



Three-Year Strathcona Engagement Brentwood Elementary Engagement No. 2 What We Heard Report

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For:
Elk Island Public Schools

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Table of Contents

Brentwood Elementary Engagement No. 2	3
Engagement No. 1 Summary	3
Engagement No. 2	3
Engagement Feedback	5
Key Findings	7
Outcome	8
Appendix 1	9
What We Heard Report Dotmocracy charts	10
Your Voice Matters chart	11

Brentwood Elementary Engagement No. 2

The results for Brentwood Elementary Engagement No. 2 are reported below.

Engagement No. 1 Summary

WMC worked with EIPS staff to develop a series of tools to advertise the Brentwood Elementary engagement session No. 1. Three digital media pieces were designed and shared with EIPS to use in advertising the session. In addition, WMC drafted a letter addressed to Brentwood 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](#).

The Brentwood Elementary survey was shared by EIPS on June 10, 2022 through the Three-Year Strathcona Engagement updates webpage and as a direct email to families. The survey closed on June 16, 2022 at 11:59 p.m. In total, 54 people started the survey and 44 people finished. Eleven of the 54 surveys were completed at the June 9, 2022 public engagement session. All responses submitted were included in the analysis.

Details of the Engagement No. 1 process can be found in the Engagement No. 1 What We Heard Report.

Engagement No. 2


Communications Plan

WMC worked with EIPS staff to draft a letter informing Brentwood Elementary families of the session and providing the date, time frame and information about the process. Digital media pieces were also created. The tagline Your Voice Matters! was used to frame the content. A link to the Engagement No. 1 What We Heard Report was included in the letter, as well as links to two email opportunities (EIPS and WMC) through which individuals who could not attend the session could share their feedback. The letter was sent out to Brentwood Elementary families and was also posted on the EIPS Three-Year Strathcona County Engagement [webpage](#).

Process Overview

Brentwood Elementary families were invited to drop in to F.R. Haythorne Junior High on September 13, 2022 between 5:30 p.m. and 7:30 p.m. to engage in a public participation process. The process was designed to give those who dropped in an opportunity to provide additional feedback to WMC on What We Heard through the survey. Participants were also invited to share any additional comments or feedback they wanted WMC to capture in the final report to the Division.

Upon arrival, participants were welcomed and given a wayfinder to explain the process, as well as an FAQ document prepared by EIPS. The FAQ provided answers to a number of questions posed by Brentwood community families during the initial engagement process. Copies of the What We Heard Report were also available. WMC team members were available to guide participants through the process and answer any questions they may have had. In addition, administrators from both Brentwood Elementary and F.R. Haythorne Junior High were in attendance to answer participants' questions, as were EIPS senior leadership, staff and trustees.



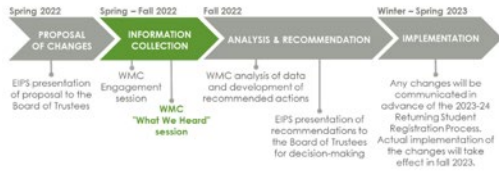
Three-Year Strathcona County Engagement

Brentwood Elementary Engagement Session No. 2


What is the goal of this session?
To determine what's most important to Brentwood Elementary's school community before any decision is made about any junior high boundary changes.

What is the proposed change?
EIPS' is exploring a possible change to the junior high attendance boundaries—moving all regular program Grade 6 students at Brentwood Elementary to F.R. Haythorne Junior High for grades 7 to 9. Essentially, the change prevents splitting students between two junior high schools.

Where are we in the process?



Your voice matters!
During this session, you have an opportunity to learn more about the **What We Heard Report** developed by WMC using input gathered during the June 2022 public engagement, and to offer even more feedback on the proposed change to the junior high attendance boundaries.



Three-Year Strathcona County Engagement

Brentwood Elementary Engagement Session No. 2

Your Voice Matters!

This engagement session will take approximately 30 minutes to complete. You will have two opportunities to provide your feedback. Make sure to provide your feedback at each opportunity. WMC consultants are available at the stations to answer your questions.

