



INFORMATION REPORT

DATE: March 21, 2024

TO: Board of Trustees

FROM: Sandra Stoddard, Superintendent

SUBJECT: Three-Year Engagement Plan: Attendance Area Cleanup

ORIGINATOR: Brent Dragon, Assistant Director, Facility Services

RESOURCE STAFF: Laura McNabb, Director, Communication Services
Corrie Fletcher, Communications Specialist, Communication Services
Shaylin Sharpe, Planner, Facility Services

REFERENCES: Administrative Procedure 305: School attendance areas and requests to attend non-designated schools
Administrative Procedure 540: Planning for school facilities

EIPS PRIORITIES: Enhance high-quality learning and working environments
Enhance public education through effective engagement

EIPS GOALS: Quality infrastructure for all
Parent and caregiver engagement

EIPS OUTCOMES: Learning and working environments are supported by effective planning, management and investment in Division infrastructure
Student learning is supported and enhanced by providing meaningful opportunities for parents and caregivers to be involved in their child's education

ISSUE:

That the Board of Trustees receives for information an update on EIPS' Three-Year Engagement Plan: Attendance Area Cleanup.

BACKGROUND:

In May 2022, Elk Island Public Schools (EIPS) developed a Three-Year Engagement Plan. The plan identifies areas where the Division can improve operations to best serve students. It also details strategies and timelines for the various engagement efforts. Collectively, the plan ensures EIPS continues providing high-quality education to all students.

In total, the plan includes four engagement projects:

- Project 1: Three-Year Strathcona County Engagement
- Project 2: Enrolment Pressures in Fort Saskatchewan
- Project 3: EIPS Logos Christian Program Review
- Project 4: Value Scoping Session for A.L. Horton Elementary and Vegreville Composite High

Within Project 1: Three-year Strathcona County Engagement, there are four key focus areas—Attendance Area Cleanup, French Immersion Review, System Program Review and Balance Senior High Enrolment. Now in Year 3 of the plan, EIPS has put significant effort into engaging school communities within Strathcona County about how best to accommodate students with existing EIPS infrastructure. Specifically looking at school capacity issues, attendance areas, system-programming transitions and accommodations for French Immersion programming. All are interconnected. As such, exploring each required a phased approach to ensure the outcomes and impacts of each focus area were considered throughout the engagement process.

In terms of the Attendance Area Cleanup, EIPS contracted Western Management Consultants (WMC) to facilitate the engagement process. Working collaboratively with EIPS, WMC drafted various advertising materials and information letters, hosted four drop-in public consultations, conducted two surveys and collected additional feedback from the school community (see Attachments 1 to 7). The focus: The junior high attendance area in Sherwood Park

At issue, students going to Brentwood Elementary are designated to two junior high schools, splitting students between Sherwood Heights Junior High and F.R. Haythorne Junior High. Through the [engagement](#), EIPS explored changing the attendance area to just F.R. Haythorne Junior High. The intent of changing the boundaries was to minimize splitting peer groups between the two junior high schools. Similarly, Davidson Creek Elementary and Mills Haven Elementary are the designated elementary schools for the Northeast Sherwood Park neighbourhoods—Summerwood, Summerwood North and Lakeland Village. Sherwood Heights Junior High is the designated school for all junior high students within the area. Administration [explored](#) changing the designation to Clover Bar Junior High—to maintain school communities and provide programming closer to home.

On Nov. 17, 2022 administration presented a report for information to the Board of Trustees indicating additional time and information was needed before a decision could be made about the attendance area cleanup. Administration felt it needed to consider information and feedback from other areas of Project 1—the French Immersion Review and Balance Senior High Enrolment. Fast forward to Jan. 25, 2024, after extensive engagement, the Board approved a recommendation to [address the French Immersion program and senior high enrolment in Sherwood Park](#).

CURRENT SITUATION:

With a solution for the French Immersion program and senior high enrolment approved, administration wants to close the loop on the Attendance Area Cleanup engagement. After reviewing all the feedback collected from the [Brentwood Elementary](#) and [Northeast Sherwood Park](#) engagement, there wasn't strong support for either boundary change. In addition to the boundary adjustment indifference, three key changes have occurred since the Attendance Area Cleanup consultations in 2022.

- First, the province approved construction for the Sherwood Park replacement school. The replacement school will see École Campbelltown and Sherwood Heights Junior High replaced into one new school, kindergarten to Grade 9.
- Second, the Board approved an attendance boundary change for the Cambrian Crossing area structure plan, which impacts the junior high Attendance Area Cleanup engagement (see, "Table 1"). The Cambrian Crossing area structure plan consists of two new neighbourhoods within Sherwood Park—Cambrian and Hearthstone. Regular English program students residing in Cambrian are now designated to Westboro Elementary, Clover Bar Junior High and Salisbury Composite High. Meanwhile, regular English program students residing in Hearthstone are designated to Glen Allen Elementary, F.R. Haythorne Junior High and Bev Facey Community High. French Immersion program students from



Cambrian and Hearthstone are designated to Heritage Hills Elementary, Sherwood Heights Junior High and Ardrossan Junior Senior High—until the new Sherwood Park replacement school opens, then they'll attend Salisbury Composite High.

- Third, as previously mentioned, the Board approved a solution to best address the French Immersion program and balance senior high enrolment.

Table 1: The designated schools for regular English and French Immersion programming for Cambrian Crossing

Residential Area (Program)	Elementary	Junior High	Senior High
Cambrian (regular English)	Westboro Elementary	Clover Bar Junior High	Salisbury Composite High
Hearthstone (regular English)	Glen Allen Elementary	F.R. Haythorne Junior High	Bev Facey Community High
Cambrian and Hearthstone (French Immersion)	Heritage Hills Elementary	Sherwood Heights Junior High	Ardrossan Junior Senior High [^]

[^] NOTE: When the Sherwood Park replacement school opens, the senior high French Immersion program will relocate to Salisbury Composite High—expected in the 2026-27 school year.

Looking ahead, Clover Bar Junior High, F.R. Haythorne Junior High and Sherwood Heights Junior High will have increased enrolment as they are now the designated schools for Cambrian and Hearthstone. Ultimately, this means the Division won't have sufficient capacity to accommodate the attendance boundary changes proposed during the Attendance Area Cleanup engagement—for Brentwood Elementary and Northeast Sherwood Park. That said, a common theme heard throughout the engagement was a desire to keep peers, siblings and family groups together as they transition to junior high.

As such, administration plans to keep the junior high boundaries unchanged. Doing so honours the feedback heard by keeping transitions the same for Division families and ensures schools have sufficient student capacity, long term. Looking ahead, administration will continue to review the junior high attendance boundaries on an annual basis. That may result in administration recommending boundary changes in the future—any such recommendation would involve new conversations with impacted stakeholders.

NEXT STEPS:

Administration will reach out directly to all engaged stakeholders who took part in the Brentwood Elementary and Northeast Sherwood Park engagements to inform and explain why the junior high boundaries remain unchanged. Administration will also update the EIPS website about the Attendance Area Cleanup outcome.

