



Peace River School Division

Learning Together - Success for All

Community Engagement on Educational Offerings in Peace River

Prepared: May 13, 2026

Disclosure: Use of Artificial Intelligence

The Peace River School Division used artificial intelligence (AI) tools, specifically Claude, developed by Anthropic, to support the preparation of this report. AI assistance was applied in the following areas: analysis and verification of quantitative engagement data; editorial refinement of report language; and extraction and organization of verbatim participant responses included in the appendices.

All AI-assisted content was reviewed, edited, and approved by PRSD staff prior to inclusion in this report. Participant survey responses are reproduced verbatim as submitted and were not modified or paraphrased at any stage of preparation. All interpretations, conclusions, and editorial judgments contained in this report reflect the decisions of PRSD staff and administration.

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Introduction

The Peace River School Division (PRSD) Board of Trustees is engaged in a listening and exploratory process to help plan for the future of schools in Peace River. No final decisions have been made regarding school configurations, grade-level organization, program offerings, or the location of possible new facilities. The purpose of this engagement is to establish a clear, evidence-based understanding of what the community values and expects from PRSD schools. This engagement was designed at the Consult level of the International Association for Public Participation (IAP2) spectrum, meaning the Board sought community input to inform its decisions while retaining final decision-making authority.

This preliminary report summarizes input gathered across three engagement channels:

- Two in-person engagement sessions held on April 30, 2026
- A Community Survey open from April 20 to May 8, 2026
- A Jr/Sr High School Student Survey open from April 20 to May 8, 2026

Feedback was organized around four key topic areas: Quality Education, Grade Configurations, Language Programming, and Facilities & Location. This report presents emerging themes within each topic area, drawing on written responses, gallery walk endorsements, and survey response data.

This report also includes demographic information gathered from participants; how and where the engagement was promoted ahead of the April 30 sessions; and results from exit survey questions completed by participants.

How Engagement Was Communicated

Initial information about the in-person session for staff and community was communicated by the Superintendent of Schools to Principals at each of the five-involved schools, namely TA Norris Middle School, École Springfield Elementary School, Peace River High School, Peace Regional Outreach Campus, and Nampa Public School, following the April 16, 2026 regular meeting of the Board of trustees.

On April 20, an email was sent to all five Principals requesting they share with their school's families the letter from Board Chair Lacey Buchinski inviting the public to attend the April 30 community session, or complete the community survey. Principals were also asked to make available the QR code for the Jr./Sr. High student survey on April 20, with no expectation that they would help facilitate the delivery of the survey during class time.

An email was also sent to several Peace River-area community organizations offering services to pre-school aged children. This email included the letter from Chair Buchinski and a request to share the information with their clients, as these individuals represent our future families. No direct outreach was conducted to Indigenous-led organizations during this phase. As noted in the demographic findings, Indigenous community members were under-represented in responses, and future engagement processes will include more targeted outreach to address this gap.

At the same time, a news post was shared on the PRSD [website](#), and pushed to each of the affected school websites. Additionally, a new permanent page on the PRSD website, <https://www.prsd.ab.ca/family-community/engage>, was created as the home for all engagement initiatives by the Peace River School Division. During the communication period of April 20 to May 8

(close of the surveys), this webpage was viewed 594 times, moving into the top four most viewed individual pages on the PRSD website, behind only the home page, the staff portal, and the careers page.

On social media, a post was created on April 20, 2026 and promoted until April 30, 2026 inviting the community to attend the public engagement session or complete the survey if they were unable to attend. During this 10-day space, the post reached 4,243 individual accounts on Facebook. This ad was published with a specific target audience of individuals located within a 50km radius of Peace River. The same ad was not promoted on Instagram, largely because our audience on Instagram is much smaller and not as active.

Then, on April 27, Principals were once again asked to distribute the letter and invitation to attend the public session to their school communities. One final reminder was sent out by the Communications Coordinator on April 29. On this date the Communications Coordinator sent separate emails to staff and parents. It was on this day that it became clear that the Division had not adequately informed our staff of the opportunity to attend the staff-specific engagement session. This likely contributed to the fairly low attendance by staff on April 30.

Following the in-person sessions, another post was created and promoted on Facebook inviting individuals who could not attend the in-person sessions to complete the survey by May 8. This ad ran from May 5-8, reaching 2,146 unique accounts and resulted in 204 views of the PRSD Engage webpage.

While the engagement plan did include posting of physical posters in community spaces, time and personnel restrictions prevented this from happening. In future engagement phases, a physical poster distribution checklist will be assigned to a specific staff member with a confirmed deadline.

The miscommunication between Central Operations and School-level staff regarding the staff-specific event will be mitigated in the future with a required confirmation of receipt of information from each Principal prior to the session date.

How Engagement Was Conducted

In-Person Sessions held April 30, 2026

Two in-person engagement sessions were held on April 30, 2026: one for community members and one for PRSD staff. Both sessions used the same structured format and covered the same four topic areas. Approximately 22 community members and 30 staff participated.

Each session included two activities:

- Card Storming: Participants individually wrote their responses to prompts on sticky notes, shared them at their table, and clustered them by theme.
- Gallery Walk: Clustered cards were displayed on the walls. Participants walked the room and added checkmarks to any card that resonated with them. Checkmark totals provide a secondary measure of resonance beyond the number of written responses.

These methods were specifically chosen to address a desire to enable participants to have meaningful conversations with other participants, while protecting their ability to provide open and honest feedback to the Board of Trustees. Additionally, an earlier plan included a method requiring a much greater level of staff involvement. The Card Storming exercise was ultimately chosen because it provided a way for

these meaningful conversations to take place and feedback to be captured with significantly less staff involvement.

Throughout this report, in-person findings are presented with both a response count (the number of written responses addressing a given theme) and a gallery walk checkmark total (the number of endorsement marks that theme received during the gallery walk). These two measures together provide a fuller picture of the feedback received on the four key topic areas.

This engagement was designed at the Consult level of the International Association for Public Participation (IAP2) spectrum. The Board sought community input to inform its decisions, while retaining final decision-making authority.

Community Survey

A community survey was distributed broadly to Peace River and area parents, guardians, staff, and community partners. The survey included both closed- and open-ended questions across the four topic areas and was open between April 20 and May 8, 2026.

Jr/Sr High School Student Survey

A parallel survey was developed specifically for students currently enrolled in Grades 7 through 12 in Peace River. The survey used age-appropriate language and framing. The survey was open between April 20 and May 8, 2026.

Survey Response Demographics

Community Survey

Question	Categories	# of Responses
In which municipality or area do you currently live?	Town of Peace River	45
	County of Northern Lights	13
	MD of Peace	5
	Northern Sunrise County	17
	Village of Nampa	8
	Total Respondents	88/88
Do you currently have children enrolled in Kindergarten to Grade 12 living in your home?	Yes - in Peace River School Division	52
	Yes - in a different school division	3
	Yes - in both PRSD and another Division	6

	No - my children are not yet school age	8
	No - my children have finished school	14
	No - I do not have children	4
	Total Respondents	88/88
If you have children enrolled in PRSD schools, which school(s) do they attend? (Select all that apply)	T.A. Norris Middle School	19
	École Springfield Elementary	22
	Peace River High School	25
	Peace Regional Outreach Campus	1
	Nampa Public School	11
	HFCRD Schools	2
	Total Respondents	60/88
How are you connected to Peace River schools? (Select all that apply)	Parent or guardian of a currently enrolled student	58
	Parent or guardian of a child who will enroll in the next 1-5 years	15
	Teaching Staff	14
	Support or non-instructional staff	10
	School Council Member	3
	Community partner or organization	5
	I am a community member without a direct school connection	9
	Other: <i>Potential parents but no local school, retired teacher, recently retired teacher, Retired Peace River School Division teacher</i>	4
	Total Respondents	88/88

What is your approximate age range?	Under 25	0
	25–34	14
	35–44	36
	45–54	16
	55–64	9
	65 or older	6
	Total Respondents	86/88
Do you identify as Indigenous? (This question helps us understand whether we are hearing from Indigenous community members. It is entirely optional)	No	77
	Yes	7
	Total Respondents	84/88
Is English your primary language at home? (This helps us identify whether our engagement materials are accessible to all community members)	Yes	85
	No - French is my primary language at home	0
	No - another language is my primary language at home	2
	Total Respondents	87/88
How did you hear about this survey?	School newsletter or email from a school	41
	PRSD Website	3
	School Website	3
	PRSD social media	15
	School social media	7
	Poster at a community location	0
	A friend, neighbour, or family member	13

	School Council	1
	I attended a community engagement session	0
	Other: <i>Radio, From a former colleague and current board member, Facebook, School Trustee, Email from board</i>	5
	Total Respondents	88/88

Trends identified in the Community Survey's Demographic Data

School Community Profile & Representation

The data reveals a very specific "active" school community group. The vast majority of respondents were parents of currently enrolled students (58/88) in the 35–54 age bracket. Just over half of the respondents indicated they reside in the Town of Peace River (45) with the next largest number of respondents coming from Northern Sunrise County (17) and County of Northern Lights (13). While this makes sense for a Peace River-centric survey, the fact that 49% of respondents were located outside of the Town of Peace River indicates a vocal group of stakeholders that live beyond the Town of Peace River boundaries.

Just 7 respondents self-identified as Indigenous. This may point to the survey not sufficiently reflecting the views of the local Indigenous community. Future engagement phases will include more direct outreach to self-identified Indigenous families who attend our schools, and Indigenous community organizations, to support meaningful participation from Indigenous community members.

Communication Channel Effectiveness

School-to-home communication (newsletters/emails) was the strongest mode of communicating the availability of the survey, accounting for nearly 47% of the survey's reach. Additionally, 32% of the survey's reach is attributable to social media and website communications. Another 16% of the survey's reach is accounted for through word-of-mouth communication channels such as conversations between friends and neighbours, or school council meetings.

Accessibility and Inclusion

With 85/87 respondents identifying English as their primary home language, the current engagement is highly accessible to English speakers but may be invisible to the local Francophone or ESL communities. More attention should be given to this consideration when forming future surveys.

A positive inclusion marker is the moderate number of parents of children who are not yet school age and parents of children who have finished their education who completed the survey. This is an indication that the survey did reach people beyond the immediate PRSD school community in Peace River, which is important for long-term planning exercises such as Value Scoping.

Jr./Sr. High School Survey

Question	Categories	# of Responses
In which municipality or area do you currently live?	Town of Peace River	11
	County of Northern Lights	2
	MD of Peace	3
	Northern Sunrise County	1
	Village of Nampa	0
	Total Respondents	15/17
What school do you currently attend?	T.A. Norris Middle School	4
	Peace River High School	8
	Peace Regional Outreach Campus	3
	Total Respondents	15/17
What grade are you currently in?	Grade 7	0
	Grade 8	3
	Grade 9	4
	Grade 10	2
	Grade 11	4
	Grade 12	2
	Total Respondents	15/17
Do you identify as Indigenous? (This question helps us understand whether we are hearing from Indigenous community members. It is entirely optional)	No	13
	Yes	4
	Total Respondents	17/17

Is English your primary language at home? (This helps us identify whether our engagement materials are accessible to all community members)	Yes	14
	No - French is my primary language at home	0
	No - another language is my primary language at home	3
	Total Respondents	17/17
How did you hear about this survey?	Teacher or School Announcement	1
	PRSD Website	0
	School Website	0
	PRSD social media	4
	School social media	2
	Poster at School	
	A friend, neighbour, or family member	3
	Other: <i>Facebook, I got the email</i>	2
	Total Respondents	12/17

Trends identified in the Student Survey's Demographic Data

A core value of the International Association of Public Participation is that those affected by a decision have a right to be involved in the decision-making process. While it is possible that all of the students surveyed will complete their K-12 education before the solutions from this process become a reality, it is important to seek the opinions of the students who are learning in our schools as they are currently. They are the individuals who know best what works and what may need to be changed.

