



Three-Year Strathcona Engagement

Lakeland Village, Summerwood and Summerwood North
Engagement #1
What-We-Heard Report

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For:
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Elk Island Public Schools

August 31, 2022

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Lakeland Village, Summerwood and Summerwood North Engagement #1

The results for Lakeland Village, Summerwood and Summerwood North Engagement #1 are reported below.

Communications Plan

WMC worked with EIPS staff to develop a series of tools to advertise the Lakeland Village, Summerwood and Summerwood North engagement session #1. Three digital pieces were designed and shared with EIPS to use in advertising the session. In addition, WMC drafted a letter addressed to Lakeland Village, Summerwood and Summerwood North elementary families informing them of the session and providing the date, time frame and information about the process. This letter was posted on the EIPS Three-Year Strathcona County Engagement [webpage](#).

Share your feedback
about the proposed changes to the
Junior High Designation for
**Lakeland Village,
Summerwood, and
Summerwood North**



ENGAGEMENT SESSION
Monday, June 20, 2022
Drop in between 5:30 pm to 8:00 pm
Lakeland Ridge School



Scan me to sign up for email
notifications! Or visit:
www.bit.ly/3NafLku

Lakeland Drive

We want to hear your feedback

about proposed changes to the
**Junior High Designation for
Lakeland Village, Summerwood, and
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Sign up for email notifications at: www.bit.ly/3NafLku



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Share your feedback about proposed changes to the
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DROP-IN ENGAGEMENT SESSION

Monday, June 20, 2022 | 5:30-8:00PM | Lakeland Ridge School



Survey Results

The Lakeland Village, Summerwood and Summerwood North survey was shared by EIPS on June 21, 2022 through the Three-Year Strathcona Engagement updates webpage and as a direct email to families. The survey closed on June 29, 2022 at 11:59 p.m. In total, 116 people started the survey and 90 people completed it, which means that some questions were skipped or missed and so we have noted the number of responses for each question in the *Key Themes and Findings* section. Fourteen of the 116 surveys were completed at the June 20, 2022 public engagement session. All responses submitted were included in the analysis. Additional information about the responses received is found in the Key Themes section of the report.

Note: This is not a statistically significant survey, it was designed to provide the Board of Trustees of Elk Island Public Schools with useful information to inform their decision and we are confident it has done that.

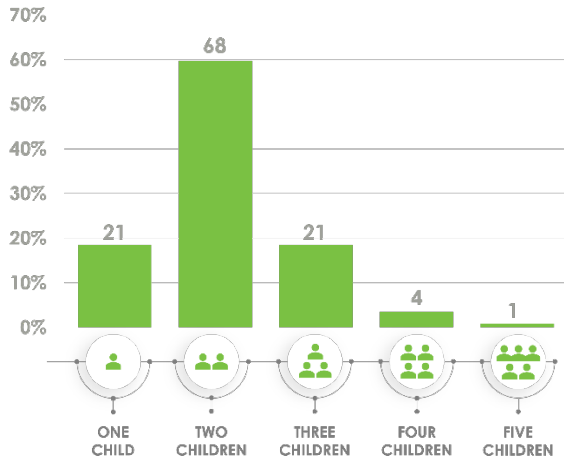
Demographics (Survey Station/Section 1)

The demographic information gathered through the survey suggests that there was a breadth of representation from the Lakeland Village, Summerwood and Summerwood North communities. This is important in determining that the survey results reflect, to the greatest extent possible, the views of the community.

The heat map below indicates that most respondents live within the Lakeland Village, Summerwood and Summerwood North boundary.



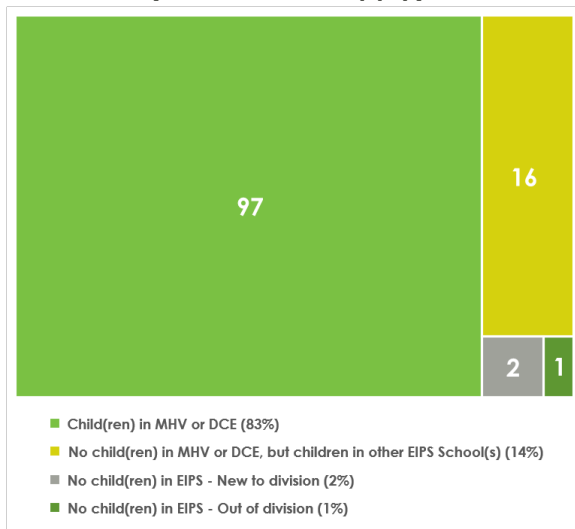
Number of children attending Elk Island Public Schools



When asked to indicate the number of children attending Elk Island Public Schools, 78% of respondents indicated one or two children – 21 respondents (18%) and 68 respondents (60%) respectively.

