

## Superior-Greenstone District School Board

Nipigon Red Rock District High School Advisory Committee Meeting

### Grade 7-12 Model Study

#### Meeting Summary

Date: Tuesday, April 10, 2012 @ 6:30 p.m.

NSHS – Videoconference Room

<u>Administration</u>	<i>Attendance: On-site (OS); Teleconference (TC); Absent (A); Regrets (R)</i>				
	OS	TC	VC	A	R
David Tamblyn, Director of Education	X				
Will Goodman, Principal DOPS & RRPS	X				
Holly Stortini, Principal GOPS	X				
Donna Fry, Principal NRHS	X				
Nicole Morden-Cormier, SEF Lead	X				
<u>Committee Members</u>	<i>Attendance: On-site (OS); Teleconference (TC); Absent (A); Regrets (R)</i>				
	OS	TC	VC	A	R
Kitty Dumonski~ Parent-DOPS	X				
Kelly Mangoff ~ Parent GOPS	X				
Mike Modin ~ Teacher GOPS	X				
Tricia Stenlund ~ Teacher DOPS	X				
Jenny Scott-Marciski ~ Teacher NRHS	X				

Public Gallery: SGDSB Trustee: Bette Bartlett  
GOPS Parents: Michelle Bird, Loretta Mangoff, Doug Mangoff,  
Red Rock Parents: Cam Todesco, Cheryl Hendericksen

Director David Tamblyn welcomed Advisory Committee members and public gallery members. D. Tamblyn also provided an outline of meeting format. Three such meeting will be held; thereafter a report to the Board will be developed by the end of May 2012. However, he advised that the project being such a significant undertaking would not see implementation in September 2012.

A slide show about the current situation of the Board and the benefits of a 7-12 Model was provided. An overview of the implications of the proposed provincial budget and the Board's current deficit was reported. D. Tamblyn also noted administration's awareness of parental concerns about:

- The move into the high school, and
- What impact it would have on the local elementary schools without gr. 7/8 classes

In providing a summary of the possible setup at NRHS he advised that:

- Gr. 7/8's would have their own wing of the school
- Gr. 7/8's would have their own entrance
- Gr. 7/8's would use of their own washrooms
- There were three or four classrooms available to use
- Access would be provided to the technology, art, and culinary arts rooms and science lab
- The specialist teachers as mentioned in the slide show would as might be the case in the technology area, be a situation that would see OSSTF and ETFO teacher working together for delivery.

A brief discussion took place about the appointment of a Committee Chair, where D. Tamblyn advised group about the role which would include running the meetings smoothly, conferring with him about the agenda and ensuring that the rules of order are followed. No appointment was made at this time.

## Benefits of Project

### D. Tamblyn:

- The model would help minimize or alleviate staff reductions as declining enrolment continues
- B.A. Parker PS and Geraldton Composite HS (JK to Grade 12) being in one facility this year is proving positive. For example, as two separate schools under one roof, it has electronic key-entry doors for separation, however things are working out well; there is even talk about easing the definite divide
- Currently, there is an area review in the Manitowadge wherein the solution being discussed here could be a move to a K to 12 school in one building
  - Asked by a member would the province make the decision of what schools to close? D. Tamblyn said that boards decide what schools to close but with cutbacks, there will be pressure to make decisions. The Area review process takes about one year

### Donna Fry

- A significant benefit is the opportunity to have straight grade classes
- NRHS staff have also noted that there would be more opportunity for collaboration between Gr. 7/8 teachers and secondary teachers and more collaboration afforded for the intermediate teachers, i.e., Gr. 7-10
- NRHS staff note that when students have come to the school for events, their safety has not a concern raised...student body at high school has been very appropriate and often helpful with these events
- It may benefit Gr. 7/8 students as they would relate better with Gr. 9-12 than JK to Gr. 6.

### W. Goodman

- With larger number of students there would be opportunities to form more group work and variations of groups
- Field trips, sports teams; we need to listen to student voice – what are their feelings?
- Graduations dates could be more of a celebratory event...how do we have a graduation when there is only one student?