Before completing the Three-Year Engagement Plan, administration still needs to evaluate the location of the junior high Logos Christian and the Impact programs to ensure sufficient student capacity at the Sherwood Park replacement school. Further engagement will need to be had with the stakeholders of these programs before a decision is made—anticipated during the 2024-25 school year, with a decision expected in advance of the 2026-27 Returning Student Registration Process at the latest.

ATTACHMENT(S):

1. Brentwood Elementary and Northeast Sherwood Park Engagement Report Summary
2. Phase 1 What We Heard Report – Brentwood Elementary
3. Phase 2 What We Heard Report – Brentwood Elementary
4. EIPS Frequently Asked Questions – Brentwood Elementary
5. Phase 1 What We Heard Report – Northeast Sherwood Park
6. Phase 2 What We Heard Report – Northeast Sherwood Park
7. EIPS Frequently Asked Questions – Northeast Sherwood Park

Public Consultations: Report Summary

BRENTWOOD ELEMENTARY AND NORTHEAST SHERWOOD
PARK | ATTENDANCE AREA CLEANUP

LAST UPDATED: MARCH 12, 2024



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BACKGROUND

As part of the Division's reporting requirements to Alberta Education, EIPS reviews programs, enrolment transitions and boundaries regularly. When areas of concern are identified, the Division works to determine how best to resolve the issue. To facilitate the process, the Division recently developed an EIPS Three-Year Engagement Plan. The plan identifies where the Division can improve operations to best serve students and the strategies and timelines for various related engagement efforts over the next three years. Collectively, the plan ensures EIPS continues providing high-quality education to all students.

In total, the plan includes four engagement projects:

Project 1: Three-Year Strathcona County Engagement

Project 2: Enrolment Pressures at In Fort Saskatchewan

Project 3: EIPS Logos Christian Program Review

Project 4: Value Scoping Session for A.L. Horton Elementary and Vegreville Composite High

For Project 1: Three-Year Strathcona County Engagement, EIPS is engaging school communities within Strathcona County about how best to accommodate students with existing EIPS infrastructure. Specifically, how to address school capacity issues, explore attendance areas, improve system-programming transitions and enhance accommodations for French Immersion. Within Project 1 are four key focus areas: Attendance Area Cleanup, French Immersion Review, System Program Review and Balance Senior High. The Division has just finished its public engagement efforts for the Attendance Area Cleanup. A final decision is expected later in the 2022-23 school year.

Attendance Area Cleanup

Public consultations for Project 1: Attendance Area Cleanup started in June 2022 and finished in October 2022. EIPS engaged Sherwood Park communities about changing the junior high attendance areas for two identified areas: students designated to Brentwood Elementary and Northeast Sherwood Park.

To facilitate the engagement efforts, EIPS contracted Western Management Consultants (WMC). Working collectively with EIPS, WMC drafted various advertising materials and information letters, hosted four drop-in public consultations, conducted two surveys and collected additional feedback from the school community. For each public session and the surveys, the company also created a What We Heard Report.

At issue, Brentwood Elementary is currently designated to two junior high schools, which splits students between Sherwood Heights Junior High and F.R. Haythorne Junior High. As such, administration is exploring changing the attendance area to just F.R. Haythorne Junior High. Changing the boundaries would prevent splitting peer groups between the two junior high schools. Similarly, Davidson Creek Elementary and Mills Haven Elementary are the designated elementary schools for the Northeast Sherwood Park neighbourhoods—Summerwood, Summerwood North and Lakeland Village. Sherwood Heights Junior High is the designated

school for all junior high students within the area. Administration is exploring changing the designation to Clover Bar Junior High. Changing the boundaries will help maintain school communities and provide programming closer to home.

Public Engagement Phase 1: Two drop-in public consultation sessions and two surveys

In June 2022, WMC hosted two drop-in public consultation sessions. One for the Brentwood Elementary area and another for the Northeast Sherwood Park area. It then conducted a survey to collect further information. Both the sessions and surveys provided the school communities with background information and details on why the Division is exploring the attendance area cleanup. There was also an opportunity to share feedback about what is most important to the school community and what they think the Board should consider before making any decisions.

Public Engagement Phase 2: Two drop-in public consultations and feedback submissions

WMC hosted two drop-in public consultation sessions at the proposed designated schools. One for the F.R. Haythorne Junior High and another at Clover Bar Junior High, which allowed parents to see the school and meet staff. At the session, attendees were presented with the What We Heard Report and a Frequently Asked Questions document—from Phase 1 consultations. There was also an opportunity to share feedback about the What We Heard Reports and what they think the Board should consider before making any decisions. For parents who could not attend the session, EIPS encouraged them to email WMC directly with their feedback.

BRENTWOOD ELEMENTARY ENGAGEMENT SUMMARY

Phase 1: Spring 2022

DROP-IN DISCUSSION

When: June 9, 2022; 5:30 p.m. to 8:30 p.m.

In-person attendance: 11

ONLINE SURVEY

When: June 10-16

Responses: 44

In Phase 1, all respondents had children attending Brentwood Elementary, with 73 per cent registered in the regular program, 25 per cent in the Logos Christian Program and two per cent in GOALS. As well, most respondents lived within Brentwood Elementary's attendance area. Overall, the community deemed the following as positive—it maintains existing peer groups, and F.R. Haythorne Junior High is in a good location. The biggest concerns expressed by families were the longer commute and the potential for increased class

sizes. Participants also noted supports for student transportation, class sizes and transparent communication are important when making any decision.

Phase 2: Fall 2022

DROP-IN DISCUSSION

When: Sept. 22, 2022; 5:30 p.m. to 7:30 p.m.

In-Person attendance: 10

In Phase 2, WMC used a dotmocracy technique to validate the findings of Phase 1. Participants had the opportunity to add additional open-ended comments. In general, the two most positive impacts were maintaining peer groups and proximity to their home. Many responses identified negative impacts, most notably, concerns with F.R. Haythorne Junior High being overcrowded, increased commute times and potential separation of siblings.

EMAIL SUBMISSION: SEPT. 13 TO 20

When: September 13-20

Responses: 5

WMC received five email responses. Four submissions expressed concerns about the proposed change, and one expressed general support. The biggest concern: The distance to F.R. Haythorne Junior High. Most families opposing the change live closer to Sherwood Heights Junior High. Most families supporting the change live closer to F.R. Haythorne Junior High.

NORTHEAST SHERWOOD PARK ENGAGEMENT SUMMARY

Phase 1: Spring 2022

DROP-IN DISCUSSION

When: June 20, 2022; 5:30 p.m. to 7:30 p.m.

In-person attendance: 14

ONLINE SURVEY

When: June 21-29

Responses: 102

In Phase 1, 83 per cent of respondents had children attending Davidson Creek Elementary or Mills Haven Elementary. In total, 88 per cent of respondents had children enrolled in the regular program at either Davidson Creek Elementary or Mills Haven Elementary. As well, most respondents lived in the Summerwood, Summerwood North or Lakeland Village areas. Regardless of their child's elementary school, the top theme—be it positive or negative—was school proximity. Overall, more respondents found proximity a positive impact than negative. Other negative impacts included friend separation and lack of continuity—heavily biased toward respondents with children enrolled at Davidson Creek. Respondents also requested additional information, clear communication and details about busing.