Twenty-three per cent of respondents indicated three or more children, with 21 (18%) indicating three children, four (4%) indicating four children, and one (1%) indicating five children.

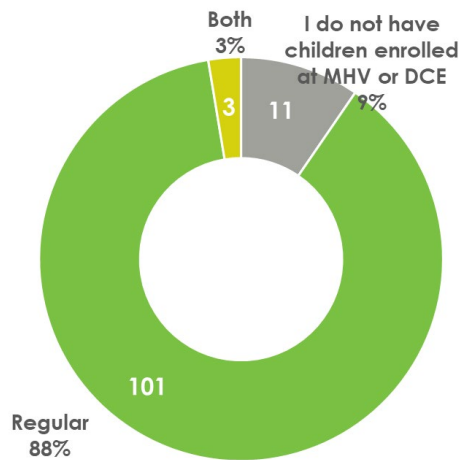
Schools your child(ren) are enrolled in (Select all that apply)



When asked to indicate the school(s) the respondent's child(ren) attend by selecting all options that are applicable, 97 respondents (83%) indicated that they have a child attending Mills Haven Elementary (MHV) and/or Davidson Creek Elementary (DCE).

Sixteen respondents (14%) indicated that while they do not have children attending MHV or DCE, they have children attending other EIPS school(s).

Program your child is enrolled in at their school



When asked to indicate the program(s) their children attend, 101 respondents (88%) indicated that they had one or more children in the regular program. The option “I do not have children enrolled at Mills Haven Elementary or Davidson Creek Elementary” was selected by eleven people (9%). In addition to the 112 respondents who indicated either the regular program or that their child(ren) did not attend the schools in question, three respondents selected both options.

The SEAS program was not indicated by any respondents and one respondent, who completed the paper survey, did not complete this question.

Data around self-identification of respondents was collected and reviewed as part of the survey. It is not presented in this report due to the low response rate.

Key Themes and Findings

In determining the key themes, WMC looked for groupings of comments that expressed the same view. In some cases, a single comment was reported as a theme. The reporting does not include comments that did not have a direct bearing on the Board’s decision, for example, comments that were ‘off topic’ or where the intent of the meaning was unclear.

Key themes heard from participants include the following:

Alignment with Values (Survey Station/Section 2)

- Anticipated Positive Impacts (99 total responses: 17 no comment responses)
 - The main positive impact, identified by nearly half of completed responses, was the proximity or convenience of the Clover Bar Junior High location (46 responses), which allows for shorter commuting times or ability to walk or bike to school.
 - Conversely, a significant group of responses said there were no positive impacts (19 responses).
 - The move to junior high school with the current peer group was identified as a positive by a large number of respondents (13 responses).
 - There were 11 responses indicating uncertainty of any positive impacts.
 - There were also 11 responses indicating that the sports program at Clover Bar Junior High was a positive.

- Three responses highlighted that Clover Bar Junior High was a better (one response) or newer school (two responses).
- There were also three responses that anticipated a smaller school population and therefore less crowding (two responses) and smaller class sizes (one response).
- Two responses indicated a preference for Clover Bar Junior High.
- As well, two responses indicated that this question was not applicable to them as their children were in the French Immersion program.
- One response identified the community as a positive impact.

Top themes for Mills Haven School and Davidson Creek Elementary:

Mills Haven School	Davidson Creek Elementary
1. School proximity (38%) Maintaining peer group (38%)	1. School proximity (51%)
	2. Sports programming (15%) <i>(compared to 0% from MHS)</i>
	3. Maintaining peer group (12%)

*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools; additionally, responses relating to "None" or "Not sure" are excluded from this analysis.

