



**The following are questions that were asked concerning the
Major School Change 2019-2020.**

Question

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

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

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.

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.

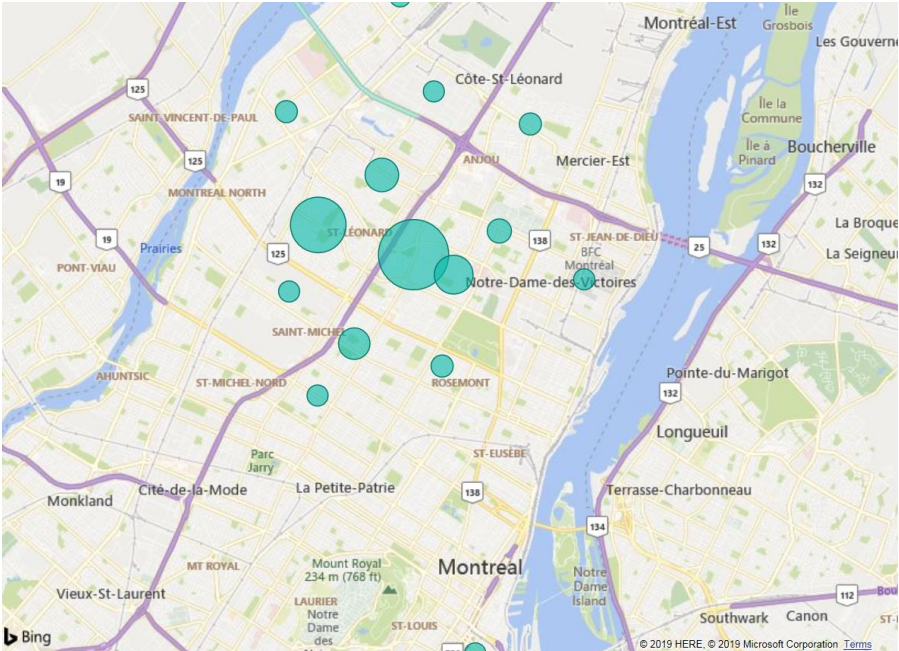
Question

Would it be possible to obtain the number of General Vanier students currently at the PDC building by postal code and area? The major school change document provides this information for the entire GV population prior to the transfer of GV to the CSPI. However, only 140 students have chosen to remain with the GV community at PDC and it would be helpful for us to know where they are coming from to estimate how many are likely to remain as PDC students after the one year cohabitation period.

Response

General Vanier

Students	Postal Code	Area
48	H1S	Saint-Léonard
34	H1R	Saint-Léonard
18	H1T	Rosemont
13	H1P	Saint-Léonard
11	H2A	St. Michel
2	H1G	Montreal
1	H1E	RDP
2	H1K	Anjou
4	H1M	Mercier
2	H1X	Rosemont
1	H1Z	St. Michel
1	H1J	Anjou
1	H1N	Mercier
1	H2E	Villeray
1	H3C	Griffintown

