

Question	Response
<p>How is capacity of a school building determined (formula used)?</p>	<p>The government's description of how capacity in secondary schools is calculated is explained in <a href="#">this document</a>. As you can see under B. 1- the government requires classrooms to be at least 61 square meters large. Under B. article 4 the government indicates that if there is additional gymnasium space available then the gyms can be transformed into classroom space. We have not considered this in our calculations.</p>
<p>What is the formula used by the LBPSB to determine allocation of teachers to a school?</p>	<p>There is no set formula used to determine teacher allocation. There is a process to determine the staffing needs of each school. Once the re-registration process is complete in February, the school organization technicians work with principals to build course sections at each grade level, taking into account the program offerings at the school. This process is triggered by the placement projections of each returning student, his/her option course requests and the placement projections of the incoming students at Secondary I. The organization technicians have software available to them which takes the information for each student and builds the sections. The end result is a projection of the number of teachers required to staff the school. There are parameters to which schools must adhere in building groups and allocations are adjusted as new registrations enter the system.</p>
<p>In the scenarios (#2 and #3) where the deed of establishment is revoked for Lindsay Place and transferred to St Thomas, do the teacher lists merge or do the Lindsay Place teachers follow their students?</p>	<p>Teacher lists merge. It is understood that the application of the <a href="#">LBPSB Enrollment Criteria</a> would leave some current LPHS students in the Broadview location and that there would potentially be some current STT students who would need to be relocated. In such a circumstance, the lists merge and regular negotiated protocols regarding need declaration by category, vacancies, potential excess and placement as a consequence of excess would apply.</p>
<p>What is the retention plan of the Board to keep all the students who would be rerouted to other Board schools from St. Thomas and Lindsay Place if St Thomas moves to Lindsay Place?</p>	<p>Any circumstance involving the relocation of students, the <a href="#">Enrollment Criteria</a> is applied, in the same fashion as it is when there is oversubscription for a high school at the Secondary I level. Students who could not be accommodated in the new location would be notified and their placement options would be provided based upon their home address. This process would be applied to the student populations of both LPHS and STT. Regardless of the placement options presented, students would still be free to attend any school in the</p>

	territory providing space was available at their grade and program level.
Lindsay Place lacks science labs which St. Thomas needs do to the fact that over 80% of the IB students opt for the science options, what written guarantees would the Board provide for the building of labs PRIOR to St Thomas relocating there?	Building plans for both LPHS and STT indicate that six classrooms in each building are designated as Science Labs. Admittedly, that does not mean that each are necessarily being used for that purpose at the present time, but it does mean that each is equipped to be converted to intended use if necessary. Any relocation to the Broadview location would include an assessment of building needs to accommodate the incoming population. Those needs would be prioritized and carried out prior to the relocation.
Would the Board guarantee busing for our students, or will busing routes be changed or restricted in new ways following or as part of the MSC - whether we move or not?	The LBPSB Transportation Plan is assessed, revised and adopted on an annual basis as per the <a href="#">Education Act</a> and the LBPSB Student <a href="#">Transportation Policy</a> . The Transportation Advisory Committee (Education Act Section 188) “determines the transportation service availability and the criteria for eligibility of each category (of client)” as part of that process as per the LBPSB’s Transportation Policy. In any scenario involving the closing or merging of a school there are necessary adjustments made to the transportation plan and provision of service for students. Any secondary student living more than 2.4 km from one of our high schools is eligible for busing to a school in the network, but not guaranteed busing the school of his/her choice. In the event of a merger of population involving STT and LPHS, changes to bus routes and eligibility would be a given. It is far too early in this process, however, to be able to state the intentions of the Transportation Advisory Committee with respect to the provision of service to a newly merged school.
Infrastructural details that explain why the Board deems Lindsay Place a superior building to St Thomas	<p>There were five particular details commonly cited in the deliberations of the committee:</p> <ul style="list-style-type: none"> <li>• The availability of approximately 3x the gymnasium space by square foot at the Broadview location as compared to the Ambassador location.</li> <li>• The availability of an auditorium for the sole and exclusive use of the student population at the Broadview location as opposed to the limited shared access currently arranged at Ambassador.</li> <li>• A slightly larger library space with the additional benefit of several general purpose rooms available</li> </ul>