- Anticipated Negative Impacts (99 total responses: 17 no comment responses)
 - The largest response theme was that there were no negative impacts (30 responses).
 - The main negative impact, identified by nearly a quarter of total responses, was the proximity to the Clover Bar Junior High location (28 responses), which results in longer commuting times, or the inability to walk or bike to school. Three of these responses specifically indicated concern that they would incur increased fees for transportation.
 - The next main negative impact, identified by nearly a fifth of total responses, was the separation of friends (20 responses) because children attending the same elementary school will be sent to different junior high schools.
 - Thirteen responses expressed concern for lack of continuity for their family, including that younger siblings will not attend the same school as their older siblings had previously, or that the child/children will have to change junior high schools after one or two years of attending a different junior high.
 - Eleven responses highlighted the change would result in having siblings split, attending two different junior high schools.
 - Nine responses indicated uncertainty of any negative impacts.

- Eight responses indicated that Sherwood Heights is, or will be, a superior school, with five responses noting the upcoming new building, three responses identifying superior athletics, and two responses identifying better academic scores.
- Three responses expressed concern with a change of schools after having already been through a school change.
- Two responses indicated this question was not applicable to them, with one response specifically noting that it is because their child/children were in the French Immersion program.
- There were also several single responses noting the following as negative impacts: larger school population at Clover Bar Junior High (one response), lack of choice (one response), and that this proposed change is providing short notice (one response).

Top themes for Mills Haven School and Davidson Creek Elementary:

Mills Haven School	Davidson Creek Elementary
1. School proximity (25%)	1. School proximity (28%)
	2. Separation of friends (21%) <i>(compared to 0% for MHS)</i>
	3. Lack of continuity for families (12%) <i>(compared to 0% for MHS)</i> Splitting up siblings (12%) <i>(compared to 0% for MHS)</i>

*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools; additionally, responses relating to “None” or “Not sure” are excluded from this analysis.

EIPS Considerations (Survey Station/Section 3)

- Impacts for Consideration (91 total responses: 25 no comment responses)
 - The main priority, identified by nearly a quarter of total responses (22 responses), is to maintain friendships and community by keeping entire elementary schools together to continue on to the same junior high school, with several responses noting the transition to junior high school is a challenging one, and is made tougher when children lose their friends.
 - The next main priority, identified by more than a fifth of total responses (20 responses), is to maintain continuity for families so siblings can continue attending where they have older siblings, and children who have already started junior high should not be forced to change to another junior high school.
 - Another major priority, identified by more than a fifth of total responses (19 responses), is to minimize transit impacts, such as commuting times (i.e., short bus times) and transportation costs/fees.

- Seventeen responses highlighted the need to ensure a high-quality learning environment for the children, regardless of which junior high school they attend. Two sub-themes include: avoid overcrowding at schools (i.e., balanced enrolment), and ensure similar quality of facilities and programs.
- Thirteen responses want to see priority placed on ensuring close proximity of schools to homes. It was noted in some comments that for some households, there are one or more junior high schools closer in proximity than Clover Bar Junior High.
- Six responses want families to have a choice.
- Six responses used the question to ask a question, indicating further need for information. Questions asked about:
 - permanency of the proposed change;
 - future plans for new junior high in the area;
 - impact to school population and class sizes at Clover Bar Junior High;
 - impact to children already in junior high; and
 - existence of equal opportunities for children to be successful when comparing junior high schools
- Four responses wanted to see priority given to the consideration of appropriate timing for the proposed change, with some noting how the impact (upcoming and future) to children’s mental health would be detrimental.
- There were also several responses yielding no priorities: not applicable (three responses), not sure about what priorities to identify (three responses), and no priorities to identify (three responses).
- One response identified the need to prioritize the building of a new school in NE Sherwood Park.

Top themes for Mills Haven School and Davidson Creek Elementary:

Mills Haven School	Davidson Creek Elementary
1. Ensuring school proximity (50%) (compared to 11% for DCE)	1. Maintain friendships and community (21%) (compared to 0% for MHS) Continuity for families (21%) (compared to 0% for MHS)
2. High quality learning environment (25%) (compared to 17% for DCE)	2. Minimizing transit times (20%) (compared to 13% for MHS)

*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools; additionally, responses relating to “N/A” or “Not sure” are excluded from this analysis.