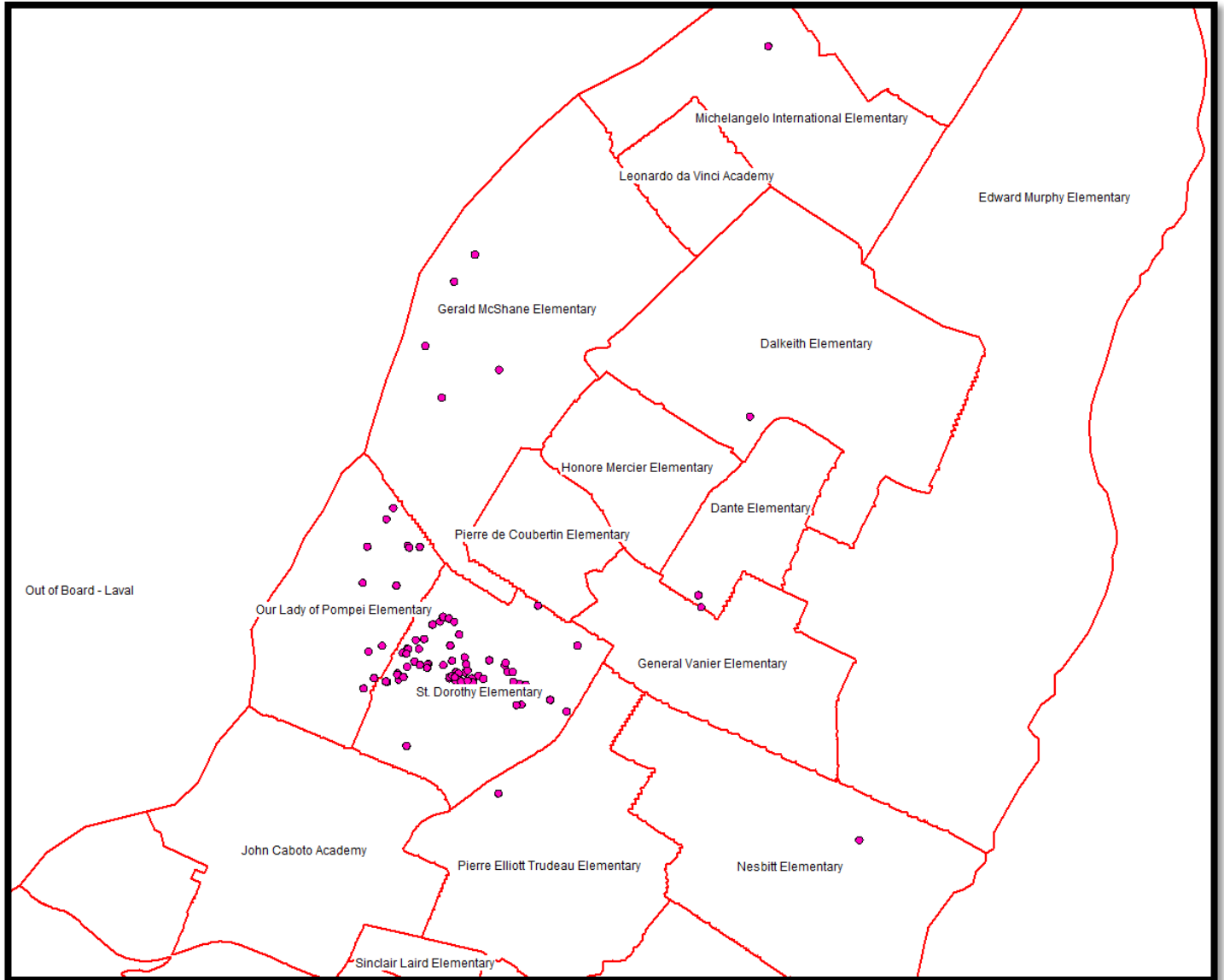


Question

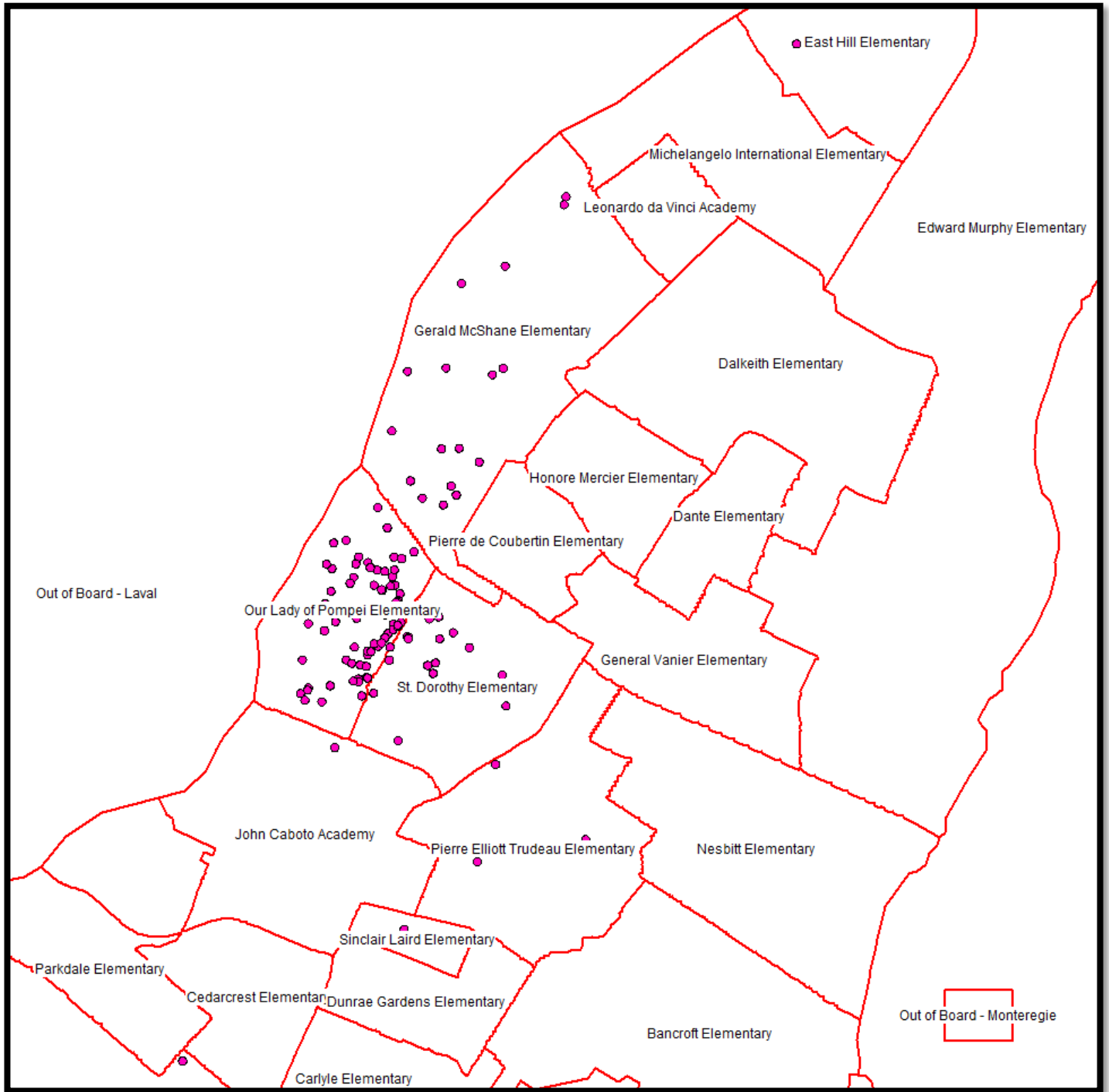
The slide which shows the "dots" of where the parents reside for St. Dorothy and for Our Lady of Pompei.

Response

Where the students come from, who attend St. Dorothy.



Where the students come from, who attend Our Lady of Pompei.



Question

The slide or picture which shows the boundaries surrounding St. Dorothy school (including the names of the street) and the slide or picture which shows the boundaries surrounding Our Lady of Pompei school (including the names of the streets).