Student Profile & Representation

The responses are well-distributed across Grade 8 through 12, with a slight peak in Grade 9 and Grade 11. There is a heavy weighting toward students who live in the Town of Peace River, with less representation from students who live in the rural areas surrounding the town.

Higher Diversity Density

While the sample size is small (17) the proportional representation of diverse voices is significantly higher among youth than in the community survey. In the community survey just 8% of respondents self-identified as Indigenous, compared to about 24% in the youth survey. Similarly, about 18% of youth respondents indicated they speak a language other than English at home, compared to 2% in the community survey.

In summary, this youth data is high quality but low quantity. These 17 individuals provided a more diverse cultural and linguistic snapshot than the 88 adults. In future engagements, steps will be taken to actively promote the opportunity for students to participate in our schools. The promotion of the survey in schools was fairly passive and relied on the Principals to distribute the information. In future engagement processes, a designated staff member will be responsible for actively facilitating student survey distribution within schools, rather than relying on Principals to cascade the request.

Topic 1: Grade Configurations

Participants were asked to reflect on the current K-4 / Grade 5-8 / Grade 9-12 configuration of Peace River schools, identify its strengths and concerns, and indicate what would matter most if changes were considered.

In-Person Session Findings

► Theme 1: Strong preference for a two-school model

Responses: 41 (Staff: 24 | Community: 17) | Gallery Walk Checkmarks: 36

The most frequently represented position across both groups was a preference for a two-school model. Respondents favoured K-6/7-12 and K-8/9-12 configurations.

► Theme 2: Grades 5–6 are misplaced in a 5–8 configuration

Responses: 11 (Staff: 8 | Community: 3) | Gallery Walk Checkmarks: 7

Multiple respondents noted that Grade 5–6 students feel "lost" or are mismatched with Grade 7–8 peers due to significant differences in maturity and curriculum. This was one of the most repeated specific criticisms of the current K-4/5-8/9-12 model.

► Theme 3: Some support for maintaining the current configuration

Responses: 10 (Staff: 7 | Community: 3) | Gallery Walk Checkmarks: 5

Some responses expressed satisfaction with the existing K-4/5-8/9-12 model, valuing tighter-knit school communities and the excitement students feel transitioning to a new school.

► Theme 4: Grade 9 placement

Responses: 9 (Staff: 4 | Community: 5) | Gallery Walk Checkmarks: 5

These responses raised concerns about Grade 9 being grouped with senior high school students (Grades 10–12), citing maturity gaps and complications for sports eligibility in Northern Alberta. Views were not unanimous, some supported Grade 9 in a high school, while others firmly opposed it.

► Theme 5: Leadership opportunities within schools matter

Responses: 5 (Staff: 4 | Community: 1) | Gallery Walk Checkmarks: 6

Respondents valued configurations that allow older students to serve as leaders and role models for younger ones.

Community Survey Findings

Note: All of the survey questions were optional, meaning no one was required to complete every survey question. As a result, you will see some questions where the number of respondents who completed the question is lower than the total number of respondents who completed the survey. Additionally, in the survey findings you will see numbers presented as either "respondents" or "selections." "Respondents" refers to the number of individuals who completed the question. "Selections" refers to the number of times a particular response was selected by respondents. For this reason, the number of selections can be greater than the total number of respondents.

Q11. Do you feel that the current grade organization across Peace River schools works well for students?	
Works well as it is	31 respondents (36%)
Mostly works, room for improvement	39 respondents (45%)
Needs significant change	9 respondents (10%)
Unsure / need more information	8 respondents (9%)
Total respondents	87/88
Q12. What do you see as the main strengths of how grades are currently organized across PRSD schools in Peace River?	
Open-ended responses (Appendix B)	53/88
Q13. What concerns do you have about how grades are currently organized?	
Open-ended responses (Appendix B)	51/88
Q14. If changes were considered to how grade levels are organized, which of the following would matter most to you? (Select all that apply)	
Maintaining strong programming at each school level	65 Selections
Keeping younger and older students in separate buildings	49 Selections
Minimizing the number of school transitions	24 Selections
Keeping siblings in the same school where possible	11 Selections
Total Respondents	86/88

► **Theme 1: Maintaining strong programming and keeping age groups separate are the top priorities for any change**

The two most selected priorities in Q14 significantly outpaced the other options. This is consistent with the open-ended responses, where concerns about age and maturity mixing were common.

► **Theme 2: The Grade 5–6 placement at middle school is the most common specific concern**

The most frequently raised concern in the open-ended responses (Q13) was the placement of Grade 5 and 6 students at TA Norris alongside Grade 7 and 8 students. Some respondents described the maturity gap as too wide, with some noting that Grade 5 students are not developmentally ready for a middle school environment.

► **Theme 3: Grade 9 placement in the high school raises maturity too quickly**

Some respondents raised concern about Grade 9 students being grouped with Grades 10–12, citing the maturity gap and the risk of younger students being exposed to older student behaviours too early.

► **Theme 4: A preference for a K-6 or K-3/4-6 elementary configuration is emerging**

Some respondents expressed a preference for keeping Grade 5 and 6 students in an elementary setting, with some specifically advocating for a return to a K-3/4-6/7-9/10-12 model.

Jr/Sr High School Student Survey Findings

Note: One response was removed from the student survey dataset prior to analysis, as the respondent self-identified as a parent rather than a student. The findings for this survey throughout the report reflect the 17 remaining respondents.

Q9. Do you feel that the current grade organization across Peace River schools works well for students?	
Works well as it is	7 students (47%)
Mostly works, room for improvement	5 students (35%)
Needs significant change	4 students (20%)
Total respondents	17/17
Q10. What do you see as the main strengths of how grades are currently organized across PRSD schools in Peace River?	
Open-ended responses (Appendix C)	10/17
Q11. What concerns do you have about how grades are currently organized?	
Open-ended responses (Appendix C)	9/17
Q12. If changes were considered to how grade levels are organized, which of the following would worry you the most? (Select all that apply)	
Losing certain programs such as CTF/CTS courses or athletic programs	9 Selections
Being separated from friends or siblings in other grades	7 Selections
Having to change schools too many times	6 Selections
Having much younger students in the same building	5 Selections
Total respondents	14/17

► Theme 1: Students are broadly satisfied with the current grade configuration

Students were more satisfied with the current grade configuration than either adult group. Nearly half felt it works well as it is, and open-ended responses in Q10 reflected general acceptance.

► Theme 2: Program and program access are the primary concern if changes happen

The most selected concern in Q12 was losing CTF/CTS courses or athletic programs (8 selections), outpacing all other options. This suggests that for students, what happens inside the school matters more than which building they are in.

Emerging Direction

► The engagement data under topic 1 points toward a two-school grade configuration as a preferred model for Peace River.

Across all engagement channels, the most consistent and strongly endorsed signal is a preference for a two-school system. The two-school preference was the single most represented theme in the in-person sessions (41 responses, 36 checkmarks), and community survey data reinforces this direction.

The most debated question during the in-person sessions was around which grade configuration may be best in a two-school system with K-6/7-12 and K-8/9-12 both receiving strong support (Table 1). These two models appear to represent the primary options the community is asking the Board to consider.

► The engagement data consistently identifies the placement of Grade 5 and 6 students in the same building as Grade 7 and 8 students as the most problematic feature of the current configuration.

This concern was raised across all engagement groups making it the most broadly shared specific criticism of the current model. The maturity gap between Grade 5 and Grade 8 students was described as too wide across multiple responses and surveys.

Table 1: Amount of Support for specific Grade Configurations

K-6 / 7-12	Responses	Checkmarks
Staff	15	12
Community	8	0
Total	23	12
K-8 / 9-12	Responses	Checkmarks
Staff	9	14
Community	9	11
Total	18	25
K-4 / 5-8 / 9-12	Responses	Checkmarks
Staff	5	4
Community	5	6
Total	10	10

Topic 2: Language Programming

Participants were asked about the importance of French Immersion (FI) programming, what they value most about it, and what would matter most if changes to the program were considered.

In-Person Session Findings

► Theme 1: FI is broadly valued and should continue

Responses: 67 (Staff: 34 | Community: 33) | Gallery Walk Checkmarks: 66

Both groups overwhelmingly expressed that FI programming must be maintained, and the checkmark total confirms this resonated deeply across the room. It was described as a draw for families, a point of pride, essential to Canada's bilingual identity, and a competitive advantage for the PRSD.

► Theme 2: Lack of a bilingual diploma (DELF) is a critical gap

Responses: 16 (Staff: 14 | Community: 2) | Gallery Walk Checkmarks: 26

This concern was raised almost entirely by staff. The absence of a bilingual graduation diploma was identified as a major driver of student attrition from the FI program.

► Theme 3: Support for FI students and teachers is insufficient, especially at the high school level

Responses: 11 (Staff: 8 | Community: 3) | Gallery Walk Checkmarks: 23

Both groups raised concerns about the perception of inadequate support for FI students, teachers and EAs, in the more advanced years. Concerns were also raised around the chronic challenge of finding and retaining qualified French teachers and EAs.

► Theme 4: The sustainability of three competing French programs raises concerns, and inter-divisional collaboration is seen as a potential solution

Responses: 20 (Staff: 15 | Community: 5) | Gallery Walk Checkmarks: 22

Some respondents questioned whether Peace River, as a smaller community, can adequately staff or sustain three separate French programs. Teacher recruitment and retention across three programs was identified as a particular pressure point. At the same time, many of these respondents saw inter-divisional collaboration as a practical path forward, suggesting that the PRSD should explore sharing French language resources with the HFCRD to build a more robust program. The idea of pooling resources to enable a bilingual diploma was specifically raised several times.

► Theme 5: Starting FI early (Kindergarten) is important

respondents: 6 (Staff: 3 | Community: 3) | Gallery Walk Checkmarks: 9

Respondents noted that beginning FI at Kindergarten is critical to building a strong foundation.

Community Survey Findings

Is your child currently enrolled in French Immersion?	
Yes	18 respondents (21%)
No	39 respondents (45%)
No, but I considered it	8 respondents (9%)
N/A - I do not have children currently enrolled	21 respondents (24%)
Total respondents	86/88
Q16. How important is it to you that French Immersion programming continues to be available in PRSD schools?	
Very important	25 respondents (29%)
Somewhat important	19 respondents (22%)
Neutral	28 respondents (33%)
Somewhat unimportant	4 respondents (5%)
Not at all important	10 respondents (12%)
Total respondents	86/88
Q17. What do you value most about French Immersion programming?	
Open Ended Responses (Appendix B)	53/88
Q18. If French Immersion programming were to change in some way, which of the following would be most important to you? (Select all that apply)	
Ensuring students can complete a full FI pathway	34 Selections
No strong preference about FI changes	32 Selections
Having FI available at the same school as English programming	23 Selections
Maintaining access at the elementary level	25 Selections
Maintaining access at the middle school level	18 Selections
Maintaining access at the high school level	15 Selections
Total Responders	81/88

► Theme 1: FI is valued but support is more divided than in the in-person sessions

While FI was broadly supported in the in-person sessions, the community survey reveals a more divided picture. With the full survey data, neutral is the single largest response category at 33%, followed by very important at 29% and somewhat important at 22%, while 17% rated FI somewhat or not at all important. The open-ended responses reflect this range, from strong advocates to skeptics, and suggest that the broader community population reached by the survey includes a larger proportion of families without a direct connection to the FI program than those who attended the in-person sessions.

► Theme 2: Bilingualism and future opportunity are the most cited reasons for valuing FI

Among those who value French Immersion, the most common rationale in open-ended responses was the benefit of bilingualism for future employment, education, and opportunity.

► Theme 3: Completing a full FI pathway is the top priority if changes are made

Of all the Q18 options, "Ensuring students can complete a full French Immersion pathway" was the most selected (27), suggesting that for those who value the program, program continuity from elementary through graduation is more important than preserving any single grade level.

► Theme 4: Teacher recruitment and program quality concerns are noted

Some open-ended responses raised concerns about the quality and sustainability of FI delivery, echoing the staffing concerns raised in the in-person staff session.

