

ARC Meeting
Presented by Andrea Lefebvre
April 18th, 2017 @ 6:30pm

My name is Andrea Lefebvre. I am graduate of the NNDSB, attended Nipissing University and am a secondary teacher with the NNDSB.

I have been a secondary teacher in the board for 16 years and currently teach at Chippewa Secondary School.

My qualifications are History and English I am also a Special Education and Dance Education Specialist I have junior, intermediate and secondary qualifications and most recently I have become an International Baccalaureate qualified teacher have principal's qualifications and have been involved in boards leadership programs. I have also had the privilege in a 7 12 school model since we began this arrangement at Chippewa many years ago.

Most importantly I am a mother of two boys who attend Vincent Massey in grade 3 and grade 6.

Based on my qualifications, experience and perspectives I felt obligated to share my thoughts on our current ARC process. I would like to make it very clear that all comments, ideas and suggestions are solely mine and that I am not speaking on behalf of the NNDSB, my school or any group of educators.

I did feel a need to speak tonight, even without finalized plans, I feel that the secondary voice is viewed as excessive.

- x That the needs of our students and community are different than what they once were and continue to change with our changing world.
- x Today's high schools are not the schools we remember from our own experience yet we all have our own expertise and experiences to compare to.
- x That the government funding formulas are making our current arrangements very challenging to operate.
- x That educators in all three NNDSB North Bay secondary schools want the best for all of our students and community. We have been able to have some meaningful conversations over the past few months and the one certain thing we agree upon is

basing all our decisions around student ~~needs~~ and that can look different depending on perspectives.

- x I believe that as educators we want this process to be respectful, caring and considerate. I have had past ARC experiences that create a divide amongst colleagues when schools are forced to work against each other, instead of with each other.
- x Safety is a

- x Our resources and budget lines would no longer be split in three even two schools but would remain as one. Putting all the funds into one location can be very helpful.
- x All of our magnet/speciality programs would be under one roof and can flourish. Dividing these creates competition and an unlevelled system.
- x We will have a new build with the best facility design options. The facility can partner with current methods and ideologies to provide the best learning environments for students.
- x Our Special Education programming will be enhanced with specialist teachers in the same building and can work together to offer student success support.
- x Our special education support staff such as Occupational Therapists, Speech Therapists Behavioural consultants, attendance councillors and more will be more readily available and will be able to spend more direct time with students instead of travelling between buildings to meet students needs. We need them to be focussing time on students.
- x The new build would have space for our secondary coordinators who are currently located in the board office. This will allow for direct, hands on access and will help implement programs and supports.
- x The new build can be designed for all special education needs, spaces, safe rooms, therapy needs
- x The building and property will be designed for today's safety standards.
- x The new build will allow for collegial planning and meetings. Teachers work well together and we can build our community as educators. It can only be in a building if there are no other teachers to collaborate with.

its current start

- x I would like to discuss how the 2 could be divided fairly and equitably to meet the needs of all our learners.
- x This option would mean two of our current three schools will remain functional and one, will sadly be lost. It could create a negative educational environment/climate. One school culture and learning community may feel absorbed. We can work on this with sensitivity.
- x This scenario could allow for more teams and extra curricular options for students.
- x 2 schools could operate with fair numbers for timetabling.
- x This could be a 7/2 or 9/12 model.
- x Not sure if this scenario will allow for the opportunity for a new build? Need to research funding options.
- x The two buildings may require some facility upgrades.
- x If programs like IB and French immersion are sent to one of the schools (As the programs compliment each other) what will be the draw to the other school? Parents often choose to send students to these programs either for the academic program or for the culture that tends to surround that learning community.
- x Will two schools pit two educational communities against each other no matter how hard we try to avoid it? How can we make 2 healthy schools (Lets design an outline)
- x Two schools would mean splitting finances/resources, and staff but would be a savings compared to our current model.
- x Two schools would be joining/merge teaching staff but may divide specialist teachers and support staff that could be more productive together. How do we allocate staff?

- x Although I have taught in the 7-12 model and believe it to be very successful, I feel that many parents I speak to may be nervous about a single 7-12 model with 2200 students in the facility.
- x I believe the public has difficulties supporting the 3:1 (7-12) but could possibly consider the single (9-12) model building or we can look at making 2x 9-12 buildings or 2 7-12 buildings.
- x I do think that timetabling a 7-12 facility with programming and room facility needs will be very challenging and that speciality rooms will be needed greatly, potentially more than 2x the gym spaces we currently have to meet the curriculum needs.
- x Whether the trustees determine a 3 (7-12) or a (9-12) plan or a 3:2 (7-12) or a (9-12) plan we could still consider the use of a repurposed Widdifield secondary school viable property to replace the Fricker AR. This scenario may be a desired option as it could mean the board could maintain 3 secondary sized buildings, this may be a "comfort" while we discover our predictions and future growth plans and have a better politically understanding.

Thinking outside the box

- x Instead of a new build on Fricker property maybe it would be more beneficial to convert Widdifield into a K8 school consisting of EW Norman, Carl Michael, Fricker and the 7/8's this would allow for either one or 2-92 schools and can save all three buildings.
- x The current Fricker footprint is too small to add the grade 7/8's to the new building and this may be a very viable option. Some community members believe the single school would be too big with the addition of the 7/8's and this could be an alternative plan.
- x By keeping Widdifield open we could continue to have three operational secondary sized buildings in our community with conversions and retrogrades completed to make the best learning environments for all, while continuing to support community access and use.
- x This scenario will allow the students access to amazing specialty rooms such as the three

- x The school can be adapted to meet the needs of the younger generation. Separate floors based on ages and grades could be worked out and there is already an accessible elevator are also existing.
- x The building is a great space and could possibly be larger than any new building to be approved.
- x This arrangement also allows for the current ABC community in the area to remain together in their "zone".
- x Using Widdifield as a K school would allow us to turn over 4 buildings/sites to retrofit this (Fricker, ET Carmichael, Ewan and NNDSB maintenance shop near a lake, as a shop at Widdifield could serve this purpose) could also look at options to add other board needs into buildings to help save property costs.
- x This new "Widdifield" school will allow students at a young age to develop pathways and interests as unique students.
- x With this scenario we could create a new (9-12) build on the Chippewa West Ferris property. Or we could operate 2 (9-12) or 2x(7-12) schools at West Ferris and