Response

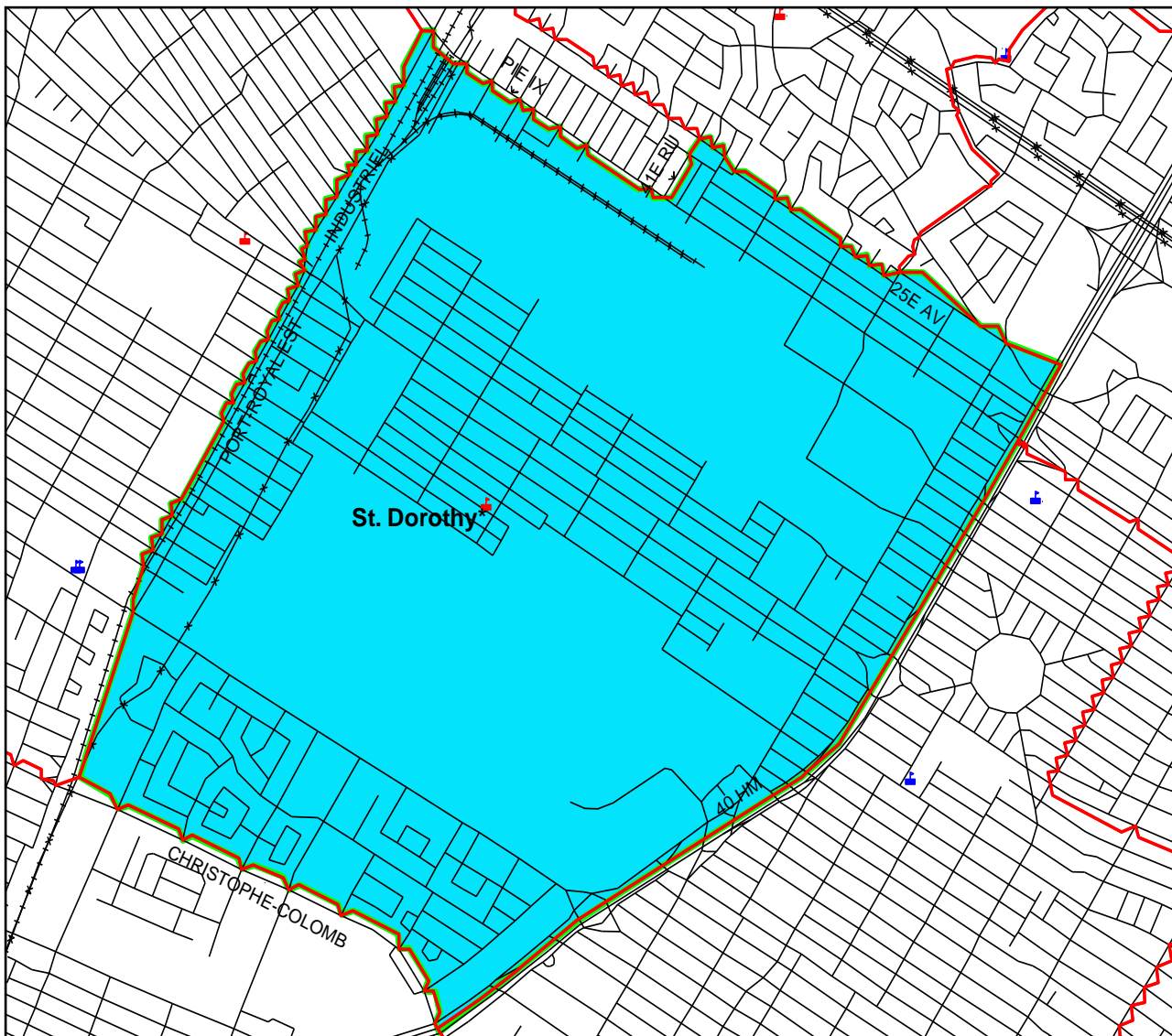
ST. DOROTHY EXTENDED-FRENCH BOUNDARY (BILINGUAL)

North – Industriel Blvd. to Port Royal (both sides)

South – Hwy. 40

East – Pie IX Blvd. to 41st Street (Gerald McShane) to 25th Ave. (both sides)

West – Christophe Colomb (John Caboto)