Jr/Sr High School Student Survey Findings

Q13. Are you currently enrolled in French Immersion?	
Yes	4 students (24%)
I used to be, but am not currently	4 students (24%)
No	9 students (53%)
Total respondents	17/17
Q14. How important is it to you that French Immersion programming continues to be available in PRSD schools?	
Very important, I want it to continue	3 students (21%)
Somewhat important	4 students (29%)
Neutral	5 students (29%)
Somewhat unimportant	0 students (0%)
Not at all important	4 students (21%)

Total respondents	16/17
Q15. If you are in French Immersion, what do you value most about it?	
Open Ended Responses (Appendix C)	6/17
Q16. If French Immersion programming were to change in some way, which of the following would be most important to you? (Select all that apply)	
Ensuring students can complete a full FI pathway	6 Selections
Maintaining access at the high school level	4 Selections
No strong preference	3 Selections
Maintaining access at the elementary level	3 Selections
Total Responders	13/17

► **Theme 1: Student opinion on FI importance is evenly divided**

Unlike the strong consensus seen among staff and community members, student responses on FI importance are split fairly evenly across the spectrum. Notably, 27% of student respondents are former FI students who have since left the program, a signal consistent with the attrition concern raised in the in-person sessions.

► **Theme 2: Teacher continuity and quality are the most pressing FI concern among enrolled students**

The small number of open-ended Q15 responses from FI students were notably candid. One response raised the issue of teacher retention directly, noting the number of students who have left the PRHS French Immersion program due to staffing. Other responses focused on the value of bilingualism and the importance of the full pathway, including the DELF.

► **Theme 3: Completing a full FI pathway is the top priority among students if changes occur**

Consistent with both the community survey and in-person sessions, "Ensuring students can complete a full French Immersion pathway" was the most selected Q16 option (6 selections).

Emerging Direction

► **The engagement data points toward continued investment in French Immersion programming as a priority for the Peace River community.**

French Immersion was the most broadly and consistently supported topic across the entire engagement. Support for continuing the program was the single largest theme in the in-person sessions (67 responses, 66 checkmarks), and 56% of community survey respondents rated FI as very or somewhat important. While the community survey revealed more divided opinion than the in-person

sessions, reflecting the broader reach of the survey format, the overall weight of the data across all three channels points clearly toward an expectation that French Immersion programming will continue to be available in PRSD schools. The student data adds important nuance: 27% of student respondents are former FI students who have since left the program, suggesting that continuation alone is insufficient without attention to what is driving attrition.

► **The engagement data identifies completing a full French Immersion pathway, including access to a bilingual diploma, as the most critical factor in the long-term health of the program.**

Across all three engagement channels, the priority of ensuring students can complete a full FI pathway emerged as the top concern when participants were asked what would matter most if changes were made. In the in-person sessions, the absence of a bilingual graduation diploma (DELF) was identified as a significant driver of student attrition, attracting more gallery walk checkmarks (26) than written responses (16). This finding was consistent in both the community survey (34 selections) and the student survey (6 selections). Staffing was identified across all groups as the underlying challenge that threatens program continuity at the high school level. Inter-divisional collaboration with the HFCRD was the most frequently proposed solution.

Topic 3: Facilities & Location

Participants were asked how a potential new school building on the West side of Peace River would affect them, and what the Board should know about how school locations affect their family's decisions. Both the in-person sessions and the surveys included information about land availability constraints and construction logistics that limit options for building on current school sites.

In-Person Session Findings

► **Theme 1: A West Hill location raised concerns about accessibility, transportation, and proximity to community amenities**

Responses: 38 (Staff: 23 | Community: 15) | Gallery Walk Checkmarks: 49

Both groups were largely skeptical of placing a school on the West Hill, particularly for elementary-aged students. Concerns centred on increased bussing costs, logistical challenges for families without private transportation, and the loss of walkable access to the pool, Baytex Centre, gymnastics, and daycare. Respondents further identified these amenities as integral to the elementary school experience in Peace River. Equity concerns were also raised, with specific mention of the impact on lower-income families in the north end.

► **Theme 2: The preferred emerging scenario is K-8 in the north end with a regional 9–12 on the West Hill**

Responses: 22 (Staff: 12 | Community: 10) | Gallery Walk Checkmarks: 44

This combined theme reflects both openness to the West Hill for a high school and the more fully articulated preference for what that would look like in practice. Many respondents were supportive of placing a new 9–12 school on the West Hill, particularly as a regional facility combining Peace River and Grimshaw students, while keeping K-8 in the north end close to community amenities. The high checkmark total indicates this scenario resonated strongly with participants beyond those who wrote about it directly.

► **Theme 3: Modernization of existing facilities is preferred over building new**

Responses: 7 (Staff: 5 | Community: 2) | Gallery Walk Checkmarks: 12

Some respondents expressed a preference for modernized facilities rather than new builds. Concern was expressed that the capital infrastructure funding formula disadvantages small communities. Springfield's location was specifically cited as an asset worth preserving, with respondents noting its proximity to daycare and recreation facilities.

Community Survey Findings

Q19. If a new school were built on the West side of Peace River, how would this change in location affect your decision to choose PRSD schools for your child?	
Highly Positive: I would prioritize a new facility over maintaining the current location.	21 respondents (24%)

Somewhat Positive: I prefer a new building, though the distance from home/town facilities is a minor concern.	3 respondents (5%)
Neutral: The location change wouldn't significantly impact my decision.	29 respondents (34%)
Somewhat Negative: I am concerned about the distance from home/town facilities	12 respondents (14%)
Highly Negative: The proximity to my home/town facilities is more important to me than a new building.	14 respondents (16%)
Total respondents	86/88
Q20. Is there anything you would like the Board to know about how school locations in Peace River may affect your family's decisions?	
Open-Ended Responses (Appendix B)	41/88

Note: The low Q20 response rate (41/88) means open-ended location themes should be interpreted cautiously as representing the views of those who chose to elaborate, rather than the full survey population.

► **Theme 1: The majority of survey respondents are neutral or positive about a West Hill location**

Approximately 40% were neutral and 31% were positive, with only 22% expressing concern. This is a notable contrast to the in-person sessions, where concern about the West Hill was the dominant theme. This difference may reflect the survey's broader reach.

► **Theme 2: Flood plain safety and future-proofing are cited as reasons to support a West Hill location**

Several respondents viewed the West Hill positively specifically because it would move schools out of the flood plain and improve emergency evacuation, a rationale not prominently raised in the in-person sessions.

► **Theme 3: Proximity to existing amenities and cross-bridge access remain concerns**

Responses to this question were fairly evenly distributed, with approximately 34% of respondents indicating they felt a neutral response to the idea of a school being located on the West hill, 27% viewing this idea positively, and 30% expressing concern. While this remains a contrast to the in-person sessions where concern was the dominant position by a wide margin, the community survey does not show a clear majority sentiment in either direction. This difference between the in-person and survey populations may reflect the broader reach of the survey format.

Jr/Sr High School Student Survey Findings

Q17. If a new school were built on the West side of Peace River, how would this change affect you?	
Positively: I'd prefer a new building with better facilities, even if it's in a new location.	10 students (59%)
Neutral: It wouldn't really change things for me.	1 student (7%)
Negatively: The proximity of the school building to my home/town facilities is more important to me than a new building.	4 students (27%)
Total respondents	15/17
Q18. Is there anything else you would like the Board to know about how school locations in Peace River may affect you?	
Total Open-Ended Responses (Appendix C)	6/17

► Theme 1: Students strongly favour a new building over maintaining the current location

Students were considerably more positive about a West Hill location than any other group, 67% responded positively, with the draw of new and better facilities appearing to outweigh location concerns for most students.

► Theme 2: Enhanced facilities, particularly for trades and practical programs, are what students want

Open-ended responses suggest that what students want from any new facility is improved practical programming spaces, including better shops, foods labs, and home economics facilities. This connects directly to the program concern identified in the Grade Configurations section.

Emerging Direction

► The engagement data reflects broad concern among in-person participants about placing elementary-aged students on the West Hill, with a preference for keeping these students in the north end close to community amenities.

Among in-person participants, concern about a West Hill location for elementary students was the dominant theme in this topic by a considerable margin (38 responses, 49 checkmarks). However, the same participants who expressed concern about a West Hill elementary school were often supportive of a West Hill location for a new high school facility.

It is worth noting that community survey respondents were more mixed on a West Hill location than in-person participants, with approximately 61% indicating a neutral or positive approach, while 30% expressed concern, and students were the most positive of any group at 59%. The Board should be cautious about interpreting the community survey as broadly endorsing a West Hill location, given that concern grew as the survey remained open and that the three-way split between positive, neutral, and negative sentiment is relatively even.

► **The engagement data suggests that if new construction is pursued, students and community members are most interested in what a new facility would enable when it comes to CTS programming, not just where it would be located.**

A consistent thread across both the community survey and the student survey is that the case for a new building is most compelling when framed around program quality and facility capability. Students identified improved shops, trades spaces, foods labs, and practical learning facilities as their primary desire from any new build, and their top concern about any reconfiguration was losing access to CTF/CTS or athletic programs, not the location of the building itself.

Topic 4: Quality Education

Participants were asked to reflect on how well Peace River schools currently meet their expectations for quality education, and to identify the factors that matter most to them. This was topic 4 in the in-person engagement sessions, but topic 1 in the community and student surveys.

In-Person Session Findings

Note: The Quality Education topic was covered in the Community Session only. No staff feedback was collected on this topic.

► **Theme 1: Participants perceive that students with complex or high needs are not receiving adequate supports**

Responses: 12 | Gallery Walk Checkmarks: 9

Respondents expressed that students with complex learning or behavioural needs are not receiving the resources and support they require to succeed. Several respondents called for more specifically-trained EAs, and better provincial funding. A number of respondents also called on the PRSD to actively lobby the provincial government for improved funding for inclusive learning environments.

► **Theme 2: Students should be prepared for real-world skills and high expectations**

Responses: 10 | Gallery Walk Checkmarks: 8

Respondents emphasized preparation for skilled trades, soft skills, critical thinking, and resilience, with pushback on what some saw as lowering academic or behavioural expectations.

► **Theme 3: Teachers and staff are the most important factor in quality education**

Responses: 9 | Gallery Walk Checkmarks: 6

Respondents identified knowledgeable, caring, and qualified teachers as the single most critical element of quality education. Teacher retention in a remote location was raised as a significant challenge.

► **Theme 4: Program breadth and access to diverse course offerings matter**

Responses: 8 | Gallery Walk Checkmarks: 3

Respondents valued access to a full range of programming including trades/CTS, music, drama, languages, and experiential learning.

Community Survey Findings

Q9. How well do you feel Peace River schools currently meet your expectations for quality education?	
My expectations are fully met.	11 respondents (13%)
My expectations are met, but there is room for improvement.	46 respondents (55%)
My expectations are only partially met.	19 respondents (23%)

My expectations are not being met at this time.	6 respondents (7%)
Total respondents	84/88
Q10. Based on your selection above, what is the single most important factor that influences your rating of 'Quality Education' in Peace River?	
Open-Ended Responses (Appendix B)	71/88

► **Theme 1: Inadequate resourcing for complex needs is affecting the entire classroom environment**

The most prominent concern across Q10 responses was the intersection of complex student needs, the perception of insufficient support staffing, and the impact this has on the learning environment for all students. Respondents described classrooms where behavioural disruptions are frequent and where neither students requiring support nor those not requiring it are well-served by the current resourcing model. Multiple respondents called specifically for more EAs, smaller class sizes, and better-trained support staff.

► **Theme 2: Teacher quality and retention are seen as the most important factor in quality education**

Teacher quality, dedication, and the difficulty of retaining qualified staff in a remote location were among the most frequently cited factors in Q10. Both positive acknowledgment of existing staff and concern about attracting and keeping teachers were present.