PHASE 2: FALL 2022

DROP-IN DISCUSSION

When: Oct. 3; 2022, 5:30 p.m. to 7:30 p.m.

In-person attendance: 10

In Phase 2, WMC used a dotmocracy technique to validate the findings of Phase 1. Participants had the opportunity to add additional open-ended comments. In general, the most positive impact noted was Clover Bar Junior High's sports program. The negative impact expressed was separation of friends. Participants also asked EIPS to keep peer groups together and prioritize a new junior high space in Northeast Sherwood Park. Overall, participants viewed the proposed change as positive.

EMAIL SUBMISSION

When: October 4-10

Responses: 7

WMC received seven email responses. Six submissions expressed dissatisfaction with the proposed change. The seventh respondent expressed support for the change. A few alternatives were recommended, including boundary re-designations, new-school construction and not redesignating Davidson Creek Elementary students who already experienced a re-designation.



Three-Year Strathcona Engagement Brentwood Elementary Engagement #1 *What-We-Heard Report*

Prepared by:

Dana Antayá-Moore
WMC (Western Management Consultants)

For:

Brent Dragon
Elk Island Public Schools

August 22, 2022

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Brentwood Elementary Engagement #1

The results for Brentwood Elementary Engagement #1 are reported below.

Communications Plan

WMC worked with EIPS staff to develop a series of tools to advertise the Brentwood Elementary 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 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 poster features a teal background with a faint map of the Brentwood area. The text is white and green. A large QR code is positioned on the right side. The Elk Island Public Schools logo is in the bottom left corner.

**Share your
feedback**

about the proposed changes to the

**Junior High Designation
for Brentwood Elementary**

ENGAGEMENT SESSION
Thursday, June 9, 2022
Drop in between 5:30 pm to 8:30 pm
Brentwood Elementary School

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

Elk Island
Public Schools

MAPLEWOOD

We want to hear your feedback

about proposed changes to the
**Junior High Designation
for Brentwood Elementary**

Sign up for email notifications at: www.bit.ly/3NafLku



ENGAGEMENT SESSION

Thursday, June 9, 2022

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Brentwood Elementary School



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Share your feedback about proposed changes to the
**Junior High Designation for
Brentwood Elementary**

DROP-IN ENGAGEMENT SESSION

Thursday, June 9, 2022 | 5:30-8:30PM | Brentwood Elementary School



Survey Results

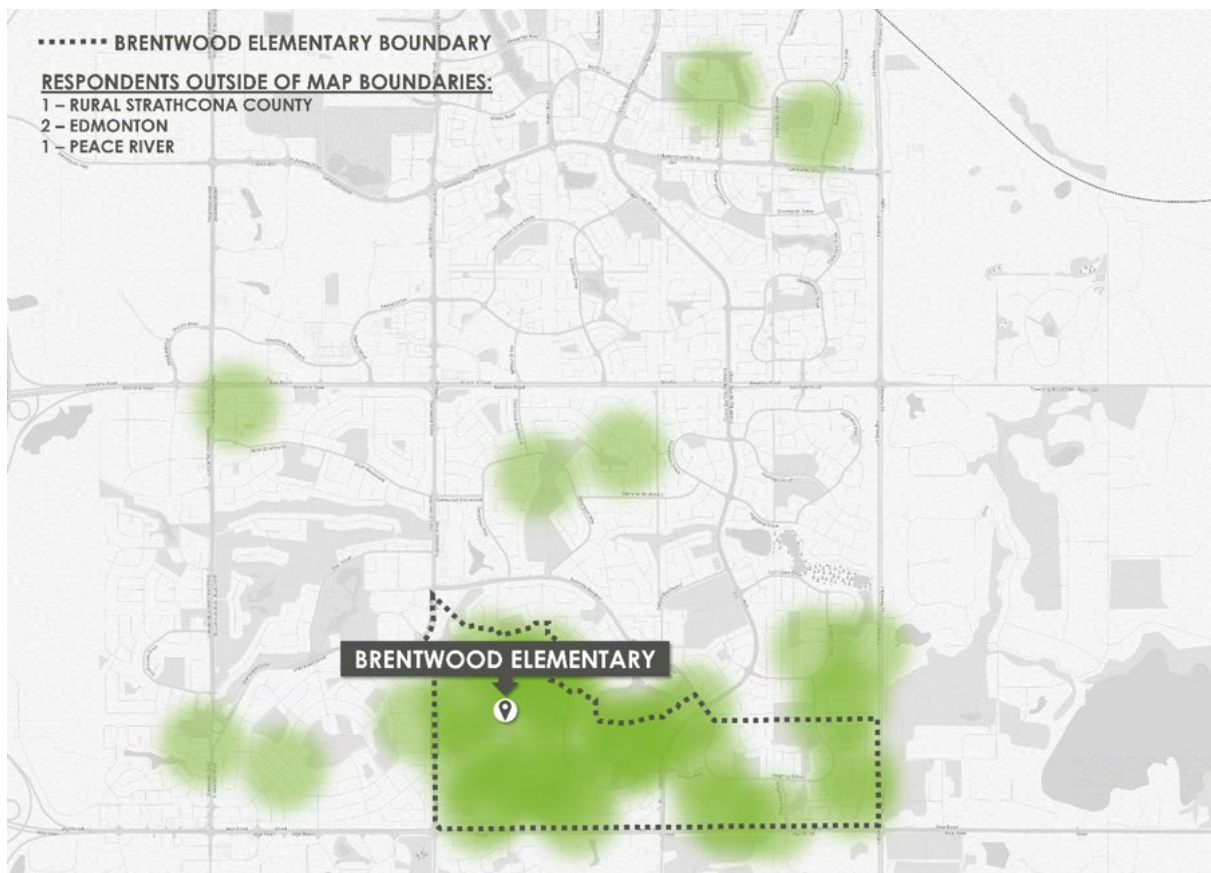
The Brentwood Elementary survey was shared by EIPS on June 10, 2022 through the Three-Year Strathcona Engagement updates webpage and as a direct email to families. The survey closed on June 16, 2022 at 11:59 p.m. In total, 54 people started the survey and 44 people finished. Eleven of the 54 surveys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

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.

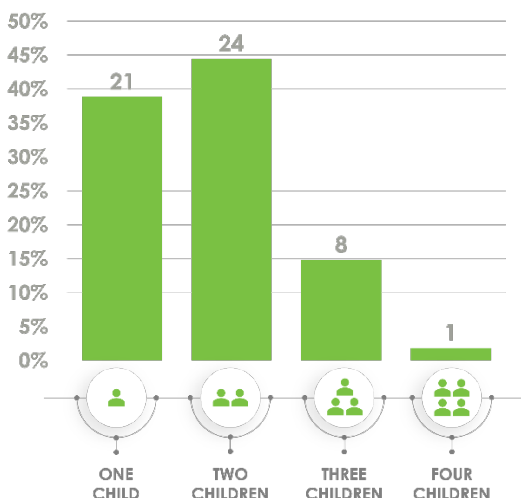
Demographics (Survey Station/Section 1)

The demographic information gathered through the survey suggests that there was a breadth of representation from the Brentwood Elementary community. 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 Brentwood boundary, with the highest cluster within closer proximity to the school.