### Nicole Morden-Cormier

- On the topic of leadership...many elementary student leaders reside in Gr. 6, not Gr. 7/8
- W. Goodman noted the example of recess time, when many Gr. 7/8's are just standing around near the doors
- N. Morden-Cormier reported that most instructional strategies from the Literacy and Numeracy Secretariat are for K to 6, there is no reference to Gr. 7/8. There is more information for the Gr. 7/8 teachers from documents that cover 7 to 12.

## Negative of the Project

### Kelly Mangoff

- It's possible some students would be lost at St. Edward's as they already have a straight Gr. 7/8
- Students at St. Edward's could stay in town rather than ride bus into school.
- Tough job to have parents see the advantages of this change, the perceptions of the high school kids, bussing, the lack of communication, lack of awareness for the parents

### Katie Dumonski

- People have fear of change – it is challenging to a lot of people...next step is closing schools  
How is this cost-saving?

### Communication

- We need better communication about the project as there is a sense that parents' input would be neglected.

- Donna Fry suggested that somehow we need to communicate to public that the NRHS staff is on board with this. We need to work on the high school image – public perception.
- David Tamblyn notes that some vehicles for communication now in progress include:
  - public advisory committee meetings
  - we will have a website set up and minutes from all meetings will be posted

#### Additional suggestions

- hold public meetings in all 3 communities
- hold a meeting in Nipigon and invite Dorion and Red Rock
- send letter by mail to parents outlining what is happening,
  - include e-mail contact information
  - provide an explanation of some of the approaches that can be taken in the curriculum with a 7-12 model i.e., how can woodworking, culinary art and technology room enhance the Gr. 7/8 program
  - given outline of concrete issues to be applied such as:
    - Separate washrooms for 7/8s
    - Different lunch time
    - Guarantee of programs and use of rooms
    - Bussing issues
    - Opening up the image of high school
    - Plans for existing schools
    - Transition time from K-8 schools to 7-12 and K-6
- provide a brochure or newsletter informing parents about
  - the cost saving piece
  - assurance of what is going to happen to the smaller schools as some parent's perception is that the next step is closing schools
  - schedule/timetable of what Gr. 7/8 students will be doing
    - D. Fry advises this is not possible to do at this time because high school timetable for next school year is not set up.
    - T. Stenlund suggests it's hard to have a brochure done when there are really no answers as yet
    - D. Tamblyn hesitates to send brochure

#### Questions and Answers

- Q: How does the use of the tech room or woodworking enhance the 7/8 program and fit into the curriculum for Gr. 7 & 8?
- A: These are authentic tasks that students are interested in and can be use to enhance procedural writing.
- A: The hands-on experience will engage the students so they can write about it, become a part of the culminating task for completion of a unit of study
- A: Looking at expectations of both classes (Gr. 7 or Gr. 8 with Gr. 9 or Gr. 10) and collaborating in team teaching
- A: Gr. 7 to 12 is not a new concept, it's a reality. It's a great opportunity for the students. It seems that there is a paralyzed concern that there may be a problem.
- Q: Has there been consideration in doing a pilot study in one area?
- A No, there is no positive climate in either areas being studied, so little/no opportunity to take this approach.
- Q: What about bussing?
- A: All the students in Dorion right now are bussed and it does not appear to create a problem
- Comment by C. Todesco: The reality is that Red Rock Public will be closed – if people don't like it, they will go to the other system. Then the schools will be closed sooner. It's time to make decisions, tough decisions.

- Q: M. Bird      What happens to Red Rock with just fourteen students?
- Q: B. Bartlett    Wearing my hat as a trustee for Nipigon and looking at my information about the number of students, I have a few questions.
- What happens in a few years – does it still stay a straight Gr. 7 and Gr. 8?
  - How long will this exist due to the numbers?
    - I would suggest that the committee needs to have numbers for each grade not divisions and you should be asking for this.
    - Speaking for Nipigon – parents want their kids in town – we have the hospital and the police.
  - Is this a long-term solution?
- Q: L. Mangoff    Have you looked at the administration?
- You have 14 principals and 3 vice principals  
Should principals be principal of more than one school and have vice-principals in the smaller schools?
- A: D. Tamblyn    The problem is the distance that one principal would have to travel. We have some schools that share a principal. Most principals in the smaller schools are teaching principals – they are teaching part-time and then principal part-time. We will be looking at scenarios and things we have done in the past.