- WHAT WE HEARD REPORT**
 - Which five key findings resonate most with you? (Dots)
 - What additional comments, feedback, or questions would you like WMC to consider when drafting the final report? (Sticky notes)
- YOUR VOICE MATTERS**
 - What final comments or questions would you like EIPS to consider about what's most important to you as a member of Brentwood Elementary's school community before any decision is made about any junior high boundary changes.
- SIGN-UP FOR EIPS EMAIL UPDATES**
To receive updates from EIPS about the proposed change, you can sign up for email notifications at: bit.ly/3NafLku

Engagement Feedback

Over the course of the drop-in event, 10 participants engaged in the process and provided feedback. What follows is the feedback received through the process. Input received from respondents in the week following the public engagement is presented subsequently. A summary of key findings that were endorsed in the feedback is provided at the end of this section.

What-We-Heard Report

Each participant was given five (5) dots and invited to read through the key findings from the What We Heard Report and place their dots next to the five findings that resonated most. Participants had the option to distribute their dots in any way they wished, for example, all five dots by one finding that was important to them, or three by one finding and two by another. The distribution of the participants' dots was as follows. Photos of the charts are found in [Appendix I](#).

Alignment with Values (Survey Question 2) Anticipated Positive Impacts
<ul style="list-style-type: none"> ▪ The move to junior high with the current peer group 3 dots ▪ Improved walkability 3 dots ▪ F.R. Haythorne Junior High being a newer school building 1 dot ▪ The availability of more options 1 dot ▪ Proximity of F.R. Haythorne Junior high 0 dots ▪ The Goals program 0 dots
Alignment with Values (Survey Question 2) Anticipated Negative Impacts
<ul style="list-style-type: none"> ▪ Potential for overcrowding of F.R. Haythorne Junior High 7 dots ▪ Longer walk and/or commute to F.R. Haythorne Junior High 6 dots ▪ Split from peer groups and friends 2 dots ▪ Separation of family members amongst schools 1 dot <p>Zero-dot responses</p> <ul style="list-style-type: none"> ▪ Location of the Logos program 0 dots
For EIPS to Consider (Survey Question 3)
<ul style="list-style-type: none"> ▪ Class sizes 4 dots ▪ Longer commuting distance to F.R. Haythorne 2 dots ▪ Maintaining current designation rights 2 dots ▪ Keeping peer groups together 1 dot ▪ Enrolment numbers 1 dot ▪ Transportation costs 1 dot <p>Zero-dot responses</p> <ul style="list-style-type: none"> ▪ Proximity of the school to the population it serves ▪ Parental choice over selection of a school offering the Logos program ▪ Siblings right to attend the same school as other family members ▪ Phase-in of the change

EIPS' Supports for Change (Survey Question 3)

- Maintaining family groups **1 dot**
- Zero-dot responses**
- Bus transportation to any new school
 - Affordable
 - Efficient routes and transfer points
- Full, transparent and timely information
- Families understand the rationale for any change
 - Accurate information about the timing
 - When and how they could impact any decision
- Tours of new facilities
- Availability of counselling for students to support the change
- A phase in of any change

Open-ended (Survey Question 4)

- Potential redesignation of high school boundaries and the possibility of further separating peers **3 dots**
- Agree with the proposed move **2 dots**
- Located close to existing schools – expected to continue to have the services and access they had anticipated **1 dot**
- Need for more detailed information about the anticipated class sizes **1 dot**
- Trust in the Board to make the best decision **1 dot**
- Zero-dot responses**
- Looking forward to improved schooling experience for their children
- Need for more detailed information about programs to be offered
 - Services to children with special needs
 - Children attending the Logos program
- An unwelcome change in a time which had already resulted in student stress because of COVID-19 and other factors

Your Voice Matters!

Participants were invited to share final comments or questions they wanted EIPS to consider before any decision is made about any junior high boundary changes. Six responses were posted on the Your Voice Matters! poster. A photo of the chart is found in [Appendix 1](#).

Three respondents used their posts to express dissatisfaction with the proposed junior high boundary change. Two indicated their concern about the proximity of F.R. Haythorne Junior High to their homes. One expressed concern about the effect on future class sizes based on current enrolment at F.R. Haythorne Junior High. Of the three respondents expressing dissatisfaction, two also mentioned concern about the implications for high school designation.

Three used their posts to express their support for the change. Two respondents indicated the close proximity of F.R. Haythorne Junior High was the reason for their support. One respondent posted twice. Once to communicate their family is in full support of the change and once in support of change, in general.

