

May 2, 2017 – Souris

Template of discussion points and priority areas and questions were discussed during the meeting.

April 20, 2017- Morell

Template of discussion points and priority areas and questions were discussed during the meeting.

March 15, 2017 at Souris Regional High School

The DAC had the opportunity to meet with Parker Grimmer, Director of Public Schools Branch. Mr. Grimmer acknowledged the work of the DACs and encouraged them to continue their advocacy for priority areas in their various school communities. A template was introduced as an efficient way to record and communicate their questions, suggestions/advice on priority areas important to them.

Main discussion items included:

- Staffing issues for wrap around school
- Options that were considered in school review process
- Allocation of guidance counsellors-can it be reduced to 1-250 students
- Breakfast programs need to be supported in the Province of Prince Edward Island

Discussion around the work of the DAC-where is it going? Can we accomplish anything through this process?

February 18, 2017 at Morell Regional High School

This meeting was to update the DAC group on the school review recommendations. These briefings were arranged to help to understand why different recommendations were made during the review and to be able to ask questions on those recommendations. This was also an opportunity to meet with the directors of the board Harvey MacEwen, Pat Mella and Susan Willis Board of Directors for the Public Schools Branch. The Board was there to receive any comments the DAC representatives would like to make on the information presented.

November 23, 2016 at Souris Regional School

Discussion topics:

- Overall structure and how it all came/comes into place.
- Transportation issues for Morell area.
- French Immersion issues-not available in Morell.

- Staffing allocations-how are they determined?
- Teacher evaluation-how is this done?
- What do parents do when the parent-teacher relationship needs support?
- Transportation options to support extra-curricular areas.

Agenda:

1. Review and discussion of suggestions that were received from feedback sheets and moving forward in future meetings.
2. Discussion around meeting notes and summaries. What is the most effective/efficient way to determine what will be shared and posted online?
3. Discussion around a template that will be used to share information with and from the Minister of Education, Early Learning and Culture.
4. Agenda items for the next meeting guest speakers? Information requests?
5. Review of Schools discussion
6. Any other business?

SCHOOL REVIEW FACTORS

EDUCATIONAL FACTORS:

- Staffing needs should be there for reasonable class sizes.

Optimal class sizes:

K =>15

1-3 =>20

4-6 =>25

7-9 =>30

10-12 =>30

- PD days have been better (content + relevance).
- School plans are real.
- There needs to be more expectations for teacher excellence.
- Teacher burnout – can we address this?
- Classroom resources need to be available for schools.

FACILITY FACTORS:

- Must reflect 21st Century learning environment.
- Less institutional – more tech-interactive.
- Lots of green space.

- Identify optimal size

K – 8=>500 – 600

9 – 12=>500 – 700

- Building assessment need to be completed prior to decisions being made.
- Square footage per child i.e. classroom size meets number of children plus resource material in class.

FINANCIAL FACTORS:

- Dollars allocated must reflect individual school community needs (size, class composition).
- Reflect real situations that may not fit a formula.
- K-12 needs to be viewed as unique (amounts allocated must fit age).

K – 3 => \$\$\$

4 – 6 => \$\$\$

7 – 9 => \$\$\$

10-12 => \$\$\$

- Assessment dollars need to be relocated to support program delivery and in some way to ensure outcomes are achieved.

TRANSPORTATION FACTORS:

- Transportation should not drive school schedules.
- More flexible opportunities for buses to support schools.
- Bus monitors?
- Smaller buses and express runs.
- Bus rides should be no longer that ½ hour.
- Extra-curricular bussing needs to be revisited. (rural transit)
- Evaluation/retraining of Bus Drivers.
- Training on problem-solving, discipline, engagement with/involving kids.

DEMOGRAPHIC FACTORS:

- Use census data that is real. Expect communities to support accurate data.
- School zones need to be determined. If you want a different school, a fee would be charged.
- Zones need to be addressed as a first step. (Rezone/reconfigure).
- Look at students in each school catchment area.

PARENTAL AND COMMUNITY FACTORS:

- Provisions for child care in school communities would be helpful.
- After school programs need to be supported by schools.
- Is there a process in place for parents who are dealing with poor teacher performance (ongoing evaluation for teachers)?

