



PRINCESS ELIZABETH SCHOOL

20 SIXTH STREET, SAINT JOHN, NB E2K 3M1 Phone: 658-5356 Fax: 658-6317

PES PSSC Meeting Minutes

6 February 2024 – In-person

Attendees:	→ Greg Norton, Gina Fifield, Sarah Cleveland, Dana Stoesz, Kendra Driscoll, Christine Erokwu (DEC), Mohamed Elazab Non-voting parent attendees: Olubukola Oladokun, Michael Oladokun Regrets: Allyson Cormier	
	PES PSSC MEETING	SPECIAL NOTES
Time:	→ 5:30PM-7:00PM	• Next Meeting – 16 April 2024 (later rescheduled for 30 April 2024)
Chairperson	→ Sarah Cleveland	
Secretary	→ Kendra Driscoll	
Key Points Discussed		
Topic No.	Topic	Highlights
1.	Introductions	With two parents, Olubukola and Michael Oladokun, and our new District Education Council (DEC) representative, Christine Erokwu, attending for the first time, a few minutes were devoted to introductions
2.	Principal Report	Mr. Norton provided updates. Demographics in the school: student population is at 567, on track to hit 600 by the end of the year; rich diversity among students with 41 nationalities represented (on par with SJHS); many newcomers in student population include many EAL (English as an Additional Language) learners. Staffing: no changes expected The PSSC budget has ~\$1015 that can be used for communication, wellness items and childcare to support participation in meetings. Mr. Norton requested the PSSC consider allocating some funds to a multicultural event, expected to also receive support in the form of a \$3000 grant.
3.	District Improvement Plan and School Improvement Plan	Mr. Norton distributed copies of the District Improvement Plan. This information is relevant to the PSSC and school administration so that the School Improvement Plan dovetails together with the District Plan. Main goals follow. Belonging: Every student needs a healthy, positive connection with at least one adult in the school. That adult does not need to be the student’s classroom teacher, other pairings can be arranged Achievement: applies to professional development as well as student outcomes Equity: Emphasis on education as a way forward—“Know Better, Do Better”—but this is paired with a zero tolerance policy for discriminatory behaviour. PRUDE is available to provide advice on addressing racist comments and discrimination. Example of education: all French Immersion classes completed tours for Black History Month. Professional Competence: maintaining this requires constant retooling, training, training and classroom resources. Example: 5 teachers out for Suicide Awareness Training

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		<p>Ms. Fifield expressed that she is happy to see belonging as one of the goals in the District Improvement Plan, and spoke about the active use of Positive Behavioural Intervention (PBIS) at PES. Mr. Norton noted that relationships are paramount for the success of PBIS.</p> <p>Mr. Elazab expressed his approval of the emphasis on the goals in the plan, and asked if there are measureable performance indicators. He noted that data is important for improvements, specifically for supporting students in areas of interest and talent. Ms. Driscoll followed up with a question about measuring belonging specifically. Mr. Norton provided examples of ongoing assessment for academic achievement. He noted that belonging is assessed through School Surveys, indirectly through attendance patterns, and by looking at anecdotal information. There are several examples of anecdotal evidence for improved sense of belonging: all former students from the boys basketball team came to cheer on the current team for the first time; there is now a student representative council (SRC); leadership club with Steve Huxter had over 100 applicants for 20 spots; all clubs are fully subscribed.</p> <p>Mr. Elazab asked about opportunities for science experiments. There is no science lab currently, but rolling science kits are available and the basics of scientific observation are covered over the course of the elementary and middle school curriculum.</p> <p>Discussion of multicultural evening event threaded throughout the meeting. One advantage is that it can bring education on cultural diversity to entire families in the community. This event is being organized by a committee of PES teachers and other staff members, who have reached out to PRUDE, Black Lives Matter and the Saint John Multicultural Newcomers Resource Centre</p>
4.	Safety at Drop-Off	<p>In response to a request for traffic study around PES at drop off and pick up times, Chair Cleveland received word from the city that a crosswalk will be installed in the spring to provide safe passage for students coming from Parks Street Extension to the corner of Parks St and Fifth St. (adjacent to SE corner of PES school ground). The traffic study noted that buses do add to congestion on Fifth Street (an issue to be raised with the school district). Parking on both sides of the street was deemed not to be an issue except that people are not respecting the 10 ft wide no parking zone to either side of the crosswalk on Fifth Street.</p> <ul style="list-style-type: none"> ➔ Action Item: Chair Cleveland to write to the ASD-S on behalf of PSSC requesting that buses not travel up Fifth Street ➔ Action Item: Email to go to parents reminding them of the no parking zone around crosswalk

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5.	Feedback from PSSC to EECD on Long-Term Recommendations for NB Anglophone Education System	<p>PSSCs are being provided an opportunity to provide feedback on Long-Term Recommendations for changes in education. Materials were distributed by email and in paper form. Materials were received too late for informed discussion at this meeting, but members were encouraged to provide comments to Chair Cleveland for compilation and submission</p> <p style="padding-left: 40px;">➔ Action item: PSSC members to review Long-term recommendations for the NB Education System and provide feedback by email or hardcopy to Chair Cleveland by March 1st (for submission to EECD by March 13th)</p>
6.	Round Table Discussion	<p>DEC representative Erokwu asked how PES approaches bullying. A common claim of parents in our district is that “schools do nothing about bullying but then punish students who fight back”.</p> <p>Ms. Fifield responded that there is zero tolerance for bullying. Consequences include suspension, but that does not fix underlying issues. Restorative practices are used as much as possible. Sometimes behaviours are intentional bullying, other altercations are result of misunderstanding. First step is to be informed.</p> <p>For preventive measures, guidance team talks about zones of regulation, mindfulness. Many students have a lot going on at home and may be mad before they even arrive at school.</p> <p>Mr. Norton noted that some issues go unreported, but that building stronger relationships between students and teachers leads to more reporting, allowing opportunity for interventions, small group discussions, etc to address issue.</p> <p>Ms. Fifield noted that the perception that “nothing is being done” can stem from a lack of reporting. Schools have to respect student privacy. Parents of students who have been the victim of an incident can call the school and ask what is being done. Administrators will not share names or personal details, but can share general information about consequences.</p>

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