

Ministik School Public Meeting

Ministik School

Feb. 7, 2017

7:00 p.m. to 7:25 p.m.

Session: 1

Topic: Education

Recorder: L. Griffin/J. Clark

Start Time: 7:00 p.m.

Welcome from C. Allen, Principal Salisbury Composite High School

Tracy Muth, Director, Inclusive Learning

Joe Clark, Director, Learning Services

Key Points:

- Questions posted, answered based on time permitted.

Questions Asked:

- If MIN students were to go to FTV, what would be the size per grade?
- How many aides will be at FTV? If there is a student with special needs, don't want to take an aide from another student.
- How are coded children integrated into the classroom, and what supports are available?
- If you are putting all these kids together, what is going to happen to all the coded kids? I've already had two kids pushed through the system and I won't have another one pushed through.
- C. Allen - What is being asked is what would the numbers need to be for the division to set up a stand alone program class at FTV?
- Looking at it from a different perspective, what is available that will benefit all children - for example, in some of the larger classrooms, there is something available (recorder note: she is referring to an FM system) - the whole class benefits, but these are requested based on the needs of a special needs child - what would FTV provide so a student could survive in a larger classroom, and how can FTV best keep them integrated so all students can benefit and learn how to become contributing members of society.
- What happens to non-coded children that have anxiety issues? My son would be lost in a larger school. What is the plan?
- What are the class sizes going to be? They are going to be so much bigger. Is there enough room at FTV to accommodate the MIN students?
- Just because a school says they can fit a certain number of students doesn't mean it's a healthy situation. How is FTV going to do that? Just because you can fit 35 students in a room doesn't mean you should. It comes down to real life vs. paper data. Barager data vs. AB Ed - those people aren't in the

classrooms.

- Referring to the recommendation report from April 2016 that spoke to moving WYE school and building a new site in Heritage Hills - mentioned that rural WYE students would also be attending FTV and AEL - concern is that they will be maxed out in the next few years - what is the data showing how they would accommodate? EIPS must have done research on how they would accommodate all these extra students.
- Benefits of rural schools, quality time with staff, lots of examples of that in our own research - is there a benefit to consolidation?
- On the EIPS website, they list optimal enrollment limits - currently FTV set at 552 - are they prepared to go over that number if MIN and WYE students both end up at FTV - who sets the optimal enrolment limits as posted on the EIPS website?
- Further, who has the right to change that? Is the school prepared to go beyond the limit?
- I was a school teacher for 25 years - it seems strange that there are cost overruns (why?) question from letter January 23 (paragraph two) that was circulated by EIPS ...to ensure a fair and transparent process, a public meeting is being undertaken (Jan . 23) - how does this process benefit students? Because this school is doing a great job.
- Not everyone got their questions in tonight - we want that noted in this session.
- C. Allen - cards are available in the gym - you can note your question there if we didn't capture them here tonight in this session or in others.
- Comment from new resident: Tons of families have moved into this area who have kids, or are going to have kids - how is the division planning for future growth?
- I want to make a statement - speaking for myself, a lot of us move out here because we want a small school - we changed our whole life around just so we can have these small class sizes.
- There is a lot of talk about the benefits of this financially - when we are talking about education we have to set that aside a bit because you can't put a dollar amount on that. Have Trustees had a look at studies (from the States) where smaller schools are consolidated? It's your responsibility to look at existing research on what happens to education when schools are consolidated.
- Who is going to answer these questions? T. Muth - I will be answering the questions that pertain to education.

Extra notes from session: 2nd note taker [Joe Clark]

- There are a lot of articles and research about small schools, it there opposite research to students being in a larger school?
- outside of their own communities
- Alberta Ed sets occupancy rates, there are optimal enrollment limits on the EIPS website, is this different than the Alberta Ed limit? Who has the right to change that

limit? Can EIPS stop..or limit, capacity vs optimal enrollment limits?

- I am a school teacher, this is a difficult process, cost overruns..why is there a cost overrun?
- Letter from EIPS, Paragraph 2, to ensure fair and transparent process, a public meeting is being undertaken. In what way is this better for the students, is this process better? This school is doing a great job, this is a successful school.
- How FTV and Ardrossan will accommodate the growing population, there are many new families coming , how will the division plan for future growth?
- In a growing community this takes away one school.
- We moved here for the small school, with low class numbers, changed our lifestyle to come here.
- This is the fourth time going through this process at Ministik, this is breaking our trust.
- Lots of talk about financial benefits, this has to be set aside, there was a move to consolidate [U.S.A.] the ultimate outcome did not turn out well...we need to look this research up.
- Is there an academic reason to close this school?
- Who is going to answer these questions?

***Note: Not all of the questions got answered, or asked by the group, they wished that to be recorded.**