#### Next Meeting

- Committee members' thoughts about what can we do to enhance school programs in our small schools if they become K to 6
- What resources would committee members have administration bring to the next meeting
- Perhaps do a tour of the high school
- Take pictures and post them on the website

## **Superior-Greenstone District School Board**

Nipigon Red Rock District High School Advisory Committee Meeting

### **Grade 7-12 Model Study**

#### **Meeting Summary**

Date: Monday, April 30, 2012 @ 6:30 p.m.

NSHS – Videoconference Room

<b><u>Administration</u></b>	<i>Attendance: On-site (OS); Teleconference (TC); Absent (A); Regrets (R)</i>				
	OS	TC	VC	A	R
David Tamblyn, Director of Education	X				
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Donna Fry, Principal NRHS	X				
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Mike Modin ~ Teacher GOPS					X
Tricia Stenlund ~ Teacher DOPS	X				
Jenny Scott-Marciski ~ Teacher NRHS	X				

Public Gallery: SGDSB Trustee: Bette Bartlett, Matthew Fisher  
 Other: Candy Hedlund  
 RRPS Teacher: Leesa McCarville  
 NRHS Teacher: Cheryl Hendricken

**1. Welcome**

Director David Tamblyn began the meeting at 6:30.

**2. Approval of Agenda**

**3. Minutes from Previous Meeting**

The minutes of the previous meeting are posted on the SGDSB Website.

**Agenda**

Reviewed by Director Tamblyn

**4. Updates from Director Tamblyn:**

- Provincial Budget was passed in legislature on April 24. This has implications for us. As stated earlier, the financial situation has changed as we are now facing the provincial restraints that were introduced into legislation. This coming year is our opportunity to further organize ourselves in order to shoulder both the board deficit and the reductions that are coming.
- Atikokan High School – When seeking schools with similar composition to what we would be looking at, Atikokan High School has been reviewed. The 7-12 model has been in existence there for the past 20 years. Currently they have 31 grade 7s and 24 grade 8. Gr. 9 -35, Gr. 10 - 46 Gr. 11- 44 and Gr. 12 - 46. The grade 7/8s are integrated into the high school (originally they were segregated). The past 20 years has seen a reduction in collegial sharing of learning and practice between the elementary and secondary teachers – 20 years ago the FSL teacher was operating in both panels, as was business for example. This has declined over time. In our schools we would expect a collegial atmosphere of sharing and collaborating as the Atikokan model goes against the learning that we have engaged in (i.e.

Growing Success). The 7/8s do have use of the facilities (gym, science labs, culinary arts room, music room, etc.) but it is the elementary teacher who is providing the programming and doing the teaching. When Atitokan transitioned to the 7-12 model, they closed middle schools, not elementary schools. They currently have approximately one hundred and forty students in their elementary schools. They are drawing students from the coterminous board into the 7-12 school. If we are to recommend this model and the board were to approve, over the course of the next year we would communicate (either video conference or a trip) to see how this school operates. Joe Braun is currently a teacher here at Nip-Rock; he went through this system as a student. He may be a resource to access.

## **5. Correspondence**

- Based upon the correspondence from parents, there is a clear lack of parent support around the 7-12 model. There are a number of repeated concerns involving bussing, high school student influences on younger students, supervision and loss of leadership. A large consideration is what would happen to the elementary schools if the grade 7/8 students are moved.
- Although this model will not be implemented in September 2012 as originally proposed, there is a great deal of groundwork to do to convince parents that this could be a positive move if we were to do this in 2013-2014. We would need some people with firsthand knowledge of how the system could work, and more parent open houses. We need to look at doing a thorough job of marketing the change.
- Further to this, we must combat the negative perceptions around our secondary schools that there is a lot of bullying, drug abuse and negative behaviour.