October 4, 2016 at Morell Consolidated

Meeting was held with Bob Andrews, School Reorganization Project Manager. The purpose of the meeting was to provide input and to help develop a public consultation plan for each school community. A public meeting followed to present the data to the public and to ensure they had opportunities to understand the data, the issues and the school review process.

Mr. Andrews explained that Morell Family School has been identified for Category II study. He told the meeting that Morell schools have the lowest utilization rate on the Island, just 47 per cent, and enrolment at all three schools in the family is projected to drop in the next five years.

Mr. Andrews explained the process of the upcoming consultation plan and the data that will be used for the review of schools.

There will be five steps in the consultation plan process. The public will participate to provide viable options as it pertains to the school review process. Recommendations will then be made by Mr. Andrews and presented to the Board of Directors after hearing from the public.

Consultations will be carried out by public meetings, web based submissions, presentations, submitted reports. This meeting was highly participative and participants had many questions about the process.

1-Educational factors

2-Demographic factors

3-Facility factors

4-Financial factors

5-Transportation factors

6-Parental and Community Factors

QUESTIONS/CONCERNS:

- Is there is a particular school in the Morell Family that has been identified for closure/rezoning. No school has been identified yet.
- Suggestion was made to consult with business community since Morell is a small community and the businesses do matter in this case.
- Other community groups such as the Early Learning Centers (Morell and Area Learning Centers) that use the mobile facilities around the school should be consulted.
- There was concern about the process and the questions arising from the data shared tonight. And, how will the data/report be shared back to the public. Bob stated that all the

information and any feedback/viable options from the public will be shared back on the “Better Learning for All” website at princeedwardisland.ca/betterlearningforall(link is external). Mr. Andrews reiterated that a mechanism will be provided to share the information that has been received back to the community. This will enable them to give more options/information.

- Members were concerned that 60 days was not enough to share this information with the public and to be able to come up with substantial information/options, and for Mr. Andrews to make the recommendation.
- Members wanted to know how much weight will be put in the report that was done in 2013. Mr. Andrews noted that the report in 2013 did not engage the public and it’s possible that he may get the same options as in 2013 but of course he expects different ones. It was done 2 years ago and only engaged a small group of people which is the key difference with this study.
- Members inquired if the focus of this study will only be on infrastructure and the costs and other wellbeing of the students. Mr. Andrews explained that the school policy requires him to focus on education factors, demographic factors, facility factors, financial factors, transportation factors and parental and community factors.
- One member wanted to know if some data will be considered or weighted differently. How will you sift through the quality of data?
- Members wanted to know how quick they can have the data/report back so they can engage the public as quickly as possible. Bob will get the report as soon as he obtains it.
- Are there existing factors regarding proximity of schools for example, access to health care. Mr. Andrews explained that there is no such threshold but members can feel free to include that as a suggestion/viable option.
- Members wanted to know if there is a particular process for teachers to contribute. They can either contribute as teachers or as parents.

District Advisory Council Members



School Representatives

Michelle Murphy, Morell Regional

Shannell MacKinnon, Morell Consolidated

Marla Gidney, Mt. Stewart Consolidated

Shelly Keenan, Souris Regional - Wife and mother of three, living in Souris. Enjoys volunteering and being an active community member. Priority: adequate staffing and class sizes, as well as minimizing/removing socio-economic issues within the school.

Student Representatives

Sierra Laybolt, Morell Regional

Shelly Keenan, Souris Regional

Brittney Blackett, Souris Regional

Candace MacLaughlan, Morell Regional

Others

Regional Director of PEI Home and School Federation - Souris – Tara Hill Burke

Regional Director of PEI Home and School Federation - Morell – Nathan Jay (current) - Husband, father of three great children, ages nine, seven and four. Priority: to be actively involved in our children's education at school, at home and at church. Excited to be a DAC rep as feedback goes directly to the education minister, with the hopes of allowing the person in that position to better understand the needs of our community's school and the quality of the education that is delivered there, and the minister can be more efficient at their job, by getting into the grassroots.