- Supports for any Change (91 total responses: 25 no comment responses)
 - The main support requested, identified by nearly a third of total responses (29 responses), was the need for more information, communicated early and often. Information requested included:
 - rationale and benefits of the proposed change;
 - detailed understanding of school boundaries;
 - impacts to families with older siblings in junior high schools;
 - impacts to families with children already attending other junior high schools;
 - how these sessions informed their decisions;
 - details about Clover Bar Junior High, including an open house where children can visit and learn about the new school; and
 - transportation.
 - The next main support requested, identified by nearly a fifth of total responses (18 responses), was to provide good transportation (i.e., direct or shorter). Four responses specifically requested supports related to transportation costs.
 - There were also two responses requesting supports related to costs/fees but it was unclear if they were related to transportation.
 - The third main support requested, identified by nearly a fifth of total responses (17 responses), was to provide continuity in order to minimize disruption. The sub-themes are as follows:
 - Allowing children to finish junior high where they started (four responses).
 - Allowing children to start junior high where they have an older sibling (two responses).
 - Ensuring children go to junior high school with elementary friends/classmates (five responses).
 - Providing choice or boundary exemptions (six responses).
 - Five responses suggested that EIPS re-evaluate the boundaries, looking at community needs and proximity to homes, in order to minimize changes or impacts.
 - Four responses requested that enhancements be made to Clover Bar Junior High in terms of facilities, programs and extracurricular activities.
 - There were also several responses yielding no support requests: not applicable (four responses), not sure about what supports to identify (five responses), and no supports to identify (six responses).

- There were a few smaller themes for support requests, including:
 - Before/lunch/after school care (three responses).
 - Mental health supports (e.g., Guidance Counsellors) (two responses).
 - Building of a new school (two responses).

Top themes for Mills Haven School and Davidson Creek Elementary:

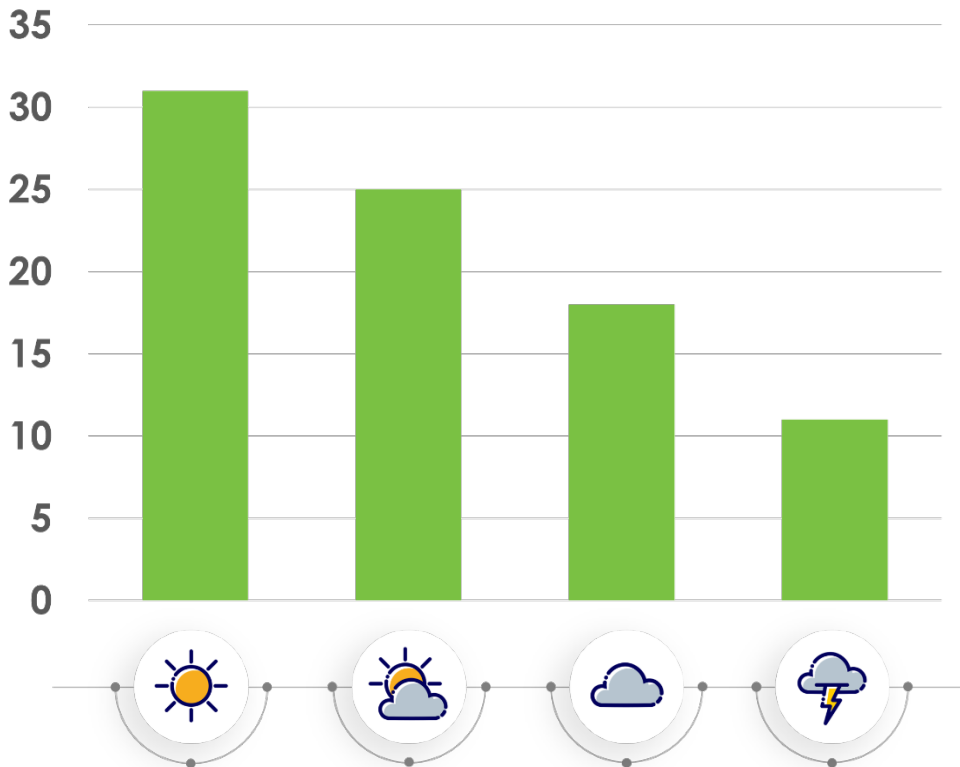
Mills Haven School	Davidson Creek Elementary
1. Need for communication (38%)	1. Need for communication (24%)
2. Re-evaluate the boundaries (25%) <i>(compared to 5% for DCE)</i>	2. Provide good transportation (23%) <i>(compared to 0% for MHS)</i>
	3. Provide continuity (20%) <i>(compared to 13% for MHS)</i>

*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools; additionally, responses relating to "None", "N/A" or "Not sure" are excluded from this analysis.