## **6. Report**

- The report should be brought to the next regular board meeting on May 22.
- Director Tamblyn will use his notes and compose a draft report which he will bring to the next committee meeting.
- The report would outline the benefits as well as the concerns that parents have. It would articulate that we would need to address these concerns before we could introduce a 7-12 model (if this is what the committee recommends). Suggestion was made that the parents who are fine with this are not generally going to write letters. Further to this, it was suggested that we must come up with some solutions and help parents to see this.
- What is going to happen in the elementary schools even if we take the 7/8 students from these schools? No plan to close these schools at this point.
- Question was raised, "Have you looked to see what the enrollment of the 7/8s will be long range in the next 7-8 years?" It is easy to speculate and forecast based upon the current enrollment. Initially they would be separate, however the enrollment continues to decline, however whether or not this is sustainable over the next number of years is questionable. It may have to go to a split grade. This continues to be a good option when compared to the idea of triple or quad grades. The data from grade 3 up in all feeder schools shows that there are 30 students.

## **7. Timetable Option**

- Will and Donna have explored timetabling. It is what a typical 7/8 classroom requires some of the programming options, and room availability for some of those options. They mapped the available facilities to show what would be available (science lab, tech wing, foods and sewing areas) and demonstrated that there is time in the timetable to accommodate the needs of the 7/8 students.
- They also articulated that:
  - i) Literacy and numeracy would occur in the morning
  - ii) Morning Break would take place in the "Break Out" Room
  - iii) Lunch could be flipped depending upon the program. Important to allow the students to have access to cafeteria and hot lunches.

- iv) Afternoon would be for the other options – this is where we would be accessing the facilities in the high school. Note that these facilities could also be accessed in the morning if there is a need that aligns with the actual needs of the program.
- v) We can already fit the 7/8s into the specialized areas with our current timetable. Note that it was pointed out that this would be important information to share with the parents so they may be able to see how this can work.

## 8. Tour of the facilities by Principal Fry

## 9. Homework Assignment From First Meeting

*How do we enhance the programming for our students in the elementary feeder schools?  
How do we maintain the same level of programming if we remove the 7/8 teachers?*

- Do a lot more whole group activities – smaller group of students, however we will lose the leadership opportunities
- Fear of quad grades has been expressed by parents
- Sometimes triples work (this year it has worked at Red Rock Public)
- Leadership isn't an issue (according to the principals) as currently leadership opportunities are being dominated by students in grades 6 and younger. There is some doubt as to whether leadership opportunities will be lost.
- Some feel that we need to get more partners into the buildings (health units, Delico, etc. into our programs) would be helpful
- Dorion as a separate entity – as it has such community partnerships – losing 7/8s might be balanced by inviting one more partner to the building (township, Brass Bell, board staff, etc.) and many people are knocking on the door looking for space. Perhaps other schools can look for additional partners and maintain a smaller JK-6 school.
- To enhance programming one teacher felt that all three elementary schools should be amalgamated into one school in Red Rock (to enhance programming)
- To continue to see the schools as a community hub is important
- Need to see the technology piece as an enhancement – connecting classes with other schools in the board – so that they are not isolated. There is technology in the elementary schools that would allow for this connection. (e.g. grade 4 students in Dorion could be working with the Grade 4 students in Red Rock)

## 10. The Committee Recommendation

- Director Tamblyn reminded the committee that we need to make a recommendation to the Board of Trustees. Is 7/8 something that has potential? Does it suit the needs of these communities? What direction would we like to go?
- Discussion Points:
  - i) Transitions – fabulous to have the 7/8 in the building – we are always struggling to have the transition meetings as the students are a distance away. We know that smooth transitions make a significant difference in the graduation rate of the students. Fresh Starts, False Starts  
<http://www.edu.gov.on.ca/eng/teachers/studentsuccess/Finalstudy.pdf> is a research document from the Ministry of Education that outlines the need for smooth transitions. In speaking with other schools around the district who have 7-12 schools, there is significant praise for the benefits of this model (teachers, guidance counsellors) and a feeling that it is a very positive experience.
  - ii) Parent Perspective – there are students who are anxious to move on, there have few friends due to small class sizes in their current schools, the students at the high school are nice kids, may make them a lot nicer. Apprehension by parents from Nipigon about the shared bussing continues to exist. Discussion regarding bus issues – there is a question about if there are many issues on the bus – there don't appear to be any issues that have been brought to the attention of the principals.