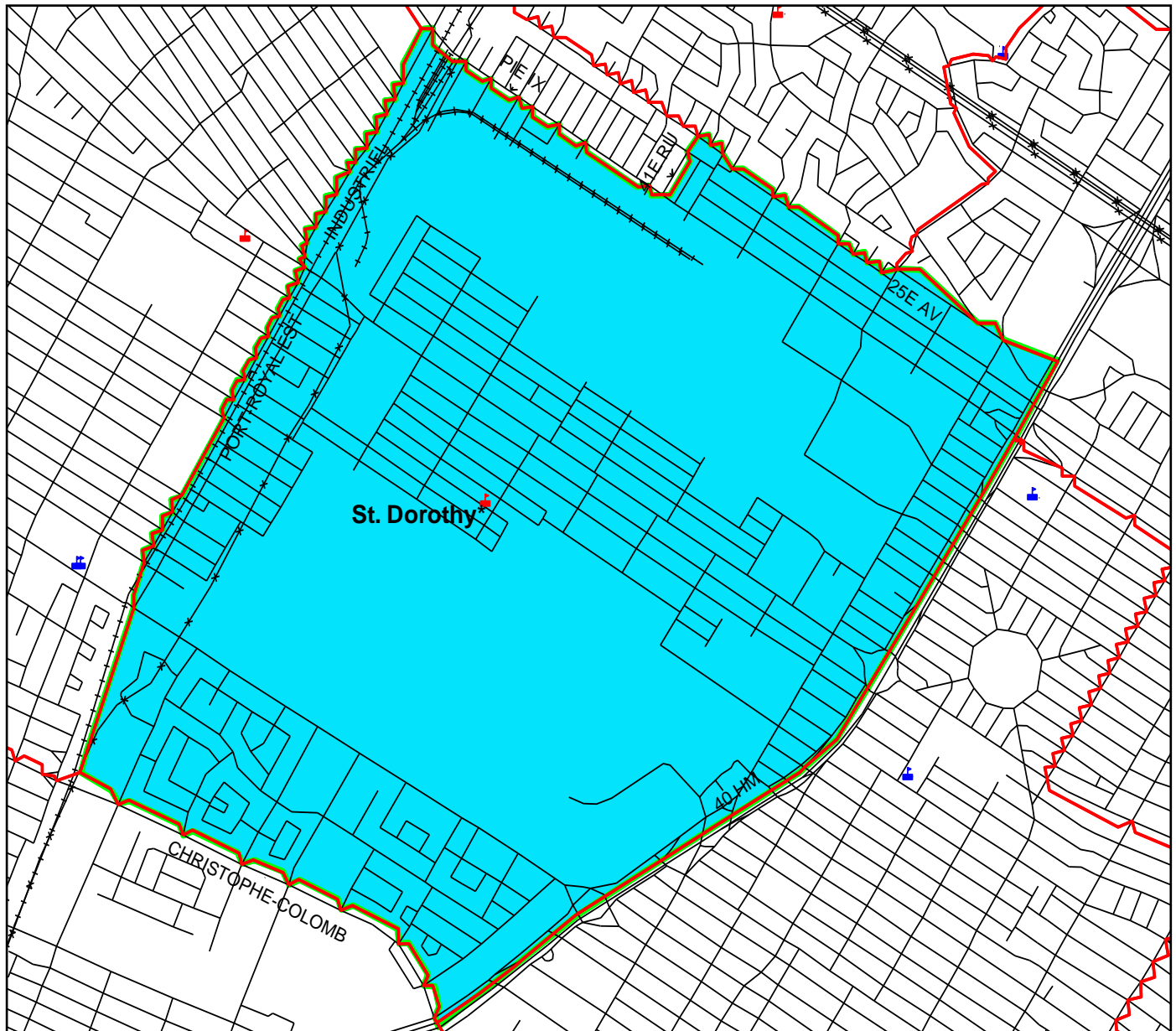
ST. DOROTHY DISTINCT BOUNDARY

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South – Hwy. 40

East – Pie IX Blvd. to 41st Street (Gerald McShane) to 25th Ave. (both sides)