Open-Ended (Survey Station/Section 4)

- Feelings (Weather icons)

How comfortable are you feeling with the proposed change?



Breakout for Mills Haven School and Davidson Creek Elementary:

Weather Icon	Mills Haven School	Davidson Creek Elementary
Sunny	63%	37%
Partly sunny	13%	29%
Cloudy	13%	16%
Stormy	13%	18%

*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools

- Other Comments (90 total responses, of which 14 identified they had no comment to make and five identified that this question was not applicable to them: 26 no comment responses)
 - Nineteen responses used this opportunity to ask a question or request more information. Questions/requests inquired about:
 - why F.R. Hawthorne Junior High is not the designated school;
 - longevity of the proposed change;
 - plans for a future junior high school in NE Sherwood Park;
 - details on the boundaries, and boundary exemptions;
 - implementation date and transition plan;
 - clarity on who is impacted (e.g., children attending non-designated school, or children already in Sherwood Heights);
 - rationale for change;
 - population/class size at Clover Bar Junior High;
 - other proposed changes; and
 - rationale for children/peers/friends at one elementary school not attending the same junior high school
 - Nineteen responses used this opportunity to explicitly identify whether they were in favour of the proposed change, with:
 - eight for the change;
 - nine against the change;
 - Two responses identified a preference for Sherwood Heights
 - One response identified a preference for Lakeland Ridge
 - one ambivalent; and
 - one noted they were not happy with the current state or proposed change

- Thirteen responses used this opportunity to reiterate that proximity of schools to homes is important.
- Eight responses used this opportunity to reiterate that keeping children/peers/friends from the same elementary school together is important.
- Eight responses used this opportunity to express concern about the welfare of the children impacted, with some comments emphasizing that the children's needs and supports be prioritized.
- Seven responses identified flaws in the planning, with some comments explicitly calling for a re-examination of the boundaries/plan.
- Rounding out the remaining themes were:
 - Five comments expressing a desire for continuity.
 - Five comments expressing concern with age of Clover Bar Junior High's building.
 - Four comments expressing that the children have been through too much change recently.
 - Four comments requesting that families have choice.
 - Three comments requesting a longer timeline for implementation.
 - Two comments suggesting more schools need to be built.
 - One comment requesting busing fee support.

Note: there were also three comments about the engagement process or survey, which will be discussed between WMC and EIPS to consider future improvements.

Top themes for Mills Haven School and Davidson Creek Elementary:

Mills Haven School	Davidson Creek Elementary
1. <i>[no top themes to report]</i>	1. Ask a question / request more information (17%) <i>(compared to 13% for MHS)</i>
	2. Proximity to homes is important (12%) <i>(compared to 13% for MHS)</i>

*Note: these comparisons have been provided for information purposes to add to the overall analysis, as specific conclusions cannot be drawn given the small response rate from one of these schools; additionally, responses relating to "None" or "N/A" are excluded from this analysis.

Appendix 1: Background

Background

In spring 2022, Elk Island Public Schools (EIPS) initiated a Three-Year Strathcona County Engagement project. This project was undertaken to determine the extent to which a series of proposed changes to designations would be supported by members of the respective impacted community or communities. Central to the proposed changes is a commitment to ensuring future students receive high-quality education with minimum disruption.

This project included multiple interconnected areas of focus. A phased approach will ensure outcomes consider the impacts on future engagement work and that year two and year three projects can respect and build on earlier decisions.

There are four areas of work to be completed within the Three-Year Strathcona County Engagement project.

1. Attendance Area Clean Up – decision by Nov. 30, 2022
 - a. Part 1 – EIPS is seeking feedback on where Brentwood Elementary students are designated for junior high. Currently, students from Brentwood Elementary are designated to Sherwood Heights Junior High and F.R. Haythorne Junior High.
 - b. Part 2 – EIPS is seeking feedback on where students within the neighbourhoods of Lakeland Village, Summerwood and Summerwood North are designated for junior high. Currently, these students are designated to Sherwood Heights Junior High.
 - c. The final report is scheduled to be presented to the Board of Trustees in November 2022.
2. French Immersion Review – decision by Nov. 30, 2023
 - a. EIPS is seeking feedback on the French Immersion program. Specifically, EIPS is looking to have a conversation around junior high and senior high French Immersion programming within Sherwood Park and Strathcona County.
 - b. The final report is scheduled to be presented to the Board of Trustees in November 2023.
3. System Program Review – decision by Nov. 30, 2023
 - a. EIPS has identified areas where system-program students experience non-optimal transitions between elementary, junior high and senior high.
 - b. This project will require outcomes from earlier projects before a full scope can be identified.
4. Balance Senior High – decision by Nov. 30, 2024
 - a. Currently, Bev Facey Community High has only one of four Sherwood Park junior high schools—F.R. Haythorne Junior High—designated as part of the school's catchment area. As such, there's an imbalance between Salisbury Composite High and Bev Facey Community High. EIPS is seeking to rebalance the attendance areas.
 - b. This project will require outcomes from earlier projects before a full scope can be identified.