	<p>for small group work or other purposes.</p> <ul style="list-style-type: none"> <li>• The existence of “shop” space from discontinued short-vocational programs which would be available for programming innovation.</li> <li>• Access to an outdoor field (southwest exit) which is the exclusive property of the LBPSB as opposed to a sharing arrangement with the City of Pointe Claire.</li> </ul> <p>There have been additional anecdotal comments referencing hallway space, open areas, stand-alone status, music and arts facilities, etc. but those were neither inventoried nor confirmed formally in the fashion of the above points.</p>
<p>Number of students for whom BHS is their community school, presently attending St Thomas.</p>	<p>It is difficult to define community school given that our boundaries are open across the network and a student can attend any school he/she wishes. For the purposes of your inquiry, we will refer you to Addenda 4 and 5 of the <a href="#">MSC consultation document</a>.</p> <p>You will note in Addendum 4 that BHS is located in MEES Attendance Zone 12 and that in 2017-18 there were 251 students from that zone attending the school. Similarly, in the same year 174 students from that zone were attending STT. You can follow that pattern through the subsequent years which incorporate the projected population numbers for each of the attendance zones. For 2023-24, for example those numbers are projected to be 217 and 150 for BHS and STT respectively.</p>
<p>Number of students for whom Lindsay Place is their community school, presently attending John Rennie or St. Thomas</p>	<p>All three schools are located in MEES zones 5 (LPHS and JRHS) or 7 (STT) and the distribution of population from those zones is also available in Addendum 5. You will note that in 2017-18 JRHS drew 55% of students available in Zone 5 (240) while STT drew 45% of students available in Zone 7 (310). LPHS drew 25% of the students available in Zone 5 (101) and 8% of students available in Zone 7 (54). The total number of students registered and living in each zone is available on the bottom row of each snapshot.</p>
<p>Number and location of residency of LBPSB eligible students going to private schools or to Royal West</p>	<p>The number of students attending Royal West Academy by community and by grade level is available <a href="#">here</a>. This is a snapshot of the RWA population from the 2017-18 school</p>

	<p>year. Additionally, the locations of 2017-18 registrations at RWA from within our territory are plotted on this <a href="#">map</a>. The off island registrations are not included as they represent only 3% of the total number of students attending RWA on inter-board agreements.</p> <p>We do not have the right to know where students not attending our schools register unless they register at another public school board in the province. In those cases, parents must apply for what is called an “inter-board agreement” which permits the student to be released to the other public system. That is how we can provide the information above regarding RWA. Such an agreement is not necessary if the parent exercises the right to have his/her child attend a private school or to register at the CSMB.</p> <p>What we can provide is <a href="#">this document</a> which shows the number of eligible students in our territory from 2009-2017 and the distribution of that population across the various options. These are MEES numbers which are only current as of 2016-17. The second table is a calculation we did locally on the distribution of those numbers as a “market share” in our territory. It does give an idea of where the eligible students in our territory are attending and general trends on the number of students available in our market.</p> <p>The other data point which we do access and consider is our annual retention rate from Grade 6 to Secondary I. That is sometimes expressed as a “<a href="#">loss rate</a>” which for the 2018-19 leaving group from Grade 6 is the lowest it has been since we started tracking the data point in 2009. That data is also available for individual schools in our territory.</p>
<p>Number and location of residency of LBPSB eligible students going to French Board schools</p>	<p>See <a href="#">document above</a> regarding distribution of eligible student population. Again, we can know the number of students who are choosing to attend CSMB but we are not privy to their names and/or addresses. Simply put, that is private to the parent and the student and not information that is available to us.</p>
<p>Number of students bused to St Thomas</p>	<p>756 students are bused to St. Thomas. You can view the routes, ridership and run times for each route in <a href="#">this document</a>. You can view the route maps themselves <a href="#">here</a>.</p>