► **Theme 3: Real-world preparation and program breadth are valued**

Some respondents expressed a desire for richer, more practical programming in the areas of skilled trades, life skills, nutrition, technology, and career preparation. Some respondents cited concern that the current CTS programs do not meet this standard.

Jr/Sr High School Student Survey Findings

Q7. How well does your current school meet your expectations for a quality education?	
My expectations are fully met.	2 student (6%)
My expectations are met, but there is room for improvement.	8 students (50%)
My expectations are only partially met.	6 students (38%)
My expectations are not being met at this time.	1 Student (6%)
Total respondents	17/17
Q8. Based on your selection above, what is something that influences your idea of a 'Quality Education'?	

► Theme 1: Active, engaged teaching is the most important quality indicator for students

The most consistent thread across Q8 responses was a desire for teachers to actively teach — through demonstration, explanation, and engagement — rather than directing students to work independently on devices.

► Theme 2: Course offerings and practical programming matter to students

Responses pointed to the importance of course variety and hands-on learning as markers of quality education, consistent with the real-world preparation theme identified across all other engagement groups.

► Theme 3: A quiet, supportive learning environment is valued

Several students pointed to the learning environment itself as a quality factor, echoing the classroom disruption concerns raised by parents in the community survey and in-person sessions.

Emerging Direction

► The engagement data consistently identifies resources for complex needs as the most pressing quality education concern across all groups, and points toward a gap between inclusion as policy and inclusion as practice.

Some participants expressed that students with complex needs are not receiving adequate support, while others expressed that the current approach is affecting the learning environment for the broader student population. Both perspectives point to the same underlying perceived issue: that current resourcing levels are not sufficient to make inclusion work well for all students. Some respondents specifically called on PRSD to actively lobby the provincial government for improved funding, indicating an awareness that this challenge extends beyond what the Division can address on its own.

► The engagement data points toward a shared expectation across all groups that Peace River schools should be preparing students more deliberately for life beyond graduation.

Across all three engagement channels, participants identified teacher quality and access to practical, real-world programming as the defining markers of a quality education.

Participant Feedback on the Engagement Process

Evaluating the effectiveness of the facilitation and the process is best practice and helps to evaluate the degree to which the engagement achieved its purpose or goal. Following the community engagement session, and at the end of both the community and student surveys, participants were asked to reflect on the process and provide feedback.

In-Person Community Session held April 30, 2026

Question	Categories	# of Responses
Did today's process provide you with a genuine opportunity to share your perspective?	Yes	14
	No	0
	Somewhat	1
	Total	15
What did you enjoy the most about today's engagement?	My table had very thoughtful, considerate and engaged individuals	
	Hearing from other people and parents. Table discussion.	
	The small group talks, but you could still write what you wanted on the notes	
	I appreciated having the chance to not only share my thoughts but also hear varying perspectives to broaden my understanding	
	Smaller groups. Actual discussions.	
	Felt that I was able to have my voice heard	
	The opportunity to be a part of what the PRSD is thinking of doing. Informational. Very well organized and loved the interaction part!	
	Opportunity to share	
	I am not big on sharing my opinion in big groups so this was a nice interactive way to share my thoughts.	
	hearing/discussing peoples opinions	
	I did appreciate a little time to share and then write	
	Discussion and Ideas	

	A chance to share my thoughts	
	The Small group discussion and walk the gallery	
	Writing things down and having an open discussion with others	
What is one thing we should change about our process to make it better?	The board members were helpful as they floated around, but a little more active facilitation would be good. Unfortunately, it was a little vague - a little more guidance on the question would be useful	
	Nothing. If you could get everyone here, that would be great :) lol	
	Dot stickers for us to agree with ideas posted, more time for table discussions, a little more context for each question area that can inform our perspective	
	Nothing - Great Job!!	
	?	
	Make it more known. I didn't know until someone brought me.	
	I wish more people would have attended. I am glad that the staff were able to come to an engagement session this afternoon.	
	Publicize with little earlier notification	
	Excellent :)	
	Too bad more are not in attendance	
	More advertising to get a better turn out of participants	
	Have more engagement sessions to have increased attendance	
How would you rate your overall experience with this engagement session?	1 (Not at all Satisfied)	0
	2	0
	3	1
	4	5
	5 (Very Satisfied)	9

Community Survey

Question	Categories	# of Responses
Did this survey provide you with a genuine opportunity to share your perspective?	1 (Not at all)	2
	2	4
	3	27
	4	36
	5 (Definitely Yes)	16
	Total Responses	85/88
Was the introduction to the survey clear and helpful in explaining why this engagement is happening?	1 (Not Clear)	3
	2	3
	3	26
	4	27
	5 (Very Clear)	25
	Total Responses	84/88
Were there any barriers that made it difficult for you to participate fully?	Some questions did not match what I would like to answer, perhaps an "other" answer where I could fill in my thoughts.	
	The ad says to scan the qr code to participate. But I am on my ohone. So I cant scan a qr code on my screen. The formatting of the website wont lwt me type and see what I am typing at the same time. So I am hoping I dont have phone typing errors	
	not having a child in school YET means I'm not directly familiar with programming options or current challenges relating to grade setup	
	Not having full information to base my conclusions	
	As a community member it would have been nice to know the break down of school sizes and grade divided	
	You didn't talk about grandparents who are concerned about their grandchildren's education	
	The Oilers game!!	

	Not all aspects of a school environment were included.	
	No difficulties encountered.	
	Finding the survey on the PRSD website.	
	My concern is if Nampa will stay open as we live near there.	
	I would have liked to have attended in person but too short notice.	
	Children have gone through PRSD. They received a good education	
Overall, how would you rate your experience with this survey process?	1 (Not at all Satisfied)	0
	2	2
	3	24
	4	33
	5 (Very Satisfied)	25
	Total Responses	84/88

Jr./Sr. High School Student Survey

Question	Categories	# of Responses
Did this survey provide you with a genuine opportunity to share your perspective?	1 (Not at all)	0
	2	3
	3	6
	4	4
	5 (Definitely Yes)	3
	Total Responses	16/17
Was the introduction to the survey clear and helpful in explaining why this engagement is happening?	1 (Not Clear)	1
	2	1
	3	8

	4	5
	5 (Very Clear)	1
	Total Responses	16/17
Were there any barriers that made it difficult for you to participate fully?	Some of the language used wasn't clear.	
Overall, how would you rate your experience with this survey process?	1 (Not at all Satisfied)	0
	2	2
	3	5
	4	7
	5 (Very Satisfied)	2
	Total Responses	16/17

Summary of Participant feedback

Overall, in-person participants expressed high satisfaction with the opportunity to share their perspectives. Community survey respondents were more moderate in their ratings, with the largest single group rating the opportunity at a 3 or 4 out of 5. The most common improvement requests across all channels were greater advance notice and broader promotion — findings that directly inform the communication improvements noted in the previous section.

The lower clarity ratings from student respondents suggest the introductory framing would benefit from more student-specific language in future surveys. This is a specific improvement the Division intends to address. It is also worth noting that the majority of student respondents heard about the survey through social media or word of mouth rather than through school channels. Only one of twelve responding students indicated that they heard about the survey from a teacher or through a school announcement. This reinforces the decision to assign a designated staff member to actively facilitate student survey distribution in future phases, rather than relying on Principals to pass on the information.

Participant feedback will be used to shape the design of future engagement processes.

Next Steps

The following steps are planned as this engagement process moves forward:

- The Board will use this report to prepare for an upcoming Values Scoping Session where the Board will determine the future direction of educational offerings in Peace River.
- This report will be published on the PRSD Engage webpage and shared with participants and the broader school community in Peace River. In keeping with IAP2 principles, the Division is committed to communicating how community input has informed the Board's direction following the Value Scoping Session.

Appendix A: In Person Session Data

Topic: Grade Configurations

Staff Data	✓
K-6, 7-12: This allows for 5-6's to stay little longer. You can always partition off the schools to a K-3, 4-6, 7-9 and 10-12 wings. The 7-12 allows prep for high school	
K-6, 5-8, 9-12: I like all what we have kids are excited to change schools and join a new community	
I like the current configuration. K-4, 5-8, 9-12. However, I feel students get lost in 5-6	
K-6, 7-9, 10-12 Elementary kids stay together and middle school. High School where sciences start to split that all work together.	
K-6 and 7-12: Fewer transitions, more economical, more appropriate for grades 506 to be in elementary school	✓
K-4, 5-8, 9-12: It works okay, but I feel Grade 5-6 gets kind of lost	
I would prefer K-6, 7-12: Grade 5-6 students are still pretty young, I like them staying with Elementary Students	✓
K-6, 7-12: I think a lot of money is spent on three schools as well on infrastructure.	
I don't feel grades 5-6 should be with Grades 7-8, the maturity levels and curriculums differ.	
I think changing schools 3 times is hard.	
Currently the grade configuration does not work well. K-6, 7-12 would be best	✓
Strengths of the current system include smaller schools more admin for groups of kids	
Concerns for the current system include students seem lost in 5-8	
K-6 and 7-12 would work well	✓✓
Current organizations works well for playground areas/age playing together	✓✓
Keeping schools close together must be considered to make it easy for families	
K-8, 9-12: Currently the middle school (although a really great concept) is at a disadvantage for sports in Northern Alberta. As well, the middle school philosophy is no longer evident at TA. Other than that, needs are met.	
K-8, 9-12: Good separation with having leaders in each school. 8 leading elementary and then younger kids aren't as influenced by HS	✓✓✓
I would like to see a K-8 school and a 9-12 school	✓

K-6, 7-12 allows for DI and D2 to remain as a single unit	✓✓
K-6, 7-12	
K-8 in modernized Springfield	
9-12 Regional HS (including Grimshaw) on West Hill	
K-3, 4-6, 7-12	
If PR Schools break as they do now (K-4, 5-8) we lose students at NPS in Grade 5	
K-8: All for 7/8 students to be leaders	✓
9-12: Grade 9 is a huge development year.	✓
K-6, 7-9, 10-12	✓
K-8, 9-12	✓
K-6, 7-9, 10-12	✓✓
K-6, 7-9, 10-12	
K-6, 7-12	✓
K-6: Connected to a 7-12 by a common gym and library	✓
Current configuration is great. Allow for cohesive school culture	
K-8, 9-12	✓✓
K-8, 9-12	✓✓✓
K-8, 9-12	✓
K-4, 5-8, 9-12	
K-8, 9-12	✓✓
Grade 9 in high school - no. Hard on teachers and sports makes it tricky	✓✓
K-4, 5-8, 9-12	✓✓✓
K-8 is ideal, students in Grade 7-8 do not have the maturity to be in the same building as 9-12. More leadership opportunities for 7-8 if with Grade K-6. Facilities such as shops can be better developed and prioritized if geared towards 9-12	✓
K-12	
K-6 and 7-12	
K-4, 5-8, 9-12	
K-6: Develop Leadership 7-12: 11 and 12s can really be leaders and help steer the school	✓

K-6, 7-12	✓✓
K-6, 7-12	
K-12	
K-6, 7-9, 10-12	

Community Data	✓
K-6 and 7-12 - Better utilization of staff/specialists	
K-6 and 7-12 - I like the idea of having on transition. Having two schools rather than three to move between may also support operational efficiencies	
K-6, 7-9, 10-12	✓✓
K-6, 7-9, 10-12 - Good opportunity to build community	✓✓
K-6, 7-12	
2 schools would be nice. K-6, 7-12	
Best would be K-6 and 7-12	
K-6, 7-12	
Grade 4 is too early to end elementary (routine, confidence, relationships and innocence)	✓
K-6, 7-12: Keep littles together	
Jr. High needs to stay together (7-9)	✓
If we could do a "Super" high school, one 10-12 school in the town	
Current grade configuration deters people within the community and people often switch to the Catholic schools due to this.	✓
K-3, 4-6, 7-9 (for sports), 10-12	
If 3 schools: K-3/4-6/7-12	
K-4 is a good configuration - nice to watch kids socialize. Very different ages while still being innocent kiddos	
K-3, 4-6, 7-9, 10-12: I think that these can all be housed on the same campus but they need separate areas. If this is combined with special common areas, there is still lots of opportunity for the older grades to show leadership to younger.	