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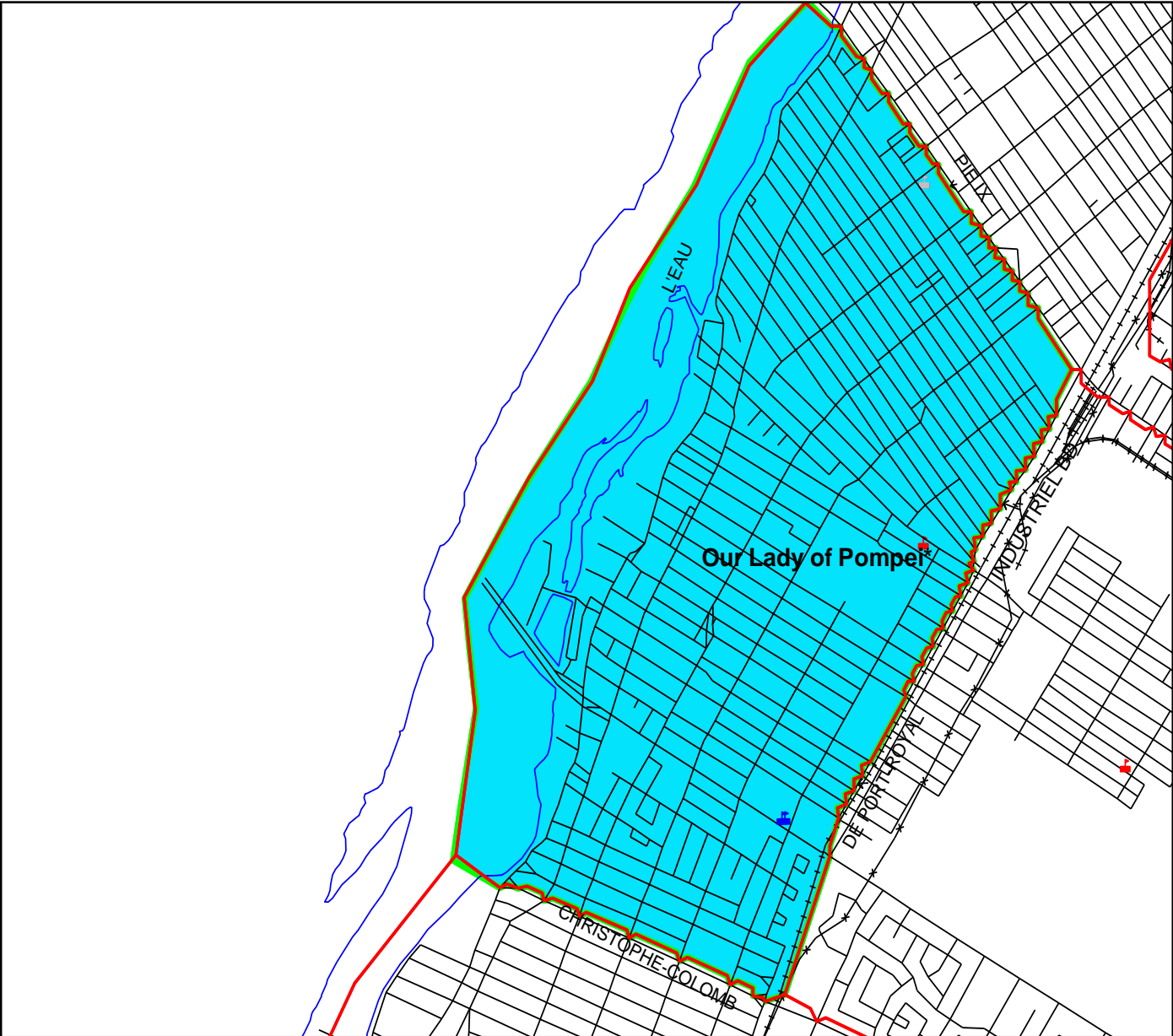
OUR LADY OF POMPEI EXTENDED-FRENCH BOUNDARY (BILINGUAL)