<p>Number of St. Thomas students who are NOT eligible for busing services, and are driven by parents (and what regions are those)</p>	<p>As indicated above, there are 756 students registered to take the bus daily and approximately 300 students living within walking distance of St. Thomas. That would leave roughly 170 students who are either taking public transit to the school or being driven by parents. The bulk of those students are residing in MEES Zones 3, 4, 15 and 17.</p>
<p>Is it possible for us to receive, or be pointed to, population distribution heat maps for all the schools in the board? We need this to better frame our response to the MSC consultation.</p>	<p>At time of posting, personnel responsible for creating such documents were not available for immediate response. The population charts in Addendum 5 of the Consultation Document show the current and projected population distributions for each school based on the MEES attendance zones. They do give you a sense of the distribution for each school across the territory. The heat maps plot individual postal codes from school registrations.</p> <p>Upon return in August, we shall produce additional maps and post them to the information page.</p>
<p>Page 65 of the main consultation document is cut off at the bottom. Can someone please send out the entire page?</p>	<p>Thank you for pointing out the error. We proofed that document so often we must have been blind to the last line being cut. In its totality, it should read:</p> <p><i>None of those predictions can account for the possibility that once space is available in specific schools south of Hwy 40 that those vacant spaces will not be filled at the expense of others.</i></p> <p>We have, for example, projections for St. Thomas and John Rennie to each be just a shade over 1000 students by 2026-27. Those projections are based on the historical draw for each school from the respective zones and the projected populations in each of those zones moving forward. What we can't predict is whether or not there will be students from other zones electing to attend those schools because there is available space. If that happens, projected numbers for other buildings would be affected.</p>
<p>Could you please provided the requirements for a school with a Projet Particulier?</p>	<p>The <a href="#">Projet Particulier</a> label is applied across a range of cases in this province. Lindsay Place's Arts Etudes program is a "<a href="#">Special Pedagogical Project in Arts Education</a>" which</p>

	<p>allows the school to modify the <a href="#">Basic School Regulation</a> for students who are enrolled in that concentration. The <a href="#">Sports Etudes</a> program at John Rennie is in a similar category in that we have to regularly ask for the Ministry's approval to modify the Basic School Regulation for those students. When we say modify the BSR it essentially means setting some entrance standards and modifying either the course offerings or, more often, the prescribed subject-time allocation to allow students time to spend on their art or their sport.</p> <p>Children's World Academy is the only school in our board which has a unique status which we must apply to renew on a regular basis (every 2-3 years). It is an IB school, but the status request has to do with its exclusivity and the fact that students are screened upon entry. Royal West Academy has a similar status at the secondary level with the EMSB. The MEES no longer grants such status to entire schools.</p> <p>Additionally, there is a Projet Particulier at the Secondary III and IV level generally available to schools annually whereby they can modify the schedules and course loads of students who may not be on grad track. The objective there (not unlike an IEP) is to reduce their workload to allow them the opportunity to obtain some of their core courses and clear a potential pathway into vocational studies.</p>
<p>Given that the IB program is a project within the standard curriculum, is there a minimum number/percentage of students that should be non-IB?</p>	<p>IB at St. Thomas is not a Projet Particulier. St. Thomas follows the Basic School Regulation in an IB framework but it does not deviate from standard subject time allocation. It's balance of IB versus Immersion students is roughly 60-40 and that has been fairly consistent over the years. There is no set limit on the number of enriched sections a school may have but the school board does influence schools to balance intake. For the most part, our high schools have stayed consistent with the number of groups it opens in Enriched/Immersion/Regular over the years</p>

	<p>except in the cases where enrollment has declined sharply. Five or six years ago, JRHS added an additional group in its Sports Etudes program to deal with the influx of hockey players who had committed to a new program with Hockey West Island. Once HWI abandoned that program, JRHS phased out the additional groups.</p>
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