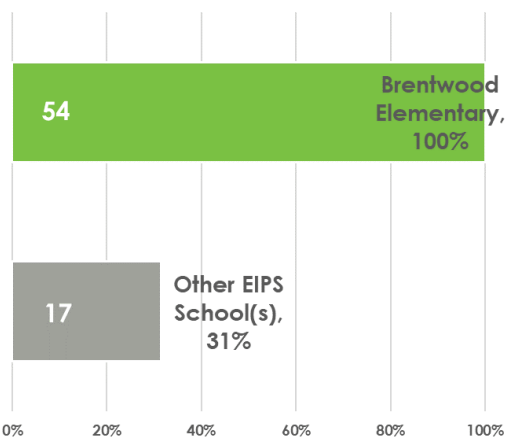
Number of children attending Elk Island Public Schools



When asked to indicate the number of children attending Elk Island Public Schools, 83% of respondents indicated one or two children – 21 respondents (39%) and 24 respondents (44%) respectively.

17% of respondents indicated three or more children, with eight (15%) indicating three children and one (2%) indicating four children.

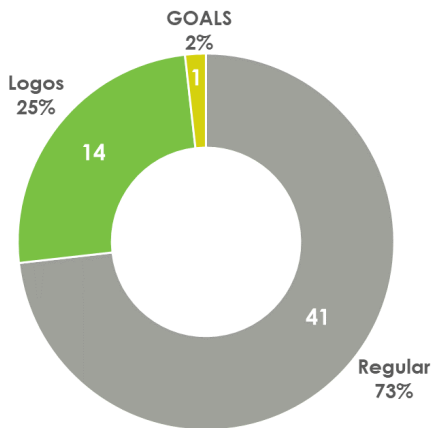
Schools your child(ren) are enrolled in (Select all that apply)



When asked to indicate the school(s) the respondent's child(ren) attend, 54 respondents (100%) indicated that they had a child attending Brentwood Elementary School.

Of those 54 respondents, 17 (31%) indicated that they have additional children attending other EIPS school(s). This could include siblings attending junior high or senior high schools within EIPS.

Program your child is enrolled in at Brentwood Elementary



When asked to indicate the program(s) their children attend, 41 respondents (73%) indicated that they had one or more children in the regular program. The Logos program had representation from 14 respondents (25%), and the GOALS program was indicated by one respondent (2%).

The respondent who indicated the GOALS program also indicated the regular program and one of the respondents who indicated the Logos program also indicated the regular program.

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

Brentwood Elementary community members have strongly formed opinions about the proposed junior high redesignation to F.R. Haythorne Junior High. 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 (47 total responses: seven no comment responses)
 - The move to junior high school with the current peer group was identified as a positive by a large number of respondents. This was the biggest response to any survey question. (19 responses)
 - Improved walkability (three responses), the proximity of F.R. Haythorne Junior High (three responses), and the advantages of F.R. Haythorne Junior High being a newer school building (three responses) were also identified as positive by some participants.
 - The availability of more options and the Goals program each received one response.
 - Four respondents noted they were not sure or unsure; 'none' was noted by seven respondents; and two respondents used this section to explicitly comment on their opposition to the redesignation.
- Anticipated Negative Impacts (46 total responses: 11 no comment responses)
 - The strongest concern identified by contributors was the longer walk and/or commute to F.R. Haythorne Junior High, as compared to current or planned transportation options. (10 responses)
 - Concerns about the location of the Logos program (five responses) and the potential for overcrowding at F.R. Haythorne Junior High (five responses) were the next most frequently identified issues.
 - Respondents also commented on the separation of family members amongst schools (three responses) or the split from peer groups and friends (three responses) as negative factors.

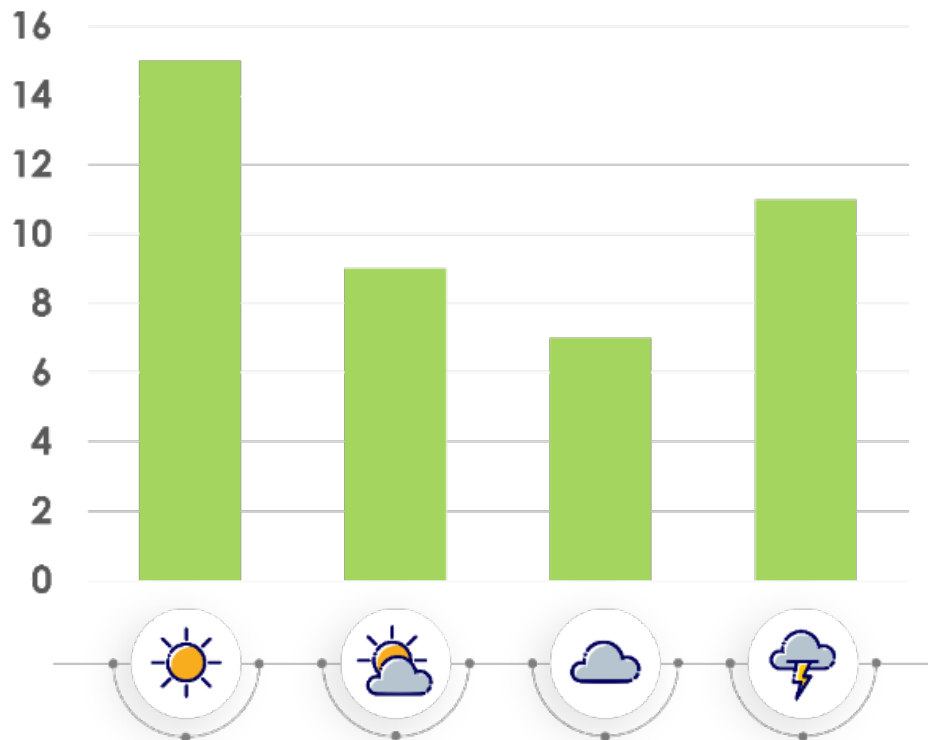
EIPS Considerations (Survey Station/Section 3)

- Impacts for Consideration (44 total responses: four no comment responses)
 - Longer commuting distance to F.R. Haythorne Junior High (12 responses). Many contributors strongly advised the school board to consider the proximity of the school to the population it serves. This was by far the most common response to this question, with examples given of how this factor impacts both student success and family activities.
 - Class sizes (five responses) and keeping peer groups together (five responses) were the next most common responses.
 - Respondents also identified enrolment numbers (three responses), maintaining current designation rights (two responses), parental choice over selection of a school offering the Logos program (two responses), siblings right to attend the same school as other family members (two responses), transportation costs (two responses) and a phase-in of the change (two responses) as potential considerations.
- Supports for any Change (43 total responses: four no comment responses)
 - By far, the most requested support was for bus transportation to any new school (12 responses). This included affordable costs and efficient routes/transfer points.
 - Participants also requested full, transparent and timely information (seven responses). They felt it important that families understand the rationale for any change, had accurate information about the timing and knew when and how they could impact any decision.
 - Maintaining family groups (three responses), tours of new facilities (two responses), availability of counselling for students to support the change (two responses) and a phase in of any change (two responses) were also suggested.

