

## Prince of Wales Collegiate School System Feedback Summary

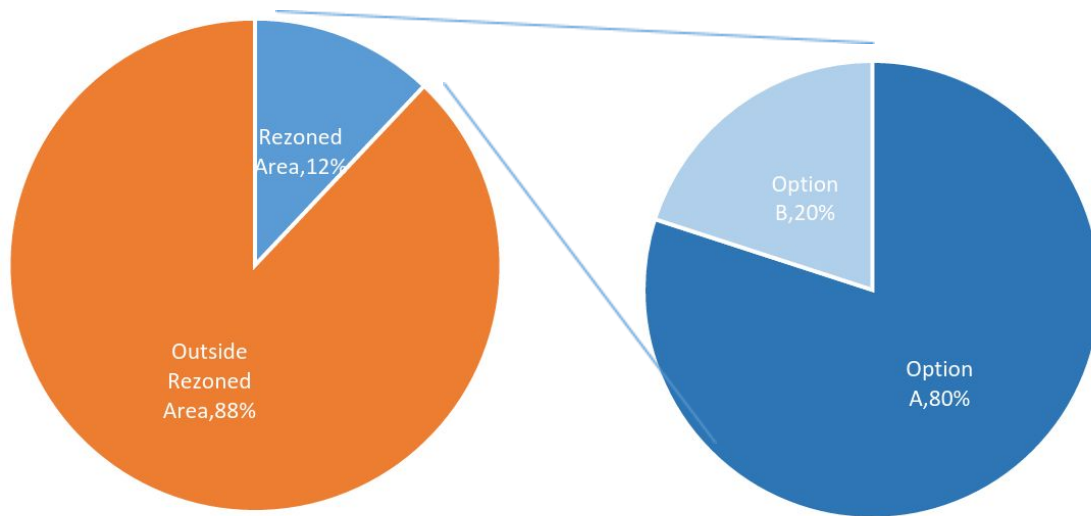
**Date:** March 24/2017

**Total Responses:**

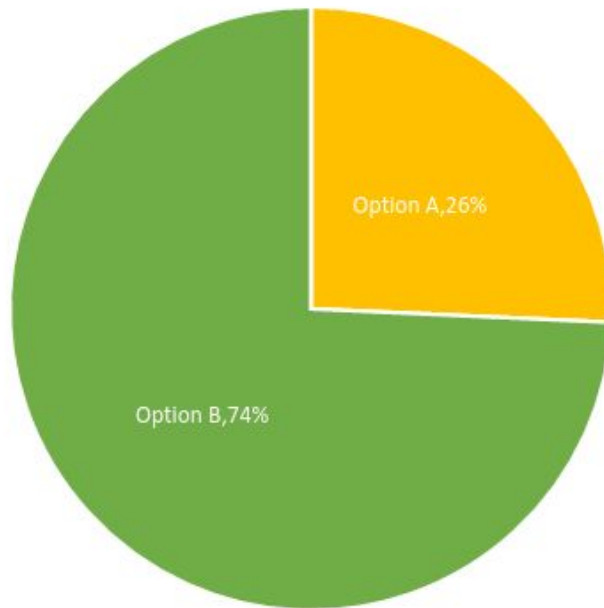
85 survey responses – 2 (duplicates 6/7, 62/68) = 83 total eligible responses.

<b>Feedback School</b>	<b>Total</b>	<b>For Option A</b>	<b>For Option B</b>
Those who identify at least one child at <b>Larkhall Academy (LA)</b>	70 (84% of total)	18 (26% of LA) (22% of total)	52 (74% of LA) (63% of total)
Those who identify at least one child at <b>Beachy Cove Elementary (BCE)</b>	6 (7% of total)	3 (50% of BCE) (4% of total)	3 (50% of BCE) (4% of total)
Those with children in the system at the JH/SH level	7 (8% of total)	2 (29% of JH/SH) (2% of total)	5 (71% of JH/SH) (6% of total)
Those who live in the Old Pennywell Road area (Prospero Place, Nascopie Crescent, Neptune Road, etc)	10 (12% of total)	8 (80% of P.Road) (10% of total)	2 (20% of P.Road) (2% of total)

### Percentage and Preference of Respondents from Rezoned (Old Pennywell Rd) Area



### Preference of Those with Children at Larkhall Academy



Please find below some major themes from the feedback received and the District's response.