- iii) As well, there is a need to communicate about the positive aspect of the facilities. It is important to note that parents need to see the benefits of this model. There are many bonuses to being at the high school.
  - iv) It is tough in Nipigon as the parents have the option to go to either school.
  - v) Quad grades (in the remaining schools) are a concern – children will be in the same classrooms as their siblings. How do you combine a physical education classroom that has a 4 year old and an 8 year old and still address safety?
  - vi) Concern about the amount of work for a teacher to cover four grades and the learning span of the students in the quad grade.
  - vii) What will it save to bring the 7/8 students to the High School? If done in September, the cost saving would be one teacher. However, if we had one classroom closed, this may mean a reduction of custodial hours and perhaps an increase of principal instructional time, as two examples.
- Administrators and Teachers – no comments
  - Report would speak to the pros for the 7-12 model as well as the concerns in the community (transportation, perceptions of bullying, drug use, and inappropriate behaviour, as well as the large issue of what it would do to the elementary schools). Further study is required. Suggestion to send a survey to all parents so that everyone has a voice, rather than simply the negative voice. Concern that we cannot recommend something until we have a clear sense of what will happen to the elementary schools – a scenario is needed. The fear of losing more students has been heard from parents. Have we given any thought to a K-12 school? We have a K-12 school in Geraldton as the Ministry mandated that there would be no funding to maintain the buildings. Could we recommend the 7-12 model after having a concrete plan regarding what would happen in the remaining schools? Suggestion made to bring a small group of parents together in order to look at what could happen in the schools to make them viable.

#### Recommendations

- ❖ *We see the benefits of the 7-12, however further study is needed to determine the implications on the elementary schools.*
  - ❖ *We increase the public relations about the 7-12 model (transportation, tour of high school facilities, scheduling possibilities, etc.)*
  - ❖ *We must also communicate to the community that our students are good students and the school is a safe place.*
- The Nipigon Town Council was also requesting a public meeting. Suggestion was made to have this meeting take place in that High School so that a tour could be included. Committee members are asked to remind counsellors that these meeting are public meetings.

#### **Homework**

*What are the numbers on the busses?  
 Could we have a junior bus and a senior bus?  
 Where do the buses stop?*

### **11. Audience Members Comments**

#### Cam Todesco

Bussing numbers were sought from Nipigon (approximately 24-26 students in two years time). There is no history of difficulties of integration  
 Committee solutions....cameras, different busses  
 Remember that there are Dorion/Hurkett buses that have primary, junior and intermediate students integrated.

#### Bette Bartlett

Same concerns with the very small numbers. In Red Rock in particular, so without the 7/8s that leaves 17 kids in JK-6 – which is less than one teacher that we are funded for, and this is more

than a quad – this is Jk-6. Don't think that the 7-12 model is going to fix everything. Think that there is a bigger issue in bussing they simply do not want their kids bussed to Red Rock (many people in Nipigon feel that they are concerned about accidents ) the parents feel that they have the numbers in Nipigon to have double grades. Hear some of the positives that may be able to happen. Speaking about a music program that may be able to happen but we have declining enrollment in both elementary and secondary and teachers get laid off and then we have the union mix in there. Now we have teachers at the high school level whose specialty might not be math and are teaching math and we may have a music teacher who may not have any music qualification. Those are my concerns. You really have to know what you are going to get out of this - will it solve the enrolment problems that we have? I don't think so.

**12. Motion to Adjourn at 7:27 pm**

Moved by Kitty Dumonski

Seconded by Holly Stortini

Kitty Dumonski handed out a sample of readings from other school boards that have the 7-12 model.