Open-Ended (Survey Station/Section 4)

■ Feelings (Weather icons)

How comfortable are you feeling with the proposed change?



■ Other Comments (43 total responses: six no comment responses)

- A number of respondents agreed with the proposed move and were looking forward to improved schooling experience for their children (five responses).
- A smaller number were very opposed often because they had located close to existing schools and expected that they would continue to have the services and access they had anticipated (three responses).
- Some identified the need for more detailed information about things such as the programs to be offered and anticipated class sizes. This was especially important for services to children with special needs and for those attending the Logos program (three responses).
- A few respondents asked about the potential redesignation of high school boundaries and the possibility of further separating peers (three responses). One respondent asked if French Immersion is the reason Sherwood Heights is so full.
- Some parents commented that this was an unwelcome change in a time which had already resulted in student stress because of COVID-19 and other factors (two responses).

- A few respondents commented on the trust in the Board to make the best decision (three responses).
- One respondent noted they were unsure; 'none' or 'nothing' was noted by three respondents; and three respondents indicated n/a.

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(ies). 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.

What is your postal code?

Number of children attending EIPS?

What schools do your children attend?

What program are your children enrolled in?

Indicate characteristics in which you or your children self-identify

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 Brentwood Elementary Engagement #1 follows. These documents are the template on which subsequent Engagement #1 sessions are based.



Three-Year Strathcona County Engagement

Brentwood Elementary Engagement Session #1

What is the proposed change?

Students from Brentwood Elementary are currently designated to attend Sherwood Heights Junior High and F.R. Haythorne Junior High, depending on where they reside. EIPS suggests redesignating all regular program students from Brentwood Elementary to F.R. Haythorne Junior High for grades 7 to 9.

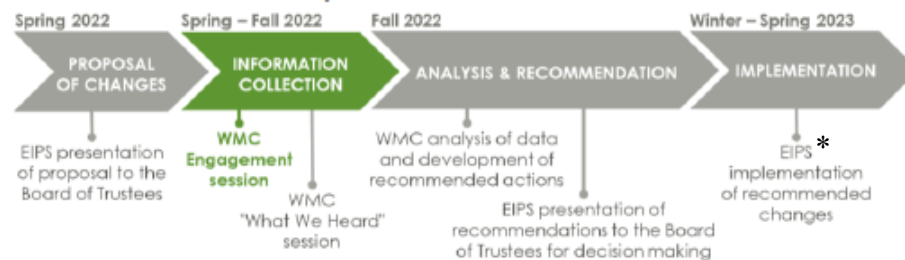
Why is this change being proposed?

To allow students the opportunity to remain with their peers as they progress through the school system, and to 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 Brentwood Elementary community 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.

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



Three-Year Strathcona County Engagement

Brentwood Elementary 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 survey. WMC consultants are available at the stations to answer your questions and assist you 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 Brentwood Elementary community.

STATION 2 – PERSONAL IMPACTS

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

STATION 3 – CONSIDERATIONS

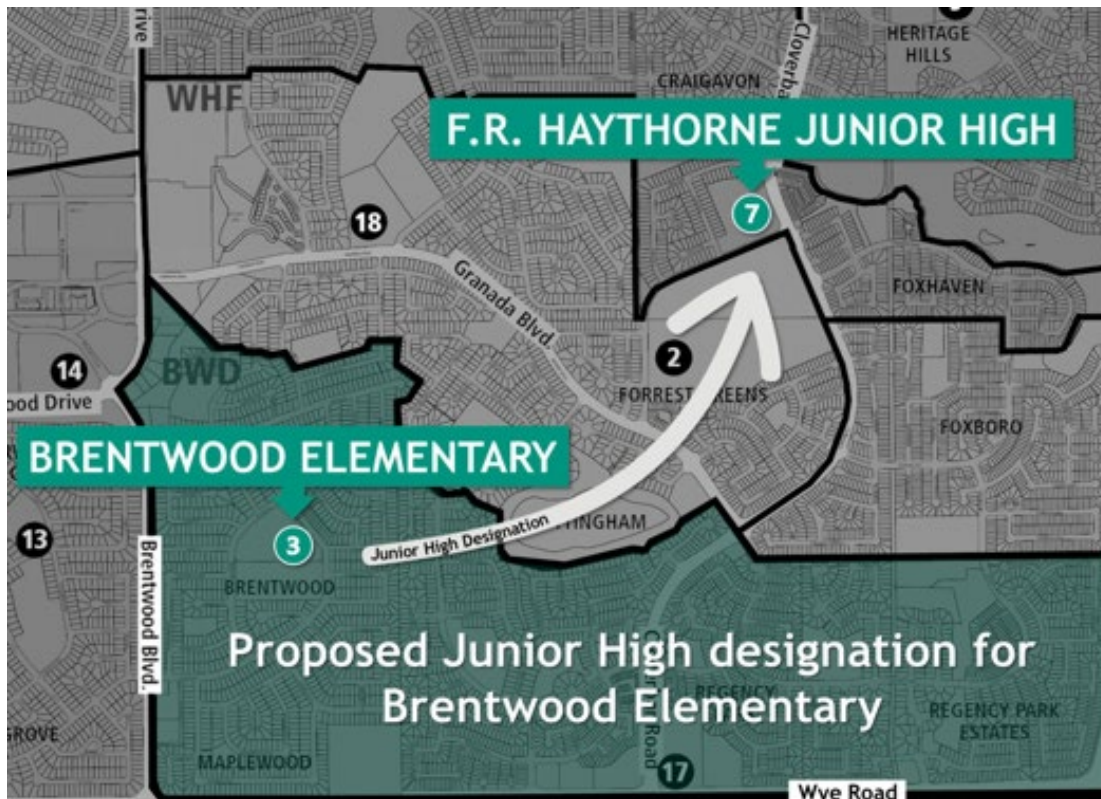
Indicate which aspects of this proposed change you think are the most important for EIPS to consider.

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, you can 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

- c. Please provide your postal code (from your home address)
- d. Number of children attending Elk Island Public Schools?
- e. What school(s) do your children attend?
- f. Program your child is enrolled in.
- g. 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 Brentwood Elementary on June 9, 2022. The session was facilitated by WMC, and EIPS trustees and central office staff attended each 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 Brentwood Elementary 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.



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

Prepared by:

Dana Antayá-Moore
Western Management Consultants (WMC)

For:

Elk Island Public Schools

October 20, 2022

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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


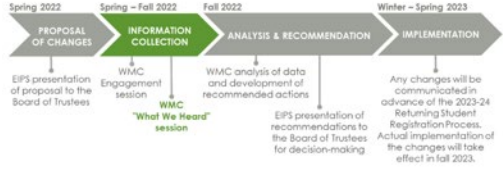

Communications Plan

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.

