

A New Model for Oromocto Schools

Respectfully submitted by The PSSCs of Assiniboine, Burton,
Gesner, Harold Peterson, Hubbard, Ridgeview and Summerhill

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GOALS

1. To communicate the feedback collected by the PSSCs in Oromocto by informing the DEC of challenges and opportunities in the 5 scenarios from the family perspective
2. To recommend one scenario
3. To suggest possible locations of new schools



Statement of Intent

- **PSSCs were asked to reach out to the families in their school community and to the broader community and ask for their input on the proposed models for new schools in Oromocto.**
- **The challenge in that task was that few families found the information accessible, neither understanding the terms “rationalization” or “school sustainability.” This meant that the information gathered was largely from conversations held one-on-one with PSSC members. The exception to this is in the Burton community, who has experience with this process.**
- **This presentation relies on the PSSC chairs to represent the feedback and recommendations of their members and school community,**



What's happening in Oromocto

A stable population is one assumption made in the models.

We would like to note:

- **There are 4 new apartment buildings (155 units) currently under construction and one new home since last September. A new subdivision with tentative approval will include 292 units. That's 448 new units in development in next few years in Oromocto, in addition to a new nursing home with 60 beds (may vacate more homes in Oromocto for families).**
- **Conversation with three Canadian Armed Forces (CAF) families who lived in the Oromocto school zone, were posted away, then chose to live in another community when they posted back revealed that their motivation was to avoid the k-2, 3-5, 6-8 model of Oromocto schools. The effect of a new model in motivating CAF to live in the Oromocto school zone is unknown.**

Scenario 5

1 New K-2, 1 New 3-5 + 1 New 6-8

K-2: Gesner + Assiniboine (590)

Compare to:

Assiniboine (biggest K-2: 251)

3-5: Summerhill + Hubbard (627)

Compare to:

Hubbard (biggest 3-5: 298)

6-8: HP + Ridgeview (759)

Compare to:

George St. (biggest 6-8: 727)

What we heard:

- **Changing schools is a challenge for CAF families, children with autism, children with an intellectual disability and other children who have trouble with transitions**

We do not recommend this scenario.

SCENARIO 4 MIDLIFE UPGRADE COMBINED 6-8 + 2 NEW K-5

K-5: Gesner + Summerhill (603)

Compare to:

Gibson-Neill (biggest K-5: 615)

K-5: Assiniboine + Hubbard (614)

Compare to:

Gibson-Neill (biggest K-5: 615)

6-8: HP + Ridgeview (759)

Compare to:

George St. (biggest 6-8: 727)

What we heard:

- There is no space around Ridgeview, so only HP could be used in this model
- The benefit of keeping the existing building does not outweigh the challenges of renovating and maintaining a building of its age

We do not recommend this scenario.

Scenario 2

2 New K-8

K-8: ASSINIBOINE + HUBBARD + RIDGEVIEW (999)
COMPARE TO EVERGREEN PARK (BIGGEST K-8 780)

K-8: GESNER + SUMMERHILL + HP (961)
COMPARE TO EVERGREEN PARK (BIGGEST K-8 780)

What we heard:

- **These schools are too big, especially if Burton students are added, making the population of one school 1041 students.**

We do not recommend this scenario.

Scenario 1

2 New K-5s + 1 New 6-8

K-5: Assiniboine + Hubbard (614)

Compare to:

Gibson-Neill (biggest K-5: 615)

K-5: Gesner + Summerhill (603)

Compare to:

Gibson-Neill (biggest K-5: 615)

6-8: HP + Ridgeview (759)

Compare to:

George St. (biggest 6-8: 727)

What we heard:

- **Elementary school and middle school have different administrative needs**
- **A fresh start at a new school benefits some students who have struggled through elementary school**
- **Families like the idea of keeping smaller kids separate from bigger kids (safety, bad influence)**
- **One middle school makes it easier to ensure all students have equal access to both early and late French immersion**

2 out of 7 school communities recommend this scenario.



Scenario 3 **3 New K-8s**

We recommend against adopting the suggested zoning shown on the maps in the Ernst and Young Report, given Oromocto's history and past work to create equal schools among all students

What we heard:

- **Children experience continuity with their education and can build stronger relationship with staff**
- **The atmosphere of the school may be tamed if the 6-8 population is spread between 3 schools**
- **Easiest model on families, especially CAF families and those with children who struggle with transitions**
- **Administrative needs of elementary & middle school students may be addressed by the principal & VPs**
- **Families like the idea of keeping smaller kids separate from bigger kids (safety, bad influence), like at Sunbury West and Hanwell Park, but also appreciate the opportunity for positive interaction, influence and relationships by purposeful programs possible in a k-8**
- **One concern is that late French immersion will be cancelled if enrolment does not meet minimum standards at any one school (like at Sunbury West)**

- **We recommend new maps for each new school creating 3 equivalent schools (600-660)**
- **Compare to Evergreen Park (biggest K-8 780)**

5 out of 7 school communities recommend this scenario.

