writing subcommittee at that time. The broad scope of the consultation, the implication of several schools, and the tight deadline to draft, approve and submit briefs, made it challenging to engage meaningfully with Governing Boards of all the affected schools. The essence of the consultation revolved around scenarios for the two schools in Saint-Leonard that were transferred to the CSPI, with limited opportunities or insufficient information available to warrant further consolidation of the network. The process felt rushed considering the weight of the subject of the consultation. We provide this feedback for consideration should the EMSB plan other major school change consultations for schools in other parts of the network.

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Parent



**From:** Eugenio A. Nicita  
**Sent:** December-06-19 7:53 AM  
**To:** Matheson, Ann Marie  
**Subject:** Busing service for General Vanier children to both school options

Good morning Ms Matheson,

We were put aware of the outcome of the survey sent out to General Vanier families concerning their intentions for their children's school for next year. Being that it is a relatively even amount, we would greatly appreciate that the busing option be extended to both Dante and Pierre de Coubertin grade schools be included as a grandfather clause for bus transportation.

Our request is based due to the fact that we want to chose the best school for our daughter and not be forced to choose the later should busing be available to it alone.

I believe we can all recognize that this request is far from being exaggerated considering the difficult situation the General Vanier community has gone and continues to go through.

We'd like to thank you in advance for the important attention given to this email.

Best Regards,

Melanie Audy and Eugenio A. Nicita (parents of Zara Nicita)

Parent

**From:** Layna Melchert  
**Sent:** October-18-19 10:11 PM  
**To:** Long Range Planning  
**Subject:** St-Dorothy Elementary School/Our Lady of Pompei Elementary School

To whom it may concern,

I was fortunate to be able to peruse the PDF document on your website concerning the school closures planned for the 2019-2020 school year. Although I am not part of the committee, I am a concerned parent who has a child enrolled in one of the schools concerned. My son has spent the last three years at St-Dorothy Elementary School and enjoys it immensely. As a child, I attended Our Lady of Pompei.

I wish to highlight some pros and cons of each school so that the Long Range Planning Committee may take these into consideration before a final decision is made. I wish to highlight the following:

For St-Dorothy Elementary School:

- There are two large playgrounds with play structures in each area
- There is a separate lunchroom that can accommodate all the students together
- The gym is separate from the lunchroom and is very big
- The library is very large and has large windows to let in light.
- The classrooms are large
- There is space to park on the street when we drop off and pick up our children.
- It's in a residential neighborhood, and not on a busy thoroughfare.
- St-Dorothy has a larger area, and thus can accommodate more students.
- There is a highly popular music program here
- Fun, outdoor activities are planned each month to get the students moving and have fun.

For Our Lady of Pompei Elementary School:

- It's on a busy thoroughfare, thus impacting the security of the children
- There are no play structures at all
- The lunchroom and gym are combined, thus leaving the tables in the gym during gym class.
- The gym is half the size of St-Dorothy
- One must go down to the basement to get to the library. There is not as much light.
- The classrooms are smaller.
- Pompei is smaller, and therefore cannot hold as many students.
- Although I heard that Pompei has similar funding to St-Dorothy, I heard that there are no field trips or special activities planned
- Pompei starts at 9:00, which is later than St-Dorothy. St-Dorothy starts at 8:00
- Both schools have some type of dress code or uniform, which is an advantage.

Although we feel emotional about the changes ahead, we must do what's right for the students. It would do no good to cram extra students into a smaller school that is already almost filled to

capacity. That would impact their ability to learn and concentrate. Also, having no play structure is a disadvantage. I know that I missed that when I went to Pompei.

Logically, it would make more sense to send Pompei students to St-Dorothy. You may think that I am biased since I send my son there. But I have examined both schools carefully, and visited them both as we were enrolling him in school. St-Dorothy has an excellent reputation, and it would be a shame to lose that.

Pompei is next to the French school. It would make sense to give up that school to the French board. They could even put up a walkway to connect the two schools if they wish.

This is just my opinion, and I respectfully ask that the above mentioned items be taken into consideration before a final decision is made.

Thank you very much for your attention in this matter.

Sincerely,

Layna Melchert