North - Waterfront

South – Industriel Blvd. to Port Royal (St. Dorothy)

East – Pie IX (Gerald McShane)

West – Christophe Colomb (John Caboto)



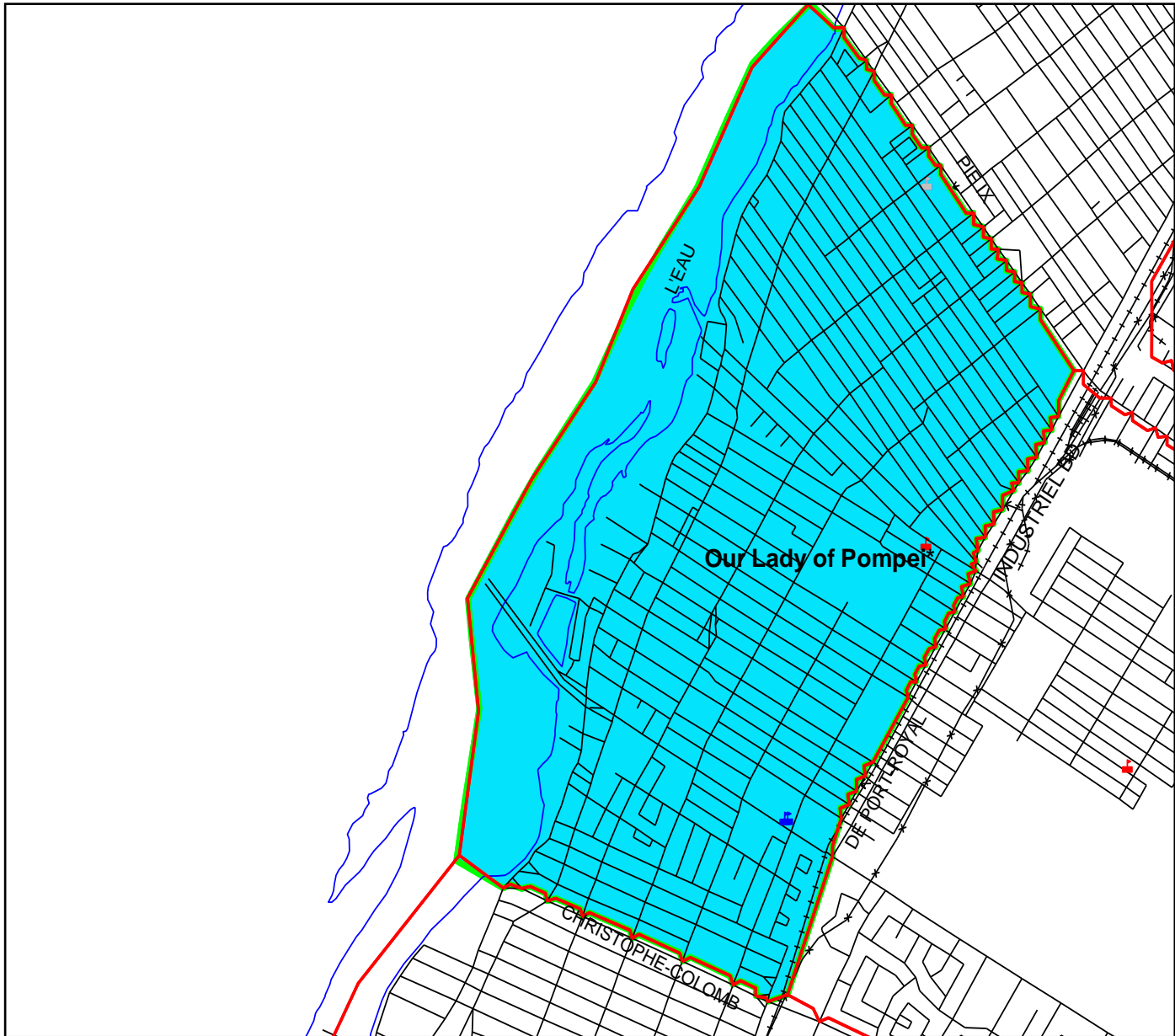
OUR LADY OF POMPEI DISTINCT BOUNDARY

North - Waterfront

South – Industriel Blvd. to Port Royal (St. Dorothy)