Remove Grade 9 from High School, too many Grade 9 girls are getting caught up with grade 12 boys.	
K-4, 5-8, 9-12: Feels good to me. Still transitions but not too many. My son is about to go into TA and is excited. With changes I'm nervous about larger age gaps. More chances for bullying, which I don't like. Bigger schools can be overwhelming for kids. To me, the current system has strengths in having tighter knit community.	
K-3, 4-6, 7-9, 10-12	
K-8, 9-12: Amalgamated both Peace River and Grimshaw	✓
New K-8 on TA's soccer pitch (with separate stories to split the littles from the bigs)	
New 9-12 up by home hardware. Bring in Grimshaw for 9-12.	✓✓
K-8 and 9-12 works more efficiently than what we have currently	✓
K-4 primary focuses on early years	
9-12 adolescents is good	
K-8, 9-12: Build new - ground up!! Current buildings very old. Trades/Arts/Home Ec. - Better quality programs	✓✓
K-8 two story building, 9-12 Trades on the West Hill. Build new, out of flood plain	✓✓
K-8, 9-12 Regional High School west hill (GPS K-8)	✓
Prefer K-6 and also 7-12. Makes sense for transfer from other areas of the province and Canada	
K-8, 9-12 but configured so schools are around 400 students	✓
Bring in the Grimshaw Grade 9-12 to a P River 9-12	✓✓✓
K-6, 7-9, 10-12	✓✓

Topic: Language Programs

Staff Data	✓
Either offer more courses at high school or get rid of high school (Grade 10 stop) and have those French Immersion kids take 10/20/30 and challenge the exam	✓
Very important!!! French immersion needs more supports throughout the grades to help keep teachers in schools. Students and teacher supports at Division level etc (We are an Island)	✓✓
Reintroduce FSL in the immersion schools to help build the French community. French teachers switch with English teacher to cover a science/social block?	

Having the French Immersion programming in our schools is important. I would like to see more supports in French especially in the high school level. It's more challenging and students start feeling lost so they drop out of the program.	✓✓
Starting in Kindergarten is important, I wouldn't change that.	✓✓
Language programming is important to me, and not sure if we have enough population to sustain. I value the opportunity for choice. Could the various Divisions work together to build a solid program together?	✓✓
Very important!!! Need a strong Kindergarten to help build a strong base for kids to help stay in the program. Also need more supports at the higher levels for struggling students	✓✓✓✓ ✓
Very important. One school Division should offer French Immersion and it should be the public school. There are many benefits for students to learn another language	✓✓✓
It is a choice! We (PRSD) has it or the students go to Good Shepherd!	✓
It offers an enhanced program to our students. It draws stronger families to our schools. Attendance is better too	✓
Consider the strength, pride and diversity of offering immersion. We have a great past offering immersion. When we have more economic activity in our area, more educated families will move in and they will want French Immersion for their children. When we had a provincial building that was full of government workers we had bursting FI classes	
When we had a Provincial Building full of smart, well-educated professionals we had bursting FI classes	✓
French Immersion programming has to continue. We need those two languages as Canadians	✓✓✓
Very important we keep programming and start as early as possible (K/Grade 1). It makes PRSD a Division of Choice. It Reinforces Canada's bilingual identity.	✓
Consider focus on K-9, FSL for 10-12 if numbers are there.	
Super important. Needs to be strengthened and needs support. Students are leaning due to not having support but also they don't get a bilingual diploma (DELF) so they are contemplating, what is the point	✓✓✓✓
Very important part of the school division. Vital to maintain it.	✓
Look at split classes.	
Work with Glenmary	✓
DELF is the end goal	✓
Since there already is a French school in town, people who wish to study in French have the option	
French Immersion in the public system has importance to many parents. Not all	✓

students have the ability to attend exclusive Francophone schools, so having it as an option has importance in a bilingual country.	
Important - popular program to keep interest.	✓
Need more support for FL teachers and students (EAs)	✓✓✓✓ ✓
Offer Bilingual diploma?	✓✓
Provide more information for the public on the program	
Extremely valuable. Gives students linguistic opportunities. The longer they stay in the program (If they complete the DELF) opens doors post high school	✓
Provides Anglophone students access to French without having to go to the Francophone private school	
FI should continue to be available - more opportunity	
Need DELF kept mandatory.	✓
Share FSL Resources with HFCRD	✓
I think it is important but I don't feel our town is big enough to substantiate three school divisions with French programming. As an Admin, it is extremely hard to hire French Immersion teachers. I feel it is valuable but one school Division should offer French only and it should be public as this does not limit who is "allowed" based on special needs and religion.	✓✓
Keep Immersion. French Immersion shift in last number of years. Not sure why?	
Need DELF kept mandatory	✓
Need to graduate with dual language diploma (not currently offered)	✓✓✓
There are so many French options. It feels like parents have other Francophone school options, and it affects what other things can be offered.	
Share FSL resources with Catholic School system	✓✓
We should keep French Immersion. Opportunities are better for bilingual students. Combine French with Holy Family	
Very important. Consider joining forces to allow dual diploma	✓✓✓✓
The advantage of providing FSL is of utmost importance living in a bilingual country. The opportunities for students and employment with a second language double those without it.	✓✓
We have no FSL happening - the interest in French is not being pushed by our Division	
French Immersion is not a priority to me. I value that it brings numbers of students for funding. French should be considered only if the numbers of students warrant funding a teacher.	

Perhaps start French in later years, I am not sure.	
We do NOT have a large enough pool of French speaking teachers in our area to fully and adequately staff two FI programs and one Francophone program. The students suffer from huge turnover.	
We have a high attrition in FI because we do not offer an FI diploma to our students. Many struggle and fail their DELF exams, so they are clearly not getting the quality instruction they need to be successful. There is not enough incentive to stick it out.	
If FI continues, we would need to provide opportunity to graduate with dual language.	✓
Combine forces with separate system (ie when Glenmary would bus to PH for Immersion classes or vice versa)	✓✓
No FI would be a loss. Can we look to support the program across schools?	✓✓✓✓ ✓
If French Immersion offered the dual language graduation certificate to students who have stay in French Immersion till graduation	✓
French Language instruction is vital. Children are given the opportunity to learn Canada's second language. It's a drawing card for the Division. It's a necessity.	
Attendance is near perfect in Immersion classes	
No French Maths and Sciences in Grades 7-12, just FLA and social studies. Full French Kimmersion K-6. It is a necessity	
Very important to keep French. Combine PRSD and HFCRD resources to improve the French immersion program in high school. Could then provide bilingual diploma!	✓✓✓

Community Data	✓
I have four kids that have continued in French Immersion. Two have graduated as French Immersion students and two are currently at the high school still in French Immersion	
The French Immersion program is extremely important to our community. It is important to attract professionals to our town (Doctors, nurses, etc). We need to think long-term.	
Important but...at what expense. It can't continue in current structure and be fiscally equal to both FI and English programming.	
Questions to consider...how to attract qualified teachers/EAs.	
In a Town of this size, how can you support three French Immersion/Francophone programs.	
When/how do boards come together to share the load for a more robust program	✓
I value the opportunities it presents to my child culturally, socially, economically, and	

academically	
I value that FI opens up my child's world and introduces to him what it means to be a global citizen	
Very important	
Good to have an opportunity to learn French.	
French immersion presents a positive/draw/benefit to families considering moving to Peace River area	
Gives kids a healthy educational challenge when they need additional enrichment	
We live surrounded by French communities.	
Increased job potential	✓
The Francophone school requires parents to be fluent. So French Immersion is the option if that's not the case.	✓
Very important - allows for more widespread opportunities for youth and new grads.	
I think the French Immersion program is great but does not need a separate school. The opportunity for the student. The French immersion to be right in their regular schools	
Very important! Provides students with more opportunities later in life and more overall world knowledge/acceptance and appreciation. It build a community and allows for a more "worldly" point of view.	✓✓
Change would be high school level either all course or no immersion and have students take French 10/20/30 in one class and challenge the exam.	
It increases opportunities for post secondary education. Extra experiences due to being in French. Quebec Trip. Francophone Games. Carnival	✓
We are surrounded by Francophone communities so it is important to have this option in our area for future work. I wish I had a second language like my kids. It would help greatly in my work.	✓✓✓✓
If French Language programs were to be consolidated to only a few schools, enrollment were decrease due to students not being able to be at the same school as friends.	
French Immersion program adds the greatest value by allowing traditions and cultures to continue especially within small French communities in the surrounding area.	
Focuses on Elementary FI. We are drawn to FI partially for the smaller (enriched) class sizes.	
French Immersion has been so important to Peace #10. We are a bilingual country! It opens up so many opportunities for the students	✓✓✓
Continue to invest. Very important to continue. Provides an opportunity for a second	

language.	
French Immersion is VITAL. It opens doors for children socially, culturally, academically, and professionally. Switch Math and Science to English after Grade 6.	
Do K-8 French Immersion. If Grades 9-12 then combine with Catholic System for French Immersion. Also consider Chinese/Mandarin, punjabi, Talaug (Philipino) Cree as options in different grades just as an introduction to the language.	
Important!! French Immersion. Bilingual benefits world wide.	
9-12; other language based on population and enrollment	
French Immersion is fine.	
French Immersion is essential for the vitality of Peace 10. You will simply lose enrolment to the separate system	
I want the Board to consider how to make it (FI) possible on an ongoing basis. What collaboration and creative problem solving might be required to make this happen.	
Very important to keep French Immersion programming at least in Elementary! The neural pathways that learning this language in their primary years means they will be able to access it and refresh it at any point in their lives.	✓
If student enrollment in FI is lagging, then start offering French PUF programming. Open the channel sooner.	
Full disclosure, neither of my kids are in French Immersion. However, I strongly believe that it needs to be continued to be offered. It's our official language and the area has a lot of French Canadian Culture. If anything, I think that more should be done to get kids into it. Even at higher grade levels. Having more "on ramps" could be good.	
Very important to have French Immersion offered at PRSD. Not everyone is religious and do not want to send their children to Catholic School	
It's very important to have the opportunity for my child to learn a second language, challenge their minds and increase opportunities.	
It's very important to keep French Immersion in the PRSD.	
We need to keep French Immersion and if we can have more of it at the higher grades.	

Topic: Facilities and Location

Staff Data	✓
Location of school will not affect my personal decision about school choice. I do not think it will affect a lot of parent decisions either.	
Economically, I think it will increase bussing cost as more students will need to be	

bused AND schools will not be able to walk to daycare, the pool, rink, gymnastics, etc. (West Hill Location)	
Bussing costs would be impacted - more buses/more drivers (West Hill Location)	
Not as accessible for families (West Hill Location)	
Out of the way for low-income housing/apartments in the north end (West Hill Location)	✓✓✓
Bussing would be important and access for parents without transportation (West Hill Location)	
Moving away from access to all the facilities (pool, gymnastics, baytex) (West Hill Location)	
Modernization ideal	✓✓
A new school on the west hill could attract the families in Saddleback/Shaftesbury (shorter bus ride?)	
If down Weberville Road, all students would have to be bussed.	
West hill is more stable land, out of a flood zone.	
A new school on the west side would not affect where I send my child, because I don't have kids. As a shop teacher, I would love to see a 9-12 school build on the West Hill side of Peace River	
I don't think it would change parents' decisions for what school they decide. However, there would have to be more students bussed	✓
After school activities would make it harder for students to get to (Daycare, gymnastics, swimming, dance, etc)	✓
Schools must stay close to amenities such as the gymnastics, pool, Baytex. All schools must be close together to accommodate walking, pickup, and student sibling meeting up as well as daycare and other parks. I do not advocate for a West Hill location.	✓✓
Those living within Town limits it would work to have a new location (commute not really changing) If doing a blend with GPS, the West side would be a middle point between PR and Grim	✓✓✓✓ ✓✓
Think locations are great as is. No need for busses to visit Baytex/swimming/parks. If moved to West Hill would have a lot more bussing needed for fieldtrips and daycare stuff etc.	✓
Location is good it's just to look at trades, sports, etc. but change at West Hill I don't think would change decisions. West Hill 9-12, Keep K-8 in the North End area	✓✓✓✓✓ ✓
Weberville is not a good idea. Kids start driving - disaster. Saddleback is better for 7-12. Springfield or K-6 need pool, daycare, gymnastics	✓✓✓
Why West Hill - how does this affect bussing? Any places on the East Hill? Build on TA's lot. How easy to add on to Springfield? Do they need another gym?	