WMC (Western Management Consultants) was retained to assist in this project. EIPS requested a robust two-part public engagement process for each of four proposed designation changes. Engagement 1 was to be designed to ascertain the extent to which each of the proposed designation changes aligns with the values of the affected community members and is supported by them. The feedback gathered during Engagement 1 will be used by EIPS to inform the development of options for the community to consider and respond to during Engagement 2.

Three-Year Strathcona County Engagement Process

WMC designed the Three-Year Strathcona County Engagement process to support gathering as much feedback as possible from the community members impacted by each of the proposed changes. In addition, the engagements were designed to be consistent across each of the project areas. This consistency was used to support clarity around process, as well as around the roles of both WMC and EIPS participants.

It should be noted that the number of engagement sessions might vary depending on the project. In the case of the Attendance Area Clean Up project, one information-gathering session was held for each of the two proposed redesignations: Brentwood Elementary, and Lakeland Village, Summerwood and Summerwood North, followed by a What-We-Heard and Options Input session. For the remaining three projects, three to four information-gathering sessions may be held, followed by the final What-We-Heard and Options session.

Station #1

Demographics

Provide some demographic information to help WMC determine if there is good representation from the local community.

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Station #2

Personal Impacts

Detail how this proposed change aligns with your values as a local community member.

What positive impacts would this change have on your family?

What negative impacts would this change have on your family?



Station #3

Considerations

Indicate which aspects of this proposed change you think are the most important for EIPS to consider.

Which impacts should EIPS pay particular attention to/prioritize when making this decision?

What supports should EIPS consider to help families through the change?



Station #4

Open Feedback

Express how comfortable you are feeling with the proposed change, as well as provide any additional feedback you would like.

How are you feeling about this change?



What else would you like us to know regarding the proposed change?



Regular meetings were held with the EIPS key contact and WMC also met with the Steering Committee to kick-off the project.

EIPS staff provided key messages specific for each proposed change. WMC worked with these to develop a wayfinding document for use by participants during each of the first public engagement sessions. The wayfinding document contained information about the proposed change, as well as an overview of the engagement process being used. In addition, WMC developed a visual representation (map) of the proposed change. An example of the wayfinder and map used for Lakeland Village, Summerwood and Summerwood North Engagement #1 follows.

Summerwood, Summerwood North, and Lakeland Village Engagement Session #1

What is the proposed change?

Students who reside in Summerwood, Summerwood North, and Lakeland Village are currently designated to attend Sherwood Heights Junior High. EIPS suggests redesignating all regular program students from these three communities to attend Clover Bar Junior High for grades 7 to 9.

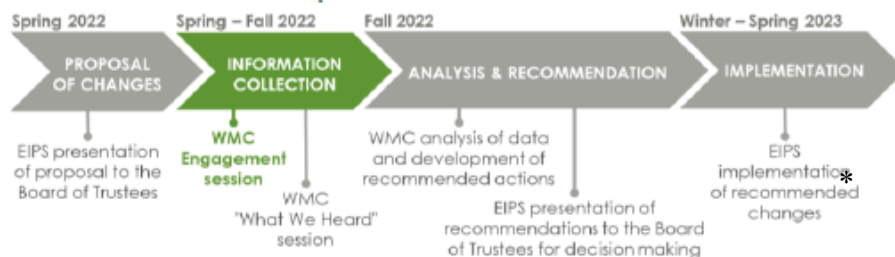
Why is this change being proposed?

This change will continue to allow students the opportunity to remain with their peers as they progress through the school system, and it will allow the Division to make the most of its existing learning spaces.

What about alternative or specialized programs?

Students enrolled in alternative or specialized programming will be able to follow their program to whichever junior high offers it, should they wish to do so.