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Question

The following stats: How many children are bused to St. Dorothy? How many use accommodation busing? How many children are bused to Our Lady of Pompei? How many use accommodation busing?

Response

	St. Dorothy	Our Lady of Pompei
Total Bused Including Accommodation	37	73
Accommodation Busing	19	30

Question

What is the projected student population from 2022 to 2026 for Our Lady of Pompei Elementary School and St. Dorothy Elementary School?

Response

School Year	St. Dorothy	Our Lady of Pompei
2022	116	126
2023	118	124
2024	118	123
2025	118	123
2026	118	123

Note: Projection numbers are based on Baragar Systems projections, the same projection numbers that are used for the Three Year Plan.

Question

How many children living on the territories named in the Major School Change document have special needs, learning disabilities, or other needs for which they currently receive services or schooling OUTSIDE of the North East End territories? If possible please indicate the number of students for each territory, and where these children go to receive services or schooling.

Response

When we have students who need a smaller and more specialized academic class, we try to group them together in 1) a school that has available classroom space, and 2) within the territory from which they originate.

We do not usually send students far away from their home school. It would be a very rare case if anyone did have to travel far away – say to Mackay. And it would be because the child needs a very specialized academic and even health environment, like at Mackay, that cannot be replicated in the north east end.

As such, in the north east area, we have special classes at the following schools in the area:

- Dalkeith: 2
- Edward Murphy: 5
- Honoré Mercier: 2
- Gerald McShane: 1
- Pierre de Coubertin: 3

Question

We have heard that the CSPI is in need of space in Montreal North. Can you confirm whether this is true, preferably by sending me a copy of the letter from the CSPI requesting space? And if true, please confirm the following:

- a. What is the extent of the need/how many classrooms are required?
- b. Will this affect more than one EMSB school in Montreal North?
- c. Is cohabitation being considered for Pearson?

Response

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.

Question

Montreal North Scenario Number 2 described plans for Pearson to be moved to a newly constructed facility in Montreal North or RDP. Has land been identified in either location to support this option?

Response

No land has been identified and no plans are in place.

Question

Has the CSPI expressed any interest in a building swap (ex. Pearson for Jean Grou)?

Response

The CSPI has not expressed any interest in swapping LBP for Jean Grou.

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.

Question

We are interested in knowing how many Secondary 2 students from John Paul 1 junior high continue on to Secondary 3 at LMAC. If possible, please provide the following yearly data for the past 5 years: total number of Sec 2 students at JP1; number that continue to Sec 3 at LMAC.

Response

Most of the students from JP1 Sec 2 move to LMAC in Sec 3.

	Number of students at John Paul 1 in Sec 2 in June of indicated year.		Number of students at LMAC in Sec 3 in September of same year.
June 2019	133	Sept 2019	128
June 2018	181	Sept 2018	190
June 2017	264	Sept 2017	218
June 2016	181	Sept 2016	180
June 2015	268	Sept 2015	255

Question

Do Kindergarten and pre-k students require a certificate of eligibility to attend English schools?

Response

Yes.

Question

Would special needs students from French boards be eligible to receive schooling or services at EMSB/English schools if such services were not available to the special needs student at the French school?

Response

Every school board offers services to students with special needs.

Students whose parents choose an English board would have to have eligibility for English instruction.

It is very difficult to get a dispensation from Law 101.