

Elementary Activity	
What do you like about the current pathway from grade 8 to grade 9?	
Franklin Road	<ul style="list-style-type: none"> ○ Impact is low 30-40ish students to SAM instead of Sherwood ○ Good to split students between high schools
GL Armstrong	<ul style="list-style-type: none"> ○ There are some options ○ Split some relationships between students
Pauline Johnson	<ul style="list-style-type: none"> ○ Proximity to NFH is good ○ New school
Ridgemount	<ul style="list-style-type: none"> ○ Early transition planning ○ Dealing with anxiety and well-being ○ Slice of life
What do you not like about the current pathway from grade 8 to grade 9?	
Franklin Road	<ul style="list-style-type: none"> ○ Would like to see a greater split; more students moving to different high schools ○ Fallout of current structure; many students move to HWCDSD to move away from peer groups ○ Transition activities are problematic (challenging to work/schedule/plan with two different schools) ○ Distance to SAM, transportation concerns
GL Armstrong	<ul style="list-style-type: none"> ○ Students split from friends ○ Distance to SAM ○ Access to school – two city busses ○ 50 minutes to an hour if traffic is good ○ Possible deterrent to attending ○ Parental concerns re: bus transfers & timing; getting to school on time, making bus connections
Pauline Johnson	<ul style="list-style-type: none"> ○ Splitting up friends and peers
Ridgemount	<ul style="list-style-type: none"> ○ Additional transition opportunities later in the year

	<ul style="list-style-type: none"> ○ Specialist programs not available at all secondary schools; ELL, Spec Ed, FI etc.
What is your hope moving forward?	
Franklin Road	<ul style="list-style-type: none"> ○ Not moving to NFH is the preference of our community due to distance ○ Status quo/minimal change would be ideal for our community
GL Armstrong	<ul style="list-style-type: none"> ○ Bus passes for ALL ○ Attending NFH ○ Re-open Hill Park (closer to GLA catchment)
Pauline Johnson	<ul style="list-style-type: none"> ○ All PJ to be directed to one secondary school (NFH)
Ridgemount	<ul style="list-style-type: none"> ○ Transportation more fluid ○ More HSR busses ○ Siblings grandfathered for safety

Secondary Activity	
Benefits of Alignment	
Nora Frances Henderson	<ul style="list-style-type: none"> ○ Real Family of Schools feeling ○ Better transitions, relationships between the elementary and secondary schools ○ New school; shiny, all the bells and whistles ○ Many SHSMs
Sir Allan MacNab	<ul style="list-style-type: none"> ○ Sometimes value to splitting student between schools ○ Ease of transition planning; can build stronger relationships
Sherwood	<ul style="list-style-type: none"> ○ Minimal impact because so few (three) go to SAM ○ Helps transition activities work better... partnerships could flourish ○ Fewer interruptions, less dual work ○ Friend groups stay together ○ Sherwood is closer
Challenges Moving Forwards	
Nora Frances Henderson	

Sir Allan MacNab	<ul style="list-style-type: none"> ○ Distance and number of busses (GLA) and time ○ PJ sibling issue (splitting families) ○ Ridgemount challenge of ELL programming ○ Concern about HSR overload ○
Sherwood	<ul style="list-style-type: none"> ○ Peer groups stay together, what if they need a break from each other? ○ Future Sherwood site could be a challenge and consideration
Considerations Moving Forward	
Nora Frances Henderson	<ul style="list-style-type: none"> ○ Work with HSR to create enough space before and after schools ○ Allow a sibling rule ○ Bus passes would be needed either way for some student – no net impact ○ What really will happen to the Sherwood site? In this model will the High Street location be refurbished? What? How might this uncertainty affect parent decision/desires?
Sir Allan MacNab	<ul style="list-style-type: none"> ○ Will this encourage student to stay in HWDSB or go to other boards? ○ Value of having a sibling rule ○ Equity of programming ○ Importance of promoting grade 8 nights ○ Need to communicate with HSR re peak times
Sherwood	

Planning for Community Meeting	
<ul style="list-style-type: none"> ○ Adjust boundary maps to highlight locations ○ Map to indicate walkability and HSR/public transit maps, options and enrolment ○ Review themes discussed by Advisory Panel provided to the public ○ Highlight GL Armstrong with a color as well. ○ Statistics on walking times ○ Options A and B to capture different scenarios ○ Provide enrolment statistics to support both options or scenarios ○ Strategies to capture voices of all elementary schools involved ○ Communication to parents who have options for secondary school ○ Consider preferred options from each elementary school individually ○ Digital communication before public meeting to provide information and context. 	