<p>  Three-Year Strathcona County Engagement Brentwood Elementary Engagement Session No. 2 </p> <p> 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. </p> <p> 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. </p> <p> Where are we in the process? </p>  <p> 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. </p>	<p>  Three-Year Strathcona County Engagement Brentwood Elementary Engagement Session No. 2 Your Voice Matters! </p> <p> 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. </p> <p> <input type="checkbox"/> WHAT WE HEARD REPORT <ul style="list-style-type: none"> ▪ 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) </p> <p> <input type="checkbox"/> YOUR VOICE MATTERS <ul style="list-style-type: none"> ▪ 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. </p> <p> <input type="checkbox"/> 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 </p>
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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)
<ul style="list-style-type: none"> ▪ Maintaining family groups 1 dot <p>Zero-dot responses</p> <ul style="list-style-type: none"> ▪ Bus transportation to any new school <ul style="list-style-type: none"> • Affordable • Efficient routes and transfer points ▪ Full, transparent and timely information ▪ Families understand the rationale for any change <ul style="list-style-type: none"> • 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)
<ul style="list-style-type: none"> ▪ 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 <p>Zero-dot responses</p> <ul style="list-style-type: none"> ▪ Looking forward to improved schooling experience for their children ▪ Need for more detailed information about programs to be offered <ul style="list-style-type: none"> • 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.

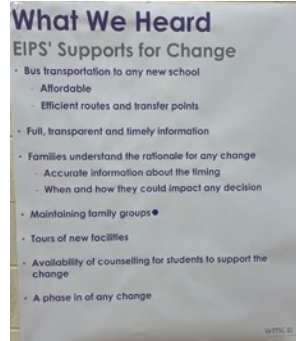
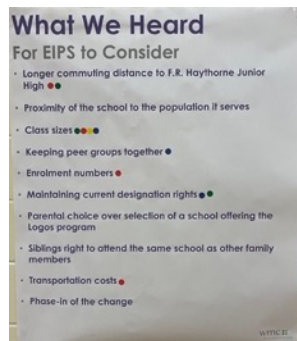
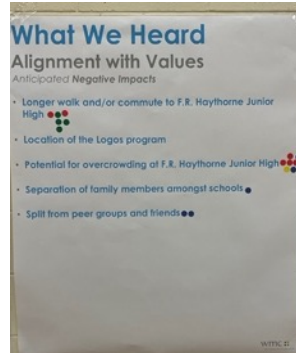
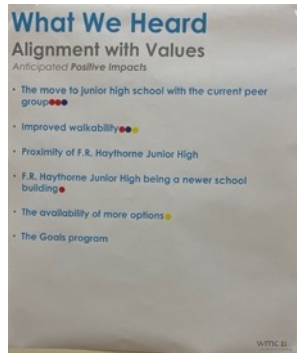
Outcome

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

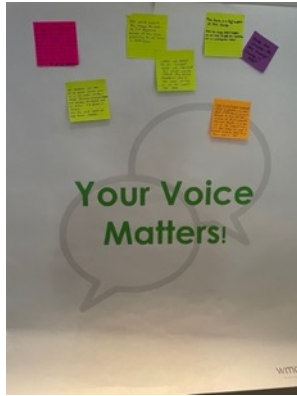
What We Heard Report Dotmocracy Charts

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.



EIPS Frequently Asked Questions

JUNIOR HIGH ATTENDANCE AREA | BRENTWOOD
ELEMENTARY

LAST UPDATED: September 2022



FAQS: JUNIOR HIGH ATTENDANCE AREA

INTRODUCTION

Elk Island Public Schools (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. The change would prevent splitting students between two junior high schools.

In June 2022, EIPS contracted Western Management Consultants (WMC) to conduct a public engagement meeting and an online survey with Brentwood Elementary’s school community. The meeting was an in-person, drop-in session where attendees discussed the possible boundary change, asked questions and provided feedback. WMC also conducted an online survey to collect additional input. WMC then analyzed all the data collected and compiled a [What We Heard Report \(https://bit.ly/3Rq1phS\)](https://bit.ly/3Rq1phS).

The following are the frequently asked questions (FAQ) from the June engagement efforts.

General

Q: Why is EIPS exploring a possible change to the junior high attendance boundaries?

A: As part of the Division’s annual reporting requirements to Alberta Education, the Division reviews programs, enrolment transitions and boundaries annually. When areas of concern are identified, the Division works to determine how best to resolve the issue. In the case of the Brentwood Elementary designation, there’s sufficient space available at F.R. Haythorne Junior High to accommodate all elementary students from the Brentwood Elementary attendance area. EIPS is seeking the feedback to determine if the change better supports the school community by maintaining peer groups as they transition through the system.

Q: What does “grandfathering” mean?

A: Grandfathering is a term used when current students attending a school are allowed to continue attending that same school after an attendance boundary change. Grandfathering decisions are made by the EIPS Board of Trustees, and not guaranteed. When a student is grandfathered, the school then becomes a non-designated school. As such, if the student requires Division transportation services, they register with Student Transportation as an ineligible student—transportation fees apply.

Q: What is the sibling clause?

A: The sibling clause is outlined in [AP 305: School Attendance Areas and Requests to Attend Non-designated Schools](#) (see, “Section 13”). It applies when siblings of students currently attending a non-designated school, including a school with a closed boundary. Those siblings are permitted to register at the same school if the new sibling attends the school at the same time as the currently registered sibling.

Registration at a non-designated school—including students registering under the sibling clause—takes place during the returning student registration process in February. Typically, the sibling clause applies even after an attendance boundary change, but is not guaranteed. If the sibling clause is not applicable, it’s outlined in the decision made by the Board.

Q: If the junior high attendance boundaries change, can affected junior high students, currently attending Sherwood Heights Junior High, be grandfathered there?

A: It’s too premature to answer this question. Typically, the Board makes decisions about grandfathering when it reviews the final recommendation from administration, which hasn’t happened yet. If there is a change in the boundaries, EIPS will contact all families impacted by any approved change, including information about grandfathering, timelines, the registration process and student transportation implications.

Q: My older child attends Sherwood Heights Junior High. If the junior high attendance boundaries change to F.R. Haythorne Junior High, can my younger child also attend Sherwood Heights Junior High?

A: Yes, if the older child is grandfathered to the school and will attend the school at the same time as the younger child. In this scenario, the sibling clause applies—simply register to attend the school during the returning student registration process in February. The only way this wouldn’t apply is if the Board decides to limit the application of the sibling clause.

Q: What is the registration process for affected families? Can families apply to other schools?

A: Families affected by any changes complete the 2023-24 Returning Student Registration Form at the same time as all EIPS students—in February 2023. Families can request registration at a different school—subject to available space. An ineligible [student transportation fee](#) applies for students accessing Student Transportation services who attend a non-designated school.

Q: Is EIPS concerned about possible overcrowding at F.R. Haythorne Junior High?

A: No. The proposed boundary change only increases the designated population by approximately 40 students per grade.

Programming

Q: What kind of programming does F.R. Haythorne Junior High offer?

A: F.R. Haythorne Junior High offers a variety of required and optional courses, excellent sports and fine arts programs, many extracurricular opportunities, and System Division programs such as Honours, GOALS, FOCUS and SEAS.

Courses include:

- Core courses: English, mathematics, social studies, science, physical education, health
- System programs: FOCUS, GOALS, Junior High Honours, SEAS
- Career and Technology Studies: foods, fashions, construction, technology.
- Options: French, personal fitness, band, music, drama, arts, film studies, visual arts.