Email Responses

Five email responses were received in the week following the public engagement at F.R. Haythorne Junior High. One response indicated their overall acceptance of the change in junior high boundary and the value of keeping friendship groups together. The respondent also noted the close proximity to F.R. Haythorne Junior High for many of the students enrolled in Brentwood was a factor in their acceptance of the change.

Four responses indicated the increased distance to F.R. Haythorne Junior High was problematic and, if the change went ahead, it would affect both the family's schooling plan and after-school activities.

One respondent included other ideas for EIPS to consider, i.e., moving the Logos program, a program of choice, out of Sherwood Heights Junior High School to allow it to continue to be the receiving school for Brentwood Elementary students and moving the boundary for Lakeland Ridge students to Sherwood Heights Junior High. Two respondents expressed the need for more junior highs and senior highs in Sherwood Park to accommodate the continued growth.

Key Findings

Three key findings were endorsed through the second engagement process.

Proximity

Whether it was the close proximity of F.R. Haythorne Junior High or the increased commute to the school, proximity was the number one factor in participants' support for, or displeasure with, the proposed change of junior high boundary for Brentwood Elementary.

Related to this theme was participants' indicating the following finding as important through the 'dotmocracy' process: Transportation costs.

Class Sizes and Overcrowding

During the public engagement, a number of dots were used to indicate participants' concern about potential overcrowding and increased class sizes at F.R. Haythorne Junior High should the proposed change be approved.

Related to this theme was one participant's indication that the following finding was important through the 'dotmocracy' process: Enrollment numbers.

Separation of peers, siblings or family groups

Participants used their dots to indicate the possible separation of peer groups, siblings or family groups was a concern for them. One email response stated the fact that older siblings would have to walk farther (from F.R. Haythorne Junior High vs. Sherwood Heights Junior High) to pick up younger siblings at Brentwood Elementary.

Note that class sizes and overcrowding was not mentioned in the email responses received by WMC during the week following the Sept. 13, 2022 engagement.

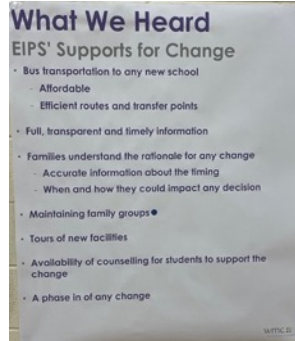
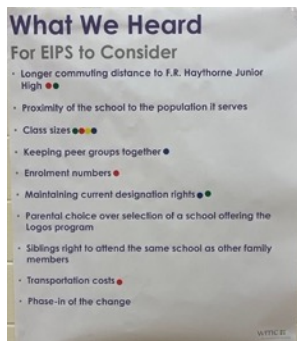
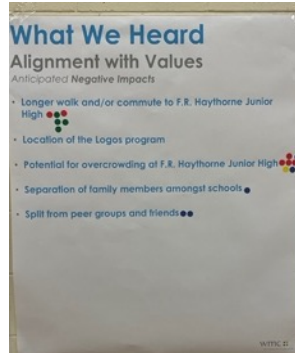
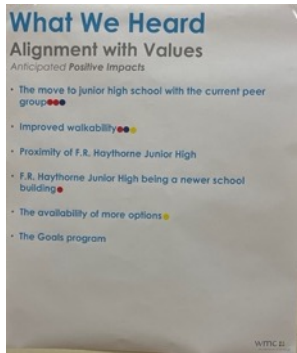
Outcome

Some participants attending the Sept. 23, 2022 engagements expressed their appreciation for the opportunity to provide even more feedback on the proposed change in junior high designation. The input gathered during this engagement echoes, on a smaller scale, the input gathered during the initial June 2022 engagement.

Appendix 1

What We Heard Report Dotmocracy Charts

Each participant had five (5) dots and was invited to read through the key findings from the What We Heard Report and place their dots next to the five findings that resonated most. Participants had the option to distribute their dots in any way they wished, for example, all five dots by one finding that was important to them, or three by one finding and two by another.



Your Voice Matters Chart

Using sticky notes and chart paper, participants shared final comments or questions for EIPS to consider before any decision is made about any junior high boundary changes.