What are the next steps?



What is the purpose of this engagement session?

WMC (Western Management Consultants) is an independent consulting firm working in partnership with EIPS to gather input from the Summerwood, Summerwood North, and Lakeland Village communities about a proposed change in junior high designation beginning in fall 2023. The feedback gathered will be used to help inform EIPS' decision-making process.

Three-Year Strathcona County Engagement

* Any changes will be communicated in advance of the fall 2023 enrolment process. Actual implementation of the changes will take effect in fall 2023.

Summerwood, Summerwood North, and Lakeland Village Engagement Session #1

This engagement session will take approximately 30 minutes to complete. Please make your way through stations 1-4 and complete the accompanying surveys. WMC consultants are available to answer your questions and assist you, if necessary, in completing the surveys.

This data is collected for use by WMC and is completely independent from any EIPS student databases.

STATION 1 – DEMOGRAPHICS

Provide some demographic information to help WMC determine if there is good representation from the Summerwood, Summerwood North, and Lakeland communities.

STATION 2 – PERSONAL IMPACTS

Detail how this proposed change aligns with your values as a Summerwood, Summerwood North, or Lakeland community member.

STATION 3 – CONSIDERATIONS

Indicate which aspects of this proposed change you think are the most important for EIPS to consider in their decision-making process.

STATION 4 – OPEN FEEDBACK

Express how comfortable you are feeling with the proposed change, as well as provide any additional feedback you would like.

SIGN UP FOR EIPS EMAIL UPDATES

To receive updates from EIPS about this proposed change, sign up for email notifications at: www.bit.ly/3NafLku



Survey Development

A web-based survey was designed and used to gather feedback from interested community members. The survey introduction included the information found in the wayfinding document to ensure the same information was provided whether the survey was completed at the engagement session or online in the week following the session.

The survey questions were:

1. Demographics

- a. Please provide your postal code (from your home address)
- b. Number of children attending Elk Island Public Schools?
- c. What school(s) do your children attend?
- d. Program your child is enrolled in.
- e. Please indicate any or all characteristics in which you or your children self-identify to help us understand which perspectives are being represented in this engagement (for example, Black, Indigenous, Gifted, etc.)

2. Personal Impacts

- a. What positive impacts would this change have on your family?
- b. What negative impacts would this change have on your family?

3. Considerations

- a. What impacts should EIPS pay particular attention to/prioritize when making this decision?
- b. What supports should EIPS consider to help families through the change?

4. Open-ended

- a. How are you feeling about this change (weather report)?
- b. What else would you like us to know regarding the proposed change?

Two opportunities were provided for community members to share their feedback to the proposed designation change.

In-person survey experience

A public engagement drop-in event was hosted at Lakeland Ridge on June 20, 2022. The session was facilitated by WMC, and EIPS trustees and central office staff attended the session to observe the process. An EIPS staff member was available to answer participants' questions.

During the public engagement, participants were offered the option to complete the web based survey on their personal device, using a QR code or URL to access the survey, or to use a paper and pencil version. Participants strongly favoured the paper and pencil option.

Participants moved through a series of four stations, responding to one question at each. WMC staff were available to answer questions, as was the EIPS project lead.

Online survey

The day after the public engagement, EIPS sent the web-based survey out to Lakeland Village, Summerwood and Summerwood North community members through its communication channels and the survey remained open for one week.

Analysis and reporting of survey results

WMC aggregated and analyzed the survey results to identify the degree of representation from the community, as well as key themes, gaps, emerging directions, and appetite for change among respondents. Data around self-identification of respondents was collected and reviewed as part of the survey. It was not presented in this report due to the low response rate.

This information was included in the *What-We-Heard Report* along with recommendations, based on the survey responses, for EIPS to consider in drafting the options for change. These

options will be brought back to the respective communities to review and respond to during a subsequent engagement session.

Next Steps

Using the information provided in the *What-We-Heard Report*, EIPS staff will develop options for moving forward with the proposed designation change(s). The options and the *What-We-Heard Report* will form the basis for a second engagement process, facilitated by WMC, to provide community members an opportunity to learn about the input gathered during the first engagement session, to see their input reflected in the themes that emerged, and to provide input on the options developed by EIPS.

Information gathered from the second engagement will be used to create a final report and final recommendation to present to the Board of Trustees of Elk Island Public Schools in November 2022.