- Q:** How do the proposed attendance area changes affect students in the GOALS program?
- A:** The proposed changes apply to students in the regular program only. As such, GOALS students are unaffected. Currently, students in the GOALS program at Brentwood Elementary go to the GOALS program at F.R. Haythorne for junior high. Regardless of the proposed junior high attendance boundary changes, this will continue.
- Q:** How do the proposed attendance area changes affect students enrolled in the Logos Christian Program?
- A:** The proposed change applies to students in the regular program only. Students who are actively enrolled in the elementary Logos program and want to continue in the program for junior high apply to the Junior High Logos Program during the returning student registration process in February. Currently, EIPS is engaging the Logos school community, K-9, about consolidating the elementary program. For more information visit eips.ca. The next public engagement session takes place at Salisbury Composite High on October 6.
- Q:** If EIPS moved the French Immersion program to a different junior high, would that free up room at Sherwood Heights Junior High?
- A:** The issue being explored is about maintaining school communities. The proposed change in designation does exactly that—prevents splitting students between two junior high schools of school. That said, the Division recently developed an EIPS Three-Year Engagement Strategy. The strategy includes public consultations about the Division’s junior high and senior high French immersion program—in urban and rural Strathcona County. For more information visit eips.ca. The first meeting takes place at Heritage Hills Elementary on October 26.
- Q:** Does EIPS also plan to change the senior high attendance boundaries?
- A:** Recently, the Division developed an EIPS Three-Year Engagement Strategy. The strategy includes public consultations about the Division’s senior high attendance boundaries—in both urban and rural Strathcona County. For more information visit eips.ca. The consultation will start in late 2023.

Busing

- Q:** How will busing work for students requiring transportation services?
- A:** EIPS provides an enhanced transportation service for both eligible and ineligible riders. So, anyone who wants to access Student Transportation can do so. Registration takes place during the returning student registration process in February. Families simply indicate on the online form busing is required for their child. Before the end of the school year, the family will receive their child’s busing information, including any associated fees.

Q: How are families charged for busing?

A: EIPS offers enhanced transportation services for students, using the below fee structure.

- *Eligible Fee:* Riders who attend their designated school and live more than 2.39 kilometres from that school. For 2022-23, the eligible fee is \$121 per year.
- *Ineligible Fee:* Students who attend a non-designated school or live less than 2.4 kilometres from their designated school. For 2022-23, the ineligible fee is \$346 per year.

Next Steps

Q: When will EIPS make a final decision about the junior high attendance boundaries?

A: A final decision about the junior high attendance boundary is expected before the end of November. Before making a decision, the Board will review all the information and feedback gathered throughout the public consultations. EIPS is committed to keeping the community informed about the process and will provide information as it becomes available.

Q: If my child is redesignated to F.R. Haythorne, can I request my child attend another junior high other than F.R. Haythorne Junior High?

A: Yes. If you want to register your child at another junior high, you can do so during the returning student registration process in February 2023—acceptance is based on available space. Keep in mind, if you decide to attend a non-designated school, applicable transportation fees apply.

Q: How will EIPS support the transition for students?

A: At this point, it's premature to speak to a transition plan. A decision hasn't been—and won't be made until the Board reviews the community input for all public engagement efforts. That said, anytime changes are made to attendance boundaries, EIPS puts a transition plan in place. The plan involves consultations with students, school council groups, school administration, staff and EIPS senior administration. The goal: To ensure a smooth transition to the new school.



Three-Year Strathcona Engagement

Lakeland Village, Summerwood and Summerwood North

Engagement #1

What-We-Heard Report

Prepared by:

Dana Antayá-Moore

WMC (Western Management Consultants)

For:

Brent Dragon

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**


Elk Island
Public Schools

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
Summerwood North**

Sign up for email notifications at: www.bit.ly/3NafLku



ENGAGEMENT SESSION

Monday, June 20, 2022

Drop in between 5:30 pm to 8:00 pm

Lakeland Ridge School



www.bit.ly/3NafLku

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

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.

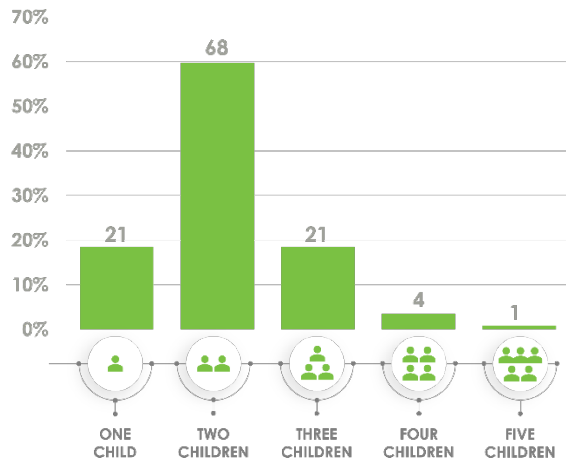
Demographics (Survey Station/Section 1)

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.



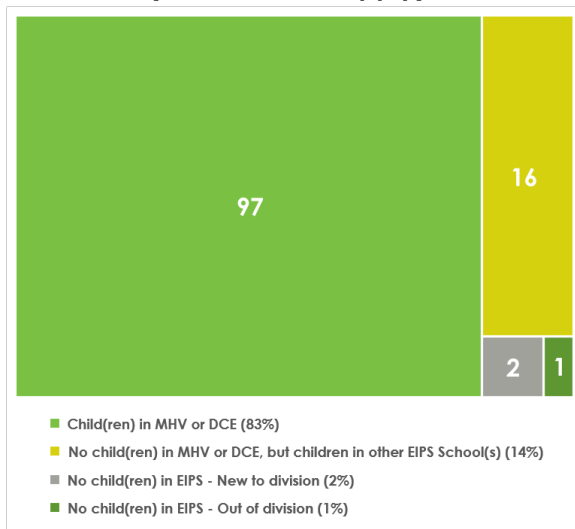
Number of children attending Elk Island Public Schools



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.