**Themes:**

- o Large maturity gap in students in Grade 5/6 versus students in Grade 9. Concerns with combining in one building; bullying, drugs, alcohol, sexual content, etc.

The District has many different grade level configurations throughout the province, including those with upper elementary and intermediate grade levels. It has been our experience that while a period of adjustment is natural after a configuration change, the school administrators, staff, students and parents quickly forge a cohesive school culture focused on student achievement and safe and caring environments. There are also leadership and mentoring programs that have been successfully introduced in schools of similar configuration. This is largely set up for success through the transition planning process that occurs after a reconfiguration decision by the Board. The transition team examines ways to alleviate the stress of a reconfiguration and plan for how to build an inclusive school community from a wider range of grade levels.

- o Prefer to leave students in an elementary environment for as long as possible.

The District understands the parental desire to retain students in the elementary environment for as long as possible and in practice, we will try to keep such grade level groupings where possible. However, periodically grade level adjustments are necessary to effectively manage the infrastructure that is available to the District. When grade level reconfigurations occur, the District will be cognisant of the desire to have a degree of physical separation and programming division between lower and higher grades and will account for this in the transition planning process. Students are largely separated for programming anyway and, our experience has been that students tend to interact more within their grade level outside of normal instructional periods.

- o Parental concerns over the potential of different schools entering middle school at different grade levels; preference to entering at the same time.

Under Scenario A, St. Andrew's Elementary students would enter Leary's Brook Junior High after Grade 6 and Larkhall Academy students would enter after Grade 3. In Scenario B, both elementary feeder schools end in grade 5 and all students would enter Leary's Brook Junior High for Grade 6.

- o Grade 5/6 students would potentially lose some optional programming; hot lunches, buddy reading, recycling, etc.

While there would be some changes, the transition team would examine ways to preserve some of the positive aspects of the elementary school practices.

- o Splitting friends/sports teams.

This District acknowledges that any time there is a change to catchment areas students are separated from friends and cohort groupings. This is significant in year one but most students adjust quickly. Supports are available to students who may struggle in this regard.

- o Proposed changes would impact on parents plans for September 2017 (transportation, childcare, even work).

The District acknowledges that catchment and/or grade configuration changes will impact the daily schedules and lives of families and apologizes for any inconvenience. We will endeavour to communicate the changes as expeditiously as possible in order for families to make adjustments.

- o Parents in the Groves Road area (off the end of Mt. Scio Road, near Thorburn Road) concerned about being zoned for schools other than Larkhall (closest).

This would occur in the event Scenario A were to be chosen. The rationale for this option was that this area is bussed regardless of the zoned school and would only add marginally to the time and distance travelled.

- o Moving children with pervasive needs or significant learning challenges will be more challenging for families than they feel is necessary.

The District understands that children with pervasive needs will require additional consideration. Once a final decision is made, school staff will contact parents of students with significant special needs to develop appropriate transition plans.

- o No Late French Immersion at new school.

The Early French Immersion (EFI) program will be offered at Beachy Cove Elementary and onto the new PCSP Grade 5-9 school. The Late French Immersion (LFI) program will be offered at Leary's Brook Junior High (LBJH). The Grade 7 and 8 students currently enrolled in LFI who will now reside in the PCSP 5-9 catchment will be able to complete their LFI program in Grade 8 and 9 at the new school. Any new student from PCSP 5-9 school wishing to avail of LFI programming commencing in Grade 7 could access the program at LBJH, however they will be responsible for their own transportation. Notwithstanding the above, if sustainable numbers of applicants for the program warrant, LFI could be considered at the PCSP 5-9 school in the future.