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Public Gallery: SGDSB Trustee: Bette Bartlett, Matthew Fisher  
 Other: Candy Hedlund  
 RRPS Teacher: Leesa McCarville

1. **Welcome**  
 Director David Tamblyn began the meeting at 6:38 p.m.
2. **Approval of Agenda**
3. **Minutes from Previous Meeting**  
 The minutes of the previous meeting are posted on the SGDSB Website.
4. **Agenda**  
 Reviewed by Director Tamblyn
5. **Updates from Director Tamblyn:**  
 Director Tamblyn welcomed the guests. At this time, the guests and the committee were provided an opportunity to review the proposed final 7-12 Report to the Trustees. The guests were then invited to present their thoughts regarding the Report to the committee.

**Guest Presentations**

**Levina Collins**

Representing the citizens of Nipigon however not as a counsellor – citizens asked her to look into the 7-12 discussion – she is a concerned citizen. Mrs. Collins stated that when started to think about all this (7-12 study), she wasn't sure if she should be involved but people kept coming to her. Mrs. Collins thanked group for letting her speak. She believes that putting a band aid on the problem isn't the answer. The citizens of Nipigon, Red Rock and Dorion need to look at a solution to provide education for kids. Mrs. Collins indicated that "shipping" kids to Red Rock could happen, however no one wants this. She believes a good portion of the kids will go to the Catholic Board. She recommended that the board should consider get together with them

(Catholic Board leaders) and work on this as was suggested a number of years ago. Concern is gutting GOPs and they have the most kids; leave Nipigon as status quo and have one good public elementary school. The suggestion was made to perhaps having a state of the art school so kids can benefit. We (the region) have too many libraries. "Why are we doing this? We need to look at the bulk of the students. Playing the Public (board) against the Catholic (board) – our grade 7 and 8's have more to offer than that. Why would we have to bus the most kids to Red Rock when we have the most kids. Transportation is costly as well. Nipigon has a balance in the community of families and the elderly in the community. We want to keep the balance. Moving the grade 7 and 8 has an economic reality as well." Mrs. Collins wondered why people were not notified of the meetings and acknowledged that the information was on the board website but that "we really didn't know)? Mrs. Collins indicated that she would type her comments and send them to the Director. She reiterated that "we need to look at what is in the best interest of our kids".

Bette Bartlett (spoken and submitted)

Submitted: Student achievement is high on my list of priorities

- Long daily bus ride will not enhance student achievement
- Student feeling nervous will not enhance student achievement
- The science lab and shop facilities are not required in the grade 7/8 curriculum so access to these facilities will not improve grade 7 and 8 student achievement. If these facilities are used an elementary teacher and a secondary teacher need to participate. How much will that cost and will that defeat the saving of reducing on 7/8 teacher? *Music teacher, union issues* (added by hand to notes)
- A straight grade 7 and straight grade 8 would be beneficial to the students. All of our elementary schools could house a straight grade 7 and a straight grade 8 within their current facilities, hence eliminating one teacher which is one of the main reasons this study is being conducted.
- Students, parents and community members have expressed reservations about the well being of grade 7 and 8 students within the high school. It would be easy to alleviate these concerns by choosing one of our 3 elementary schools to house the grade 7 and 8 students.
- This committee has met three times for approximately two hours per session. Within two weeks, one student will have spent more time than that on a bus! What is the rush? Why is this committee not looking at other options that may suit the needs of the majority of our students the most?
- Trans Canada highway is in the process of being four lanes between Nipigon and Thunder Bay. Most people would rather not see their children being bussed. Parents want their children in the same community that they live and work in. The four-laning will make it much safer for any students that may have to be bussed, especially in the winter months. However, I believe the fewer the number of students taken out of their home communities the better.
- I do not believe a grade 7-12 model in Red Rock serves the needs of the majority of the students in our areas the best. If this model is accepted I believe there will be negative consequences for all of our students and student achievement will suffer.

Additional spoken notes:

Will the kids really get a music program with the cost? What are the union issues?