It is better to keep these three schools and renewing them.	✓✓✓
As a small city (town) keep them in the middle of the city	✓
As a parent: I prefer my school to be close to where I live - it would be more convenient to walk to school. As a staff member, the location depends on the grades. K-6 maybe weather TA is, 7-12 a new school on the west hill.	✓✓
9-12 west hill *Great location. All facilities so PR and Grimshaw can both attend. Home ec Lab, IA/Welding, Art room, Drama room, cosmetology, science labs. Keep K-8 in town.	✓✓✓✓ ✓
I don't think a location change plays a factor in what Division parents choose, especially in a small town.	
Location would not affect parents decision to choose PRSD schools.	
Do not build new. The formula does not serve small communities. Our current footprints (especially TA Norris) are irreplaceable. Modernize what we have.	✓✓
With most PR residents living on this side of the bridge, a school on the west side would require more bussing, having two bridges up and running, and could affect attendance if parents can't transport kids.	✓✓✓
It would not affect my decision to choose PRSD, although I think that it will affect parent decisions. North end is key for many parents.	
West side does not completely make sense. Everything is in our end now. Baytex, swimming pool, gymnastics, curling rink, etc. Also kids walking to school!	✓
For elementary the location on the West Hill is not ideal because they would have to bus to the pool, parks, Baytex, daycare. I like the location of Springfield but it needs modernization	✓✓✓
K-8 on TA grounds (or Springfield). 9-12 on West Hill (regional composite).	✓✓✓✓ ✓
If school was on Highway 743 all/most kids would qualify for free bussing.	
If schools as on Highway 743 the school is far from residences and could isolate low income families. EG Private transport.	
The bonus facilities like the pool/Baytex/Gymnastics are a factor and we should stay close to them. Also synergies between existing schools	✓
Bus costs would increase (West Hill Location)	
Access to arena, pool, gymnastics, businesses, etc. Larger costs	✓✓✓
Seems out of the way (West Hill Location)	
Proximity to Highway for elopers (West Hill Location)	

Community Data	
Will there be bussing to daycare? Concerned about proximity to other schools for pick ups after school when families have multiple children. Especially if there is no busing/transportation to Northend where the majority of extra curricular activities are.	  
Concern: If the school is located on the West Hill will there be options for after school for extra curricular activities. We want to promote kids to be active to be healthier in the future. Access to these types of activities will be harder with kids not being able to be in walking distance. (in the city they could use city transit that is not an option for us)	
Bussing to things afterschool like Track for Grade 7-12 students	
Multiple locations that are far apart from each other, could be difficult for families that pick up or drop off their children. Could make it difficult for families that can currently walk their children to school	
There will be a great deal of pressure to then develop other facilities in the area of the new school so kids can walk to after-school activities	
There may be a small amount of economic development as places open to serve the school (fast food if its a high school)	
NEW BUILD!! K-8, TA Norris Area (2 story). 9-12 Peace Regional School (Peace River, Grimshaw, Glenmary, Nampa, Dixonville), Webberville location (no affect on my family)	  
Gymnastics, Arena, Daycare is right next door to Springfield.	
No difference.	
Highschool on West Hill combine PR and Grimshaw HS students	
Two story K-8 on TAN field site for elementary student access to pool, arena, gymnastics.	
New Springfield K-8 school on TA Norris field. Might have to be two story to fit.	
New High School on West Hill. No affect as housing will only increase on the West Hill. More room for busses and also student vehicles. 9-12 bus to town facilities now, and could continue.	
Tear down TA Norris. Build a K-8 building on the soccer field. 2 story to separate the big kids and little kids (smaller foot print, easier to add portables). Build a 9-12 by home hardware as we live on the West Hill - it would be closer for our family and would give students more options for lunch options and with a large student body by combining schools you could offer more courses and opportunity.	  
For consideration of a school on the West Side! Bussing schedule changes, impact on getting kids to extra curricular activities and out of school after school care.	
It would not change my decision	
No children so, North End TA or Springfield location is closer to Baytex/Pool within a	

walking distance, less bussing.	
Town is developed for schools in the North End. People live there so the kids can walk to school	
I would still elect to send my kids to school in the north end if possible, walkable to facilities and downtown.	
All the recreation, walking trails and houses to have community effect would change if the school moved and was built on the West Hill and more change of student missing school to go to all the business up there. School location is everything and would effect everything because living in North End and having to go up the Hill to pick up children - inconvenient.	
Proximity of schools is going to be important. Especially for families with children in different schools. It can already be a pain to pick kids up when busses are cancelled. Also proximity to activities. Going across the bridge and back for activities could cause congestion and be difficult	✓✓✓
(West Hill Location) Increased distance from home, increased distance from extra-curricular activities, would need to provide inter-school busing to north end, would there be an option to bus daycare kids to school, would there be outdoor sports fields for the new facilities.	✓✓✓✓ ✓✓
I think that modernization is huge. We need better facilities for hands-on learning of practical skills. Trads/shop/computers etc.	
Springfield's location is ideal for the elementary age group (daycare, bussing, rec centre)	✓✓
Saddleback would be a bad choice to build if nuclear were to go through as that area could more beneficially go towards housing.	
Springfield should remain where it is. Daycare is right beside, allowing for very easy before/after school care. Modernize Springfield	✓
Would be nice to build a new school	
High school location may be better or moved to saddleback. High School is easier to build up multi-level than for younger kids.	
If new school on West side, I think High School is better as Elementary is great close to amenities/ability to walk instead of bus	✓✓✓
New school would be great, buses have wheels so we can get kids where they need to be.	

Topic: Quality Education

*This topic was not covered during the Staff engagement session

Community Data	✓
Support for high needs kids assessments supports	
There needs to be more supports in place for those that need it.	✓
The Division needs to push as hard as they can to gov't to get their students the supports they all have the right to have. Equal dollars are not the same here. Something needs to happen to open the gov't eyes on that. It will happen one day :)	
I believe that PRSD provides the best education that they can with the supports they have	✓✓
Great at meeting my expectations for quality education. Teachers and Administration are approachable and will reach out to you if needed. Educators that do not meet these needs usually do not stay with PRSD	
Quality education prepares students for the world they will inherit. Not the one that used to be here.	✓✓✓
Smaller class sizes	
More direct support (without parents needing to advocate as much)	
Not just a focus on repetition, we need our kids to understand how they learn	✓
Soft skills (for employment)	
Critical thinking, well rounded (extra curriculars/options)	
I was a graduate of this school system. I once had a guidance counselor tell me that my only two choices in Peace River were oil patch or university. That can't be what we teach kids.	
My child is at the beginning of his school journey. We are very pleased with his and our experience so far. Our impression is that his education is well-rounded and intentionally supports his social-emotional development.	
Important factor: options for language programming, welcoming staff, Admin and educators, Ability to understand my child's needs.	✓✓
Equity - students having what they need to be successful	✓✓
More Indigenous land-based opportunities in all schools. Fund the FNMI/Indigenous Outreach better.	
Focus on kids personal needs and future	
Sometimes I do believe PRSD plays it too safe when playing by the Gov't rules.	

Sometimes it's okay to ask for forgiveness.	
Many people are using the language of complexity and I'm afraid it is laying the groundwork to segregate students with learning needs. This cannot be allowed to happen. Inclusion is crucial and students deserve to have their classrooms properly resourced.	
I know the school Division is trying hard but is labouring under terrible provincial legislation. I would ask PRSd to lobby for: more resources, more teachers, more EAs, more behaviour specialists	
Right now we don't have enough textbooks for our students and we are supposed to be limited by copyright law from distributing digital or photocopies. This is nuts. Students come forward saying they don't have the basic tools to do the job they are asked and it is the truth.	
Wish would be students have access to a full program, math sciences, physical education, trades (CTS), music and drama, languages.	✓
Raise the attendance bar including doing things on time (what does an employer expect in terms of attending on the job, being on time, finishing a job on time.)	✓
I would want to know that my student with either unique learning or behaviour support needs has an EA that is trained to support them. We need EAs to have the opportunity to receive specialized training, who then can work with our most intensive students. Create a pathway for them to be paid better to work with more complex students, or not take the training and work as a generalist.	✓
Expectations surpassed for quality education. The single most important factor affecting equality of education is teacher retention in a remote location. More incentives to acquire and retain teachers.	
Opportunities for second language which opens doors for post-secondary studies	✓
Number of classes offered in high school	✓
Trained teachers who specialize in specific classes (ie chemistry, math, PE)	
Education opportunities beyond the classroom - field trips, guest speakers, career fairs	
Knowledgeable, caring teachers and staff	✓✓
Teach resilient students	
Work for goals	
Build relationships and respect	
Hope for students to receive what they need for the trades/arts/professions of the world to be successful wherever they move to/return to. Train for real world, not to baby and extend deadlines, accountable for actions, raise expectations	✓✓✓
Peace 10 offers quality education. Amazing job meeting the needs of complex students could/should reduce technology even more	✓✓

People who are QUALIFIED to do the job they are doing!	
I want to start by saying that I do value inclusion. However, I also believe that some students require special programming to better support their success. My daughters have been put into extremely unsafe situations in their classes that has caused a lot of stress and anxiety about feeling unsafe in a space that should feel safe.	
The Teachers at TA! Principal at TA are delivering a great quality education because they really show they care. The Principal at PRHS is also good at enforcing equity and discipline according to regulations. There are also great teachers at PRHS. They meet the expectations when they show they care about what they are teaching and equality among all students. Most important factor is caring about what they are teaching and it shows!	
Attracting and Retaining Quality Staff	
The ability to expose students to as many trades as possible	
Curriculum changes without training/resources (drawback)	

Appendix B: Community Survey — Open-Ended Responses

This appendix contains all verbatim responses to open-ended questions in the Community Survey. Responses are presented exactly as entered by participants, without editing or correction.

Q10. Based on your selection above, what is the single most important factor that influences your rating of 'Quality Education' in Peace River?

71 responses

- Resources available to students
- Care of children
- I don't have a single important factor. I know the division does the best is can with the resources they have
- Access to multiple options and availability of education
- Variety of programming and adequate amount of support services
- Meeting (or rather not meeting) the needs of all students - neurotypical and exceptional
- Small class sizes with qualified educators
- Access to CTS programming at all schools. Adequate EA allocations for mild/moderate students.
- My expectations are met but there is room for improvement in the grade nine to twelve years by developing life skills and technology skills in student studies that will prepare them to advance as young adults. I like the concept of mentorship, job fairs and scaffold learning. Maybe have a mock day "a day in the life of a college student " what would that look like?
- That my kids are receiving quality education from teachers in their trained subjects
- My kids are far too invested in technology. They arent reading or writing or thinking critically as I would have expected at their age. I remember doing essays handwritten in middle school, my kids can hardly write a paragraph without complaining. There are too many internet and school technologies used. The exploratory are not very good compared to when I was a kid. Why are we doing gardening as an exploratory where they arent learning something in it, like agriculture? Why are my kids making cookies in cooking but arent being educated by professionals about nutrition? Why is board games an exploratory? Why isnt my school that we pay for kids to attend, teaching my kids advanced things? In middle school I was doing applied physics, mechanics engineering, english and french literature, multiple language options, computer science, carpentry, vehicle repair, nutrition education, basic first aid and biology and etc? I feel my kids are so far behind and the school is not advanced enough
- Local availability
- Programming
- Our teachers are amazing as is our school staff. They are super hero's in disguise! But having more aides or helpers available in classes to assist students who need more help on understanding lessons or retaining information would be great along with more reasonable student to instructor ratios.