Location Recommendations

One school in Oromocto

**One school either Oromocto West
or Rusagonis/Waasis/Lincoln**

One school in Burton

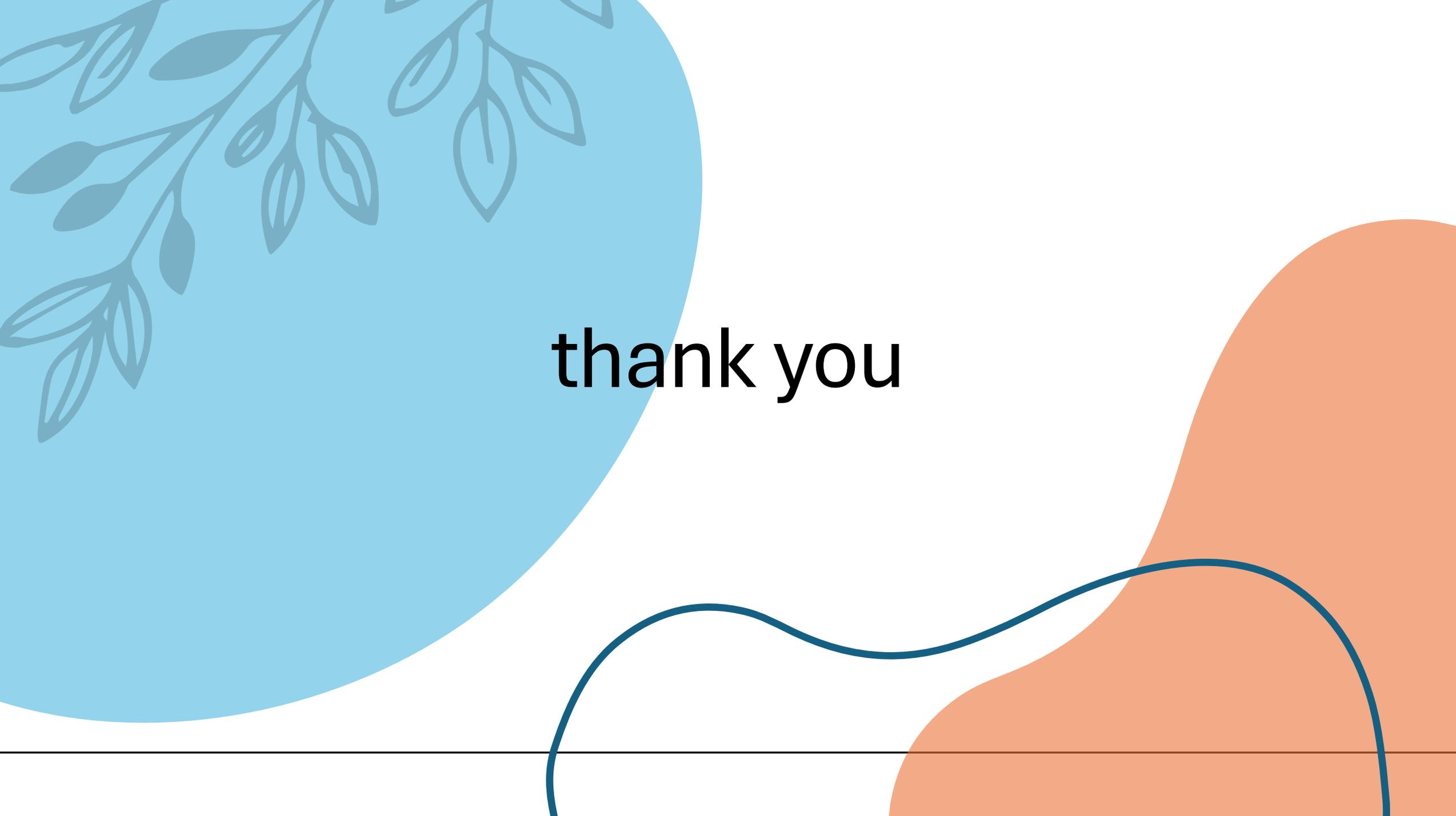
What we heard:

- **A school in Burton is very important to their community, but availability of childcare is a current issue. We recommend adding a daycare into a new Burton school.**
- **Although transportation is beyond the scope of Ernst & Young's report, families saw this conversation as an opportunity to address bussing issues, particularly Rusagonis students who are picked up at 7am, then sit at the school for one hour waiting for school to start.**
- **Students from Sunbury West School do not have equal access to French Immersion due to multiple transfers between buses and waiting at different schools. One report had a K student from Hoyt on the bus for 2.5 hours. Ernst & Young did not include those students in their scope of work. This may be solved by looking to solutions used in the Francophone School District.**
- **Families who chose to live in the Town of Oromocto are resistant to students attending a rural school**
- **We recommend considering the above for both Scenario 1 and 3**

summary

- **As representatives for the schools in Oromocto and Burton, the PSSC chairs recommend either Scenario 1 or 3.**
- **We recommend a new map be drawn to create 3 equivalent school populations.**
- **We recommend one school be located in Oromocto and one in Burton and that the Burton school contains a daycare.**
- **We ask that the DEC considers the concerns of SWS families around French immersion at the right time and place.**





thank you