Question

Matt Fisher, SGDSB Trustee (Red Rock, Dorion, Hurkett)

- Have you considered a JK-12 in the Nip-Rock High School?
  - Director Tamblyn responded that this would involve school closure which requires an Area in Review Committee which was not put forth to the board of trustees. The mandate that was given to this committee was to explore the 7-12 model. We do not have permission to change the mandate.
- Is there a way for the Catholic and Public to come together to resolve some of the challenges? Have there been any discussions with the other (Catholic) director?

- Director Tamblyn indicated that have there been discussion with the other director and that he will be spending time with her next week and intends to bring up some of his concerns and where we can share resources. Further to this, Director Tamblyn shared that, although he has yet to hear anything officially, the media has reported that there will be a consultation process for Amalgamation. Director Tamblyn intends to bring up the fact that in our smaller communities it is very difficult to compete for students with several school boards – increasingly difficult to operate in that climate especially with the fiscal restrains that we are anticipating. If SGDSB is amalgamated with Lakehead Public School, jobs will be removed however it will not fix the problem.
- Should the committee not look at other options?
  - Director Tamblyn reminded the committee that they could change the recommendations to explore the idea that we look at all of the 7/8s in the elementary schools.

#### Questions from Guests

- Where are the student representatives on this committee?
  - Director Tamblyn is not sure what happened to them. The onus is not on the principals. The students were asked however there was a communication challenge.

#### Cam Todesco

Reminded the committee that he has attended two meetings (this being the third). The comment was made that we needed to look at the big picture; he felt that the big picture has been looked at and that there were issues that had been explored. Mr. Todesco stated that his understanding was that there weren't any major issues. He wondered about the statement that nobody wants their kids shipped to Red Rock – some people aren't too upset about it – Red Rock Public School will be gutted when the chips fall, not huge issues there. Need to face the reality. Catholic school system has always been there – people attend both for many reasons. Important to look at the welfare of children as future citizens – we heard some rather good things about the advantages of having more kids in 7 and more in 8 – more kids accessing programs that would not be available in their home school. The big picture has been looked at – eventually a decision has to be made. It may be made here or by the Minister of Education. We are speaking about half a million dollars being used . Money talks. Mr. Todesco stated that he was in favour of the 7-12 model.

#### Levina Collins: Question and Statement

Will the townships be consulted in this process? The report says this but not specifically. We want to make sure that we are doing the right thing. There is a belief that we don't have enough information to make a decision. We really need to hammer it out and make sure that we are doing the right thing. The website is limiting to those who are not savvy. This needs to be publically announced. We need to all work together to come to a common ground to make sure that we are all happy. This is a hard chore but this needs to be done.

Survey from GOPs was presented by Kellie Mangoff (committee member): Openly admitted that the survey was bias. Survey was developed and distributed by concerned parents in Nipigon. Represents the feelings of some parents from GOPS – not all surveys have been completed and collected. Review of bussing concerns from the parents in Nipigon.

There was discussion about the sense of urgency behind our current situation. We cannot remain status quo. It was agreed that this would be brought up at the meeting of the board of trustees.

## 6. Report Review by Committee

***Does anything need to be changed? See updated report for additions.***

#### Questions

- Is there student achievement research that provides us with information about the 7-12 model?

- Director Tamblyn indicated that there are pros and cons but there is little concrete evidence. EQAO was contacted and would be a good place to begin. The research can be synthesized into the number of transitions that a child encounters has an impact on their student achievement. Very little information is available that both represents the Ontario context and our scenario.
- At what point do we have single grades vs. double grades?
  - Director Tamblyn reminded the committee that the numbers in a classroom/grade configuration will always be analyzed to determine whether or not there would a single or double grade.

The 7-12 Nipigon Red Rock Report will be presented at the May board meeting. Director Tamblyn has requested that the committee present the report to the board members. Kitty Dumonski and Kellie Mangoff will attend the meeting and present the report. Other committee members will also attend for support.

**7. Motion to Adjourn at 7:30 pm**

Moved by Nicole Morden-Cormier

Seconded by Will Goodman