- Improved programming for students to do more than just succeed - it seems like the easy ones to teach may not get the chance to push themselves.
- Class sizes and configuration
- I'd like to enroll my child in French Immersion but am hesitant. I want my child to learn 80-100% of their day in French (as per Alberta government curriculum). I will be attending other open houses to see what they offer as well when the time comes. I am hoping a local school will offer French Immersion programming that is immersive and follows curriculum expectations.
- Staff
- Teaching staff deserve better than this province is giving them!
- My child's willingness to be at school.
- How smart my kids are from learning at school
- Not meeting minimum curriculum requirements.
- My response is aimed at students with special needs. One of my two daughters is autistic and attends Springfield. First off - kudos to the EAs, teachers and support staff who help with those that need extra help. We truly appreciate their hard work. (Trust me I know my daughter is a lot of work) I don't have specific concerns but I am always worried about funding and access to these supports. I hope this remains a priority. I also hope for more inclusive settings. Springfield is amazing but I am worried about when my daughter reaches middle and high school. I am advocating for resources such as more EA staff, spaces for those who need quiet time and tools etc that autistic individuals need.
- Reading instruction
- Supportive teachers
- Blend of education opportunities and school community in general
- My child is only in kindergarten but the teacher and the way she teaches is phenomenal.
- Programs offered, neutral schools (no ideologies present)
- Need more EA's and teachers for smaller class size
- Need for more board members to recognize the importance of small school and keeping them open and more trade opportunities
- The French immersion program for grade 10-12 falls short for students.
- Skewed report cards
- Classroom complexity and behaviours!
- Academic excellence
- Children being able to learn is the priority. Having disruptions constantly by students screaming up and down the halls, riding bikes, doing what they want to, is such a distraction for those there who are trying to learn. You can give them top notch education all you want. If they can't be in a classroom where there's no distraction then there's no point. Everyone hurts by this. The teacher included. It isn't fair.

- Improper management of inclusive education, a feelings based evaluation process rather than standard based, higher level students not being challenged.
- I believe that some teachers don't take the time to help kids that might not understand or need extra help
- My child is succeeding.
- I disagree with the use of homework. Prevents students from doing other important activities (the same way adults currently look for better life/work balances).
- Great Teachers
- More honesty about grade level of achievement
- Relationship between child and school
- The quality of our teachers
- The quality of teachers, outdated curriculum, low school standards, not enough staff. That's the PRSD. The CNSO is doing better in my opinion. The criticism is still outdated but teacher student ratio is better. It's still hard to get teachers here.
- Staff and Teacher's dedication
- behaviours in the class over taken the teaching of students
- Quality teaching and support staff
- Lack of student support for true learning
- I am under the impression that education staff are checked out of performing their jobs, probably for legitimate reasons for the most part.
- Leadership at school level
- Making sure that schools stay open not based on numbers but based on the fact that there are students. I understand that it is hard to have a school with very few children compared to other schools but having a school in smaller communities is beneficial to not just draw people to our communities but also for the students themselves. Students in smaller schools allow more of a one on one with teachers but it is also easier to see if a child needs a bit more extra help.
- The management in the schools
- Nampa Public School- Smaller class sizes resulting in lots of support and attention from teachers & staff
- Keeping the number of students in class rooms as low as possible to optimize their learning experience and give each teacher and student the opportunity to become more successful in teaching and learning by having the time in class to make sure each student fully understands the assignments given
- Students have no accountability and are not prepared for the workforce. Expectations of students has lowered. I see teachers wanting to be friends with students rather than holding them accountable. Admin needs to help with classroom management also
- Access to quality programs including CTS at high school levels
- Availability of assistance for kids who need a bit more help in certain areas

- There is too much focus on inclusive education and it is actually holding students back, not everyone has to be in the same rooms, let the kids excel and stop stunting their growth by putting so many kids with needs in the mix that take up 90% of the time
- Support for the Outreach program, including adequate staffing
- If the kindergarten program was full time in nampa
- Child inclusiveness; early education programs; enhanced services in schools for children with development delays
- I do not have children enrolled yet so I cannot say at this time.
- Not overcrowding classrooms
- Student interaction base on learning
- Life skills
- More teaching staff and mental health with in the school.
- How bullying is dealt with and more specialized programming for students with special needs.
- Qualified teachers for specific subjects
- Proper funding from the UCP Government
- Class size
- The board

Q12. What do you see as the main strengths of how grades are currently organized across PRSD schools in Peace River?

54 responses

- Age appropriate, there are not too many ages in one school. Children can change schools, which is a good lesson for them, and siblings have the opportunity to be in separate schools from each other, which is also very important.
- N/a
- I do like that most schools are either elementary or high schools, K-12 are not bad and work in some areas but not all
- Being able to connect with students of different ages, seeing transitions and appropriate ages placed together based on social maturity levels
- Age appropriate groupings
- Foundation setting at early ages had consistency as the lower grades are grouped together, and having grade 9's at the high school is helpful for preparing and planning for grades 10-12.
- Building usage and maturity level
- I believe it gives growth to the community and students when progression equals physical location change. I see it as mini accomplishments when a student goes from elementary to middle school to high school. It is a big deal for the student and parents moving into the next school as a next step in life.

- They fit all children into class(s)
- I have no concerns
- Nothing specific
- Outreach
- Equal splits of Grades for each school.
- Kids are in similar age ranges and the school populations aren't overwhelming. I do miss when it was k-3, 4-6, 7-9, 10-12
- Younger kids grouped together makes school less intimidating, and the options classes for 5s & 6s are really neat
- NA
- Its fine stop worrying about dumb shit and teach kids
- Separate recesses for different grades, separate wing for grade 5 students
- Children are amongst their peers and maturity levels
- Gives kids new schools to look forward to
- I think it appropriately groups kids of like ages together.
- The middle school allows the Grade 7 and 8s to stay young and in a safe environment as they go through an awkward phase of their life.
- Age appropriate grades
- Kids stay at each school for 4 years
- All students are included in the classroom dynamics without discrimination
- Keeps she's close together
- I'm a strong advocate of removing middle school and going back to a junior high program
- I think the school grades are fine the way they are.
- There are grade split schools.
- A balanced number of students at each school.
- From an educational and learning perspective, I do not currently see clear strengths in how grades are organized. The structure appears to primarily serve organizational convenience rather than student learning outcomes
- I like the 3 schools. I think it's good to have certain ages seperated
- Smaller class sizes for younger grades
- There is no organization for some things and too much for others. Ex school sports always a run around
- It served the purpose of taking four schools originally in our community into three. While I agree that an outreach school is a necessity, I'm don't know enough to comment on whether it is best run at a separate location or if it should be in the same location as the high school to effectively utilize stand.

- little ones are not exposed to older children's habits
- Having children of a similar age in one school instead of large range of ages in one school
- It fits the amount of buildings that are useable.
- The way the grades are currently organized good.
- K-12 or 7-12 and k-6.
- I love everything about this school. Keeps parents in the loop of everything
- Having enough schools operating in the region for younger children with less students per class to give them the opportunity to learn easier by having more one on one time help from the teacher when needed to help build confidence to succeed as they get older and move into higher grades with more students
- The percentage system works well
- Peace River population is changing, and in the future the possible nuclear plant will impact schools and PRSD needs to be better prepared for those students and also to recognize that they will easily attend the Catholic Schools and lead to further declining numbers if PRSD does not improve and modernize their school facilities within Peace River as part of what parents look at when choosing a school are grade configurations, looks of the physical building and programs offered.
- K-3 4-6, 7-9, 10-12 or K-6or8 7 or9-12
- The students form multi- year relationships with near aged peers before moving on.
- Nampa could use a full time kindergarten program.
- Younger children and high school children are currently separated in schools which gives younger children more space to "be little"
- They don't have super young ones with older kids. I feel like it helps with less bullying.
- Its nice to have the younger students separated from older student.
- Having worked in a K to 12 school, I prefer how schools are separate here in Peace River. There is a greater focus on each grouping and the needs of the high school are not being sacrificed for elementary and middle school issues or vice versa.
- I Love the healthy buddies programming they do.
- Age appropriate none
- Little kids are kept little. Its a big transition to TA - they have to grow up fast that first year.

Q13. What concerns do you have about how grades are currently organized?

54 responses

- N/a
- I do not like the jr high split
- None
- None at this time

- The students seem to get lost and overwhelmed in the middle school with the vast range in maturity from Gr 5-8. I think they are treated like adolescents when they are actually ALL still children.
- 1-6, 7-9 and 10-12 would be better
- Grade nines are an island. Nampa school naturally feeds into Glenmary not TA Norris
- No concerns. It worked well for my teenager.
- I have no concerns
- We have too many schools in the region and would bode well for a mega school to get more socialization with the kids
- Programming, utilization of foods and IA spaces
- I would worry if they amalgamated schools again.
- I sometimes wonder if grade 5s are ready to be grouped in with grade 8s. There's a lot that changes between that age gap.
- Are Grade 5's too immature to be with Grade 8's?
- It works fairly well. My only change would be to go back to K-3, 4-6, 7-9, 10-12.
- The emotional maturity feels very wide spread given the age levels currently at each school. I do feel having elementary alongside junior high levels is not the most ideal.
- See above (**Previous response was: "Its fine stop worrying about dumb shit and teach kids"*)
- 4 and 5 grades is a vast range which results in bullying, especially during recesses with minimal supervision.
- My only concern is grade 9 entering the high school at a younger age.
- I was not prepared for the change from grade 4 to 5 in PR, nor was my child. So many differences. Big jump in hormones and maturity, wish they could stay a couple of more years at Springfield
- None.
- None
- None not sure if the entire region is divided as Peace River is in the grades
- I think middle school should be 7,8,9
- Same as above, all students are included in the classroom. It should not be expected for the general population of students to put up with violence, verbal abuse or screaming while they are trying to learn.
- middle school, and moving gr. 5-6 up to TA Norris.
- Middle years school, gr 5/6 with 7/8
- I think the grade nines aren't quite ready maturity-wise to be exposed to the grade twelve students. It's a large gap between those grades and having them in the same school can expose the younger students to too much, too early.

- I am concerned that the current grade structure does not take advantage of the benefits of mixed-age classrooms, where peer learning, particularly from older students, can play a meaningful role, as demonstrated in Montessori approaches
- I think grade 5 is too young to be going to TA/middle school. I have found it makes the kids grow up very fast and think it would be better if TA started at grade 6
- Children in Peace River schools in grade 5-6 are in a middle school environment as the grade 9 are in a High School. The appropriate age and social development would be to have grades and schools divided into elementary K-3, upper elementary 4-6, Jr High, 7-9 and High School 10-12. My biggest concern is the middle school of grades 5-8 where kids are having the most difficult time with puberty, self identity and peer pressure. Having a pure jr high of grades 7-9 is a better transition for children.
- Na
- T.A. Middle school is not run as a middle school. I feel the grade 5 & 6 students would be better served in an Elementary k-6 school. A grade 7-12 school would allow for specialty teachers (band, phys ed, art, etc) to be utilized more efficiently.
- No concerns
- none
- No concerns
- Going back to the previous model of elementary, junior high and high school models seemed to fit the needs of those specific age groups. 3 grades/school instead of 4 improves and personalizes staff/student interactions instead of overextending staff with more students.
- The grades 5 mixed with 8s are not a good combination.
- Not any really
- Doesn't work effectively in peace river.
- Things are as they should be. Everything is very nice n organized
- Giving students 25% mark for no work completed and no penalty for late assignments is ridiculous and creating a lazy and uncaring attitude from students toward the value of education
- The 3 schools worked for a time, but population changes and students moving from elsewhere has changed that in favor of the Catholic school system.
- The fact that kids have to transition into two two schools, whereas their Catholic school counterparts only have to change schools once
- The middle school of 5-8 is not working and many problems exist there that are not being handled in an appropriate manner
- None
- Again, it comes down to overcrowding the classrooms. The more students, the less one on one time with teachers.
- Teachers have to split 2 curriculums in a class as the the class is compromised of 2 grade levels and i dont think this approach is healthy as it bring confusions to both teacher and student

- No concerns
- No
- Some of the split classes don't work as well.
- No concerns
- Big transition into middle school
- A Norris starts at grade 5 and goes 8, if a kid comes in at grade 7 they are odd and haven't got the additional years of camaraderie.

