

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Pupil Accommodation Review Public Meeting: Manitouwadge

Thursday, February 28, 2013
Manitouwadge High School Theatre Auditorium
6:35 p.m.

MINUTES

| <i>Working Committee Members</i> | <i>In Attendance</i> | <i>Regrets</i> | <i>Absent</i> |
|--|-----------------------------|-----------------------|----------------------|
| HUNTER, Connie (<i>Counsellor, Township of Manitouwadge</i>) | X | | |
| RAYMOND, Dave (<i>Community Representative</i>) | X | | |
| GASCON, Ray (<i>Manitouwadge Public School Council</i>) | X | | |
| NEWTON, Marcia (<i>Manitouwadge High School Council</i>) | X | | |
| BOURGOIN, Jocelyn (<i>Community Representative</i>) | X | | |
| MOFFAT, Jim (<i>Business Representative</i>) | X | | |

| <i>Board Support Members</i> | <i>In Attendance</i> | <i>Regrets</i> | <i>Absent</i> |
|--|-----------------------------|-----------------------|----------------------|
| TSUBOUCHI, Cathy (<i>Superintendent of Business</i>) | X | | |
| PETRICK, Nancy (<i>Superintendent of Education</i>) | X | | |
| CHIUPKA, Wayne (<i>Manager of Plant Services</i>) | X | | |
| WILLCOCKS, Barbara (<i>Student Success Coordinator</i>) | | X | |
| MOONILAL, Patricia (<i>Principal, Manitouwadge Public School</i>) | X | | |
| BREWSTER, Annick (<i>Acting Principal, Manitouwadge High School</i>) | X | | |

1.0 Welcome

2.0 Presentation by Erica Cotton, Vice-Principal, Geraldton High/B. A. Parker Public

- Facility is shared by three schools; elementary, secondary and Confederation College.
- Doors between elementary and secondary are locked. There is one class of grade 8 on the high school side.
- Special events are coordinated so that both schools can attend.
- There are 2 administrators (one principal and one vice-principal) for approximately 360 students (160 elementary; 200 secondary).
- Gym is shared based on usage requirements of the elementary and secondary.
- Collaboration and planning are taking place as well as sharing of curriculum.
- Elementary students have access to art room and shops.
- There is a transition to high school program and jump ahead program.
- There is a cross panel math i-pad project for grades 7 to 9.
- There are often time when only one administrator is in the building and has to deal with issues at both panels.
- The culture of the school is developing. Younger children are involved more in the school community which keeps older students in line.
- Working in the same building means that teachers are better able to collaborate. Elementary teachers are chatting with the secondary teachers since they are working with the growing success document. This would be more difficult to do if not in the same building.
- The computer lab for the elementary side is not stationary; it is mobile. There is Smart board and 2 computers in each elementary class. When using the mobile lab, they use 6 to 8 computers in a classroom at one time. If an entire lab is needed, the use the high school lab.
- Also share resources with the high school. The High School uses the elementary mobile lab to access online textbooks and thereby, save money.
- There is no French classroom. The French teacher has an office and rotates through the classrooms.

- There were construction delays that delayed moving in and being able to set up.
- Fire Department was not happy with locked doors but they do have key.
- Other user groups include: Contact North, Con College, municipal pool and variety of users in the evening. Also there are various sports nights and concert series for the community.
- Schools were combined as a result of the former B A Parker building being declared prohibitive to repair and the Ministry wanting schools combined to use the under-utilized space in the high school.
- Staffing – we maintained previously existing custodial staffing for one year after the facilities were combined and then reviewed staffing per the staffing formula which resulted in minor adjustment.

3.0 Presentation by David Jaremy and group, Hornepayne Elementary and Secondary Schools

- Elementary students have access to specialty high school rooms such as tech, science and music.
- Staggered start times facilitates access to specialized areas.
- More and more opportunity for secondary to lend expertise to elementary system.
- During labour unrest, secondary students assisted with sports program and lunch and after school under the principal's supervision.
- There are opportunities for both panels (elementary and secondary) to participate in special fund raising events.
- Secondary students have leadership opportunities toward their 40 hours community service.
- Secondary teachers have opportunity to work with elementary students through shop projects and sports before students enter secondary.
- Transition is better for students as well as for secondary teachers. Elementary students learn ground rules/expectations of the high school before they get to high school. This should have impact on student achievement in the future.
- They still consider themselves two separate entities and have separate mascots and school colours.
- Staff connections are important as schools get smaller. They are no longer a small pod of 9 high school teachers – they now have a staff of 15 to bounce ideas off.
- There is greater collaboration between elementary and secondary due to proximity of being in the same building.
- There are opportunities for grade 8 leadership roles such as lunch monitors, helping lower grades with speeches, organizing school activities such as dances.
- They had been faced with the community's fear of having the high school with the elementary but there are things that can be done administratively such as staggered start times and "what are we saying about our youth if we don't want them in the same building?"
- From a secondary teaching perspective, use of the high school spaces by elementary has not added to secondary teacher workload. Elementary teachers still supervise their students.
- Schools were originally house in 3 facilities with one principal and were combined when the Mall was no longer available to the high school.
- From purely educational point of view, student achievement is strongly better off under one roof. It is better for small schools to be together.
- There was no significant increase in school enrolment due to transfers from other schools.
- Staffing changes - one secretary and support staff per school based on needs. EAs are assigned to a specific class.

4.0 Other - Options posted to website

- Previous Option data was based on 2011-12 information. The options have now been updated for 2012-13 numbers which includes increased high school enrolment; revenue from the solar panel and revenue from the daycare.

- Option 5 includes loss of administration. It is based on enrolment when we combine schools (150 FTE). In the case of Margaret Twomey, we have one administrator for approximately 215 FTE.
- In options 2-4, while the building is larger, the same custodial staff has been maintained under the assumption that the sharing would generate offsetting revenues which would offset the added cost of additional custodial costs for the extra space used by the other users (net zero).
- While the options do not specifically refer to a library, the current library space continues and there would be resources and technology in the classrooms. (note: one of the options includes the creation of a dedicated mini-library space in the elementary area.)
- While the options may not support moving from the status quo, the Ministry is looking at underutilized schools and moving to a K – 12 model where space permits; therefore, a review of programming opportunities may still be appropriate.
- Enrolments are projected based on past history, trends, births in the community etc. The enrolment increase at the high school was an anomaly which reverted back to the projected trend shortly thereafter.
- This committee recommends and it is the Board of Trustees that has the final decision.
- Concern was raised that for in both cases presented, combining schools was due to conditions of their buildings; however, this is not the case here – both buildings are functional and we may need to take into account the Ring of Fire boom.
- If a build proceeds, part of the process to access needs is to consult with both staff and community so that concerns such as gym storage can be addressed.