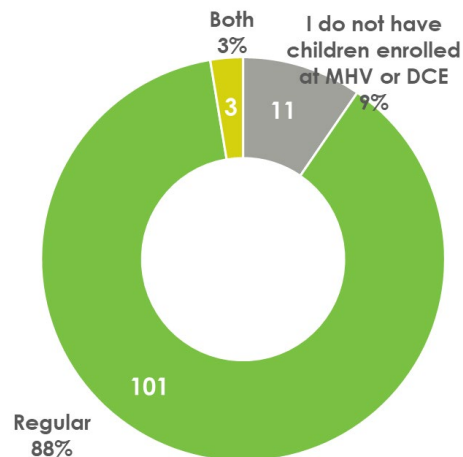
Schools your child(ren) are enrolled in (Select all that apply)



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:

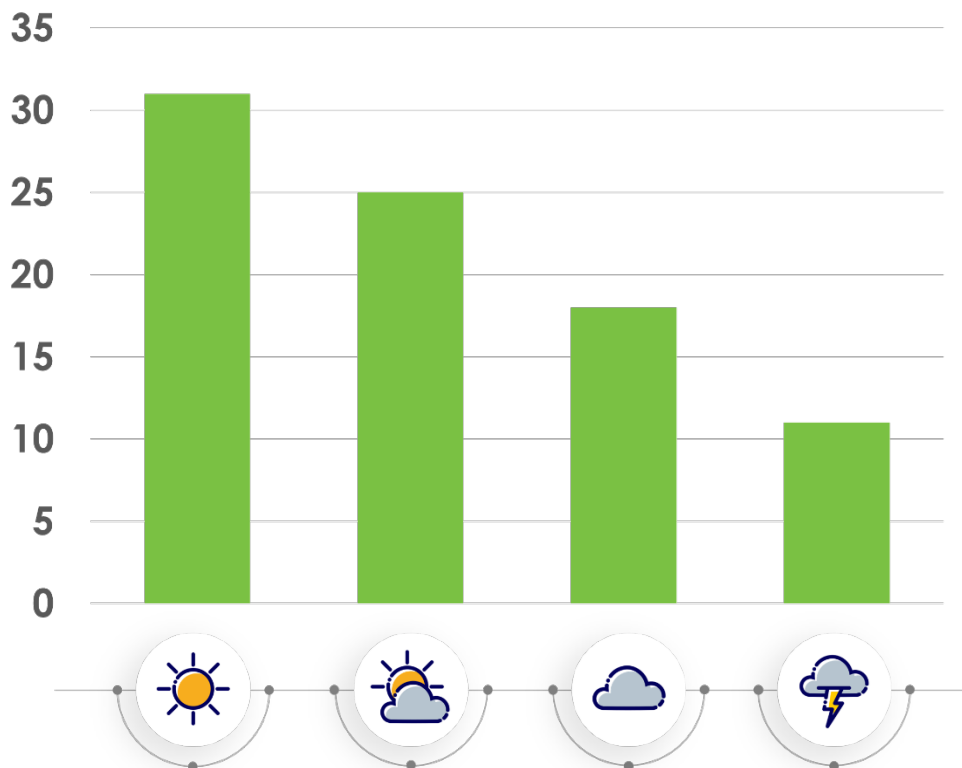
Mills Haven School	Davidson Creek Elementary
1. Need for communication (38%)	1. Need for communication (24%)
2. Re-evaluate the boundaries (25%) <i>(compared to 5% for DCE)</i>	2. Provide good transportation (23%) <i>(compared to 0% for MHS)</i>
	3. Provide continuity (20%) <i>(compared to 13% for MHS)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

What is your postal code?

Number of children attending EIPS?

What schools do your children attend?

What program are your children enrolled in?

Indicate characteristics in which you or your children self-identify

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.

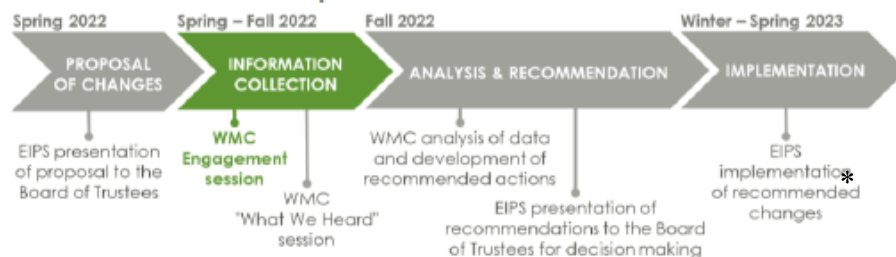
Why is this change being proposed?

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.



Three-Year Strathcona Engagement

Lakeland Village, Summerwood and Summerwood North
Engagement No. 2
What We Heard Report

Prepared by:
Dana Antayá-Moore
Western Management Consultants (WMC)

For:
Elk Island Public Schools

Oct. 20, 2022

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Lakeland Village, Summerwood and Summerwood North Engagement No. 2

The results for Lakeland Village, Summerwood and Summerwood North Engagement No. 2 are reported below.

Engagement No. 1 Summary

Western Management Consultants (WMC) worked with EIPS staff to develop a series of tools to advertise the Lakeland Village, Summerwood and Summerwood North engagement session No. 1. Four digital media pieces were designed and shared with EIPS to use to advertise the session. In addition, WMC drafted a letter addressed to Lakeland Village, Summerwood and Summerwood North school community members informing them of the session and providing the date, time frame and information about the process. The letter was posted on the EIPS Three-Year Strathcona County Engagement [web page](#).

The Lakeland Village, Summerwood and Summerwood North survey was shared by EIPS on June 21, 2022, through the Three-Year Strathcona Engagement web page and as a direct email to community members. 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. Fourteen of the 116 surveys were completed at the June 20, 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 Lakeland Village, Summerwood and Summerwood North community members 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 a link to the WMC general email through which individuals who could not attend the session could share their feedback. The letter was sent out to Lakeland Village, Summerwood and Summerwood North school community members and posted on the EIPS Three-Year Strathcona County Engagement [web page](#).




Process Overview

Lakeland Village, Summerwood and Summerwood North community members were invited to drop by Clover Bar Junior High on Oct. 3, 2022, between 5:30 p.m. and 7:30 p.m. to engage in a public participation process designed to give them an opportunity to provide additional feedback to WMC on the What We Heard Report through the survey and 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 Lakeland Village, Summerwood and Summerwood North community members 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 Mills Haven Elementary, Davidson Creek Elementary, and Clover Bar Junior High were in attendance to answer participants' questions, as were EIPS senior leadership, staff, and trustees.

Lakeland Village, Summerwood and Summerwood North Engagement No. 2 Wayfinder

<p>wmc  the intersection of can and do</p> <p>Three-Year Strathcona County Engagement Lakeland Village, Summerwood, and Summerwood North Engagement Session No. 2</p> <p>What is the goal of this session? To determine what's most important to the school communities of Lakeland Village, Summerwood, and Summerwood North before any decision is made about any junior high boundary changes.</p> <p>What is the proposed change? EIPS suggests redesignating all regular program students from these three communities to attend Clover Bar Junior High for grades 7 to 9. Essentially, this change allows students the opportunity to remain with their peers as they progress through the school system.</p> <p>Where are we in the process?</p>  <p>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.</p>	<p>wmc  the intersection of can and do</p> <p>Three-Year Strathcona County Engagement Lakeland Village, Summerwood, and Summerwood North Engagement Session No. 2</p> <p>Your Voice Matters!</p> <p>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.</p> <p><input type="checkbox"/> WHAT WE HEARD REPORT</p> <ul style="list-style-type: none"> 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) <p><input type="checkbox"/> YOUR VOICE MATTERS</p> <ul style="list-style-type: none"> What final comments or questions would you like EIPS to consider about what's most important to you as a member of the Lakeland Village, Summerwood, and Summerwood North school communities before any decision is made about any junior high boundary changes. <p><input type="checkbox"/> 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</p>
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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. Additional input was gathered from respondents in the week following the public engagement. A summary of key findings endorsed through the feedback is provided at the end of this section.

What We Heard Report

Each participant was given five 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 dots by one finding and two by another. The