Q17. What do you value most about French Immersion programming?

54 responses

- Ability to get French in their education without having to go to the French school.
- How another language opens opportunities to learn and think differently and broadens future opportunities.
- Maintaining French language for English speaking students
- Giving students that extra opportunity
- Connection to Francophone community and bilingualism
- Small class sizes and learning opportunities
- The opportunity to be proficient in a second language. Unfortunately the last decade of FI programming and retention of teachers has been a struggle, and the students are not getting the desired benefit from the program.
- More structured
- Learning a second language fosters a stronger understanding of other cultures and gives you a different perspective on the world because you have another whole vocabulary to express yourself. Unilingual people underestimate the impact this has on conceptual learning and understanding
- It gives students the opportunity to learn the second language in our country.
- That students have a chance to learn a 2nd language
- In BC where we are from there are wait lists for years for FI and some kids never get in. FI is imperative for government and professional jobs around the country.
- Being able to be bilingual.
- I think creating a base for a second language at a young age is beneficial. I also think it's a good option for children who love to learn, especially if they're "more than" school ready
- NA
- Learning a second language is invaluable. There are many benefits including social emotional skills, critical thinking, being exposed to French culture as well as becoming bilingual.
- That it is an available option
- Most kids cant spell english maybe focus on that first

- Families having the option to enroll if it is important to them.
- Ability to expose my child to additional languages and learning opportunities.
- Offering French learning in a community that was early settled by French people.
- It an option
- The ability for my children to be able to speak a second language.
- the ability for young children to learn another language
- Allows more Canadians to be bilingual
- It allows more Canadians to become bilingual and prepares them for the future. It promotes learning about and appreciating other languages and cultures!!
- It is the only pathway to a higher level of academic programming.
- It's another Canadian language children can learn.
- Does allow some to excel at a second language
- It's importance in our community since we have surrounding communities that are mostly French speaking.
- Oportunity for kids from non-french families to learn French
- I think it's a good program for families that would like to use it
- This is an enriching program for students in our area. With other limited options, this is a great one.
- The option to learn another language and graduate with a FI High School diploma.
- Na
- While I do think students who graduate from a French Immersion program have some benefits after graduation, it has become increasingly more difficult to justify and staff a quality French Immersion program. Not only are FI teachers extremely hard to attract and keep long term in Peace River, finding support staff who are fluent enough in French to work with FI students is almost impossible. Classes are typically smaller and staffing FI can be at the expense of English programming. How do you justify spending so much on FI small class sizes when English classes consistently have more students and more complex needs students.
- As I personally speak 5 different languages I think having to learn a second language is an asset.
- knowing mutiple laguages helps people in the future with work, travel and communication
- 218. French is a second language in Canada, there should be a requirement that French instruction is available
- Keeping as many options opens for students for their futures should be a priority in schools. Reducing or removing FI when there are no other 2nd language classes available closes doors and limits future opportunities for education and employment for our kids.
- I think there are other options for parents who want French Immersion.

- The nice thing about this program is that it allows students to attend an English school but also get the opportunity to have a second language which could benefit them down the road.
- Peace River has a French school that can be accessed we have larger problems to focus on
- The more options a school has, the more appealing it is for parents to send kids there. Some countries start second language at grade four
- It provides an option and is still considered to be a superior program for students and smaller classes but this is sometimes at the expense of larger English classes.
- It allows a stream to challenge students and also less students with issues in that program.
- Since Canada is a bilingual country, it is invaluable to have a second language.
- Not applicable
- Nothing
- I value the friendships made being with the same class year after year. Also the opportunities the French students receive.
- The choice is available if parents require this
- For those that speak 2 languages at home or just getting that second language daily is a huge benefit to them as they get older.
- That kids learn another language. But with my kids being in French immersion and not finding out until they were in grade 11 that they don't graduate with a French immersion diploma and that's it's not even possible to as you need to have 30 level French course and that isn't even offered at Peace High.
- Children are learning a language

Q20. Is there anything you would like the Board to know about how school locations in Peace River may affect your family's decisions?

41 responses

- Is there not enough room at the TA field to build a new school? This seems the most practical and cost effective for the community. Is any of the land on the west side actually properly serviced and ready for a new school without significantly more development?
- We live on the west side. Children will do after school care at Sugar Plum
- Not really
- Having all schools on same side of bridge allows connection between siblings and ease of accessibility versus separating across the bridge. This may change the school division I would place my child in.
- Not at this time
- Why is a new school building being considered? The student numbers have not changed? Is there something structurally wrong with any of the 3 buildings?
- I like where the schools are located right now as they are close to facilities that are used by PRSD. E.g: pool, arena, gymnastics, parks, curling rink. It would cost the division more to bus to these facilities if it were to move to the west hill.

- I graduated with almost 1800 in my grade 12 class. I come from a big school. Our schools were university sized and because of their size, nobody was without room to grow and programming was abundant. I am in favour of a new mega school and tearing down old run down schools. Centralize the region. There is so much room on the east side of town above and around the area of home hardware for instance. Just huge expanses of space. Still central too. There isn't really anywhere on the west side that is large enough unless you were to tear down a school first.
- Peace River School Division serves more than just Peace River. Shutting down smaller rural schools negatively impacts students
- No
- if a west location is planned thoughtfully, it should improve evacuation planning and parent accessibility considerably (drop-off/pick-up congestion). I like that that bussing times from the west side would be shortened.
- PRSD and HFCRD should work together on shared school facilities similar to Grimshaw.
- Too many schools are currently in one area makes it extremely hard to be assessable
- For future proofing and safety having all the schools located out of the valley would be the best decision. If I had the option to choose between putting a child in a school in the river valley north end or on the west hill I would definitely choose the west hill schools, less fear during flood season, easier evacuation in emergency situations.
- No.
- Just make sure it has trades labs
- We bought our house based on the school location
- It would not affect me personally but getting a new school in Peace River located on the west hill would be beneficial to the town and its children.
- No. Either location works for my family.
- The grade distribution is more important than location.
- Na
- New facilities should be built to anticipate growth. New facilities are needed.
- I believe that schools should be in residential areas, not near commercial areas of town
- It is best when all the schools are close together for family pickup and drop off.
- Building another school would make me not enroll my child in any PRSD schools. You are all talking about closing school in smaller communities and then building another one that has three already. Plus two from another school division. This would be a very waste of money and resources. To me it shows that you would rather build then figure out ways to keep school that already exist open. Building another building in a bigger community will not ensure that the students come. If anything it pushes the students away, as a parent it looks like you do not care about the quality of education or preserving the education in smaller communities.

- Management has a huge effect my second child was sent to Glenmary instead of PRSD school as management isn't trying to help student or accommodate students that have needs that need to be met to succeed.
- I won't be enrolling my two children in prsd if the school would be on the west side of peace river or if Nampa School closes
- I am not interested in making my young children commute to peace river for school. I feel that this would be an unfair decision to them by adding unnecessary time to their school days and changes to home schedules. I am completely satisfied with how nampa public school operates and how well my children succeed here. I would like to see this school remain open as there are families with children that will be starting school over the next few years
- Location of a high school is less important in terms of closeness to Baytex and Pool then for elementary K-6 as high school would have to get a bus now. More housing will be built on the West side of the river in the future. The present high school hill continues to slide and a new high school building needs to be built (and not on present site). Students will find their way to fast food outlets but a new high school on the west hill should have space for student cafeteria with food offered on site. Parents and students already drive to Peace High and a new school could have better access and parking.
- Schools are out dated and need upgraded if a new High school is built it should be regional to allow students access to all programs
- Out of the flood plain
- Longer bus rides if PRSD shuts down Nampa Public School
- The current schools location is in walking distance for children to afterschool activities & afterschool programs. It allows children to have more independence being able to walk to said activities at an appropriate age and the schools are in the highly populated residential areas of peace River
- More time on the bus when it wouldn't be needed
- The amount of time some students would be spending on a bus. It would be a bit much for a kindergarten student who lives out in the county to have to be on a bus at 7 am to get to school on time.
- I personally like how all the schools are in the North end. By all activities. And family neighborhoods.
- No
- My kids will be out of school before a new school will be built. I do not like the idea of everything being moved to the west hill. We need to keep our downtown and north end vibrant
- Good the way it is
- Elementary school location is very important - where it is currently located is ideal as close to high density/lower income housing allows easy walkable access for families without transport.
- If a school is built on the West Hill, it becomes equidistant from me in Nampa to enrol my children there or to G. P. Vaniers in Donnelly without having to navigate either hill in winter conditions.

Appendix C: Student Survey — Open Ended Responses

This appendix contains all verbatim responses to open-ended questions in the Jr./Sr. High School Student Survey. Responses are presented exactly as entered by participants, without editing or correction.

Q8. Based on your selection above, what is something that influences your idea of a 'Quality Education'?

15 responses

- Having teachers provide different learning styles rather than just one way.
- Needs a better shop, foods class and home economics
- a quiet place to learn and be taught
- Teachers actually teaching the curriculum not just being told to go on chrome books. An actual teacher teaching the students.
- Teachers engaging with students to make learning better
- Course offerings
- Being successful
- proper teaching with demonstration and thorough explanation
- I feel that a lot of the material is rushed through and there are too many tests instead of assignments
- How long it takes for me to get my place of school for me. My old school was 5 minutes away from me. And now it's a little over a hour. It's not easy to be focused on school work when you're tired because you have to be on the bus by 7:22 am.
- Good teachers, help, and curriculum
- The school is old, needs repairs.
- Student-teacher in class active interaction.
- More support for learning differences & project based learning

Q10. What do you see as the main strengths of how grades are currently organized across PRSD schools in Peace River?

11 responses

- More resources
- Most kids at the same school are of similar maturity levels
- 3 different schools are ok
- the age groups aren't too far from each other, the way each of the schools are separated for break/recess works perfectly. (Youngest two grades break at the same time, oldest two grades together)
- starting a new school at grade 5 and 9

- N/A
- Ages work well together
- Ages are a good mix
- They're organized as all other grades are. Don't see how else it would be done.
- It utilizes the all of the school space available

Q11. What concerns do you have about how grades are currently organized?

11 responses

- Have to travel for anything "extra"
- theres children mixed with young adults
- None
- None
- none
- Non
- N/A
- No concerns
- None.
- It is inconvenient for families to have students in 3 different locations & extends bus ride times to have multiple pickup/dropoffs

Q15. If you are in French Immersion, what do you value most about it?

6 responses

- Having Canadian speaking French teachers. The amount of students that have left the PRHS French immersion curriculum because of the one French teacher is saddening. This should be tracked and questioned
- The second language
- Learning another language
- Being bi lingual when graduating
- learning in french and the delf
- Being fluent in another language.

Q18. Is there anything else you would like the Board to know about how school locations in Peace River may affect you?

7 responses

- A new high school is needed
- Build a new school at the field at TA, then remove TAs building when completed, turn that space into the playground/field/green space.

- no
- If you are proposing to build more schools in peace river. Why? Peace river already has a bunch of schools why would you have just used that money to keep Dixonville open and put different rules in to have more people go to that school. I really don't understand how you want more schools in a central location instead of a more spread out area so bus times are shorter. It's harder for the younger kids to be bus far away from home. I was fortunate enough to have a local school I feel like all kids should have that opportunity to do that.
- No
- no.
- Long bus rides are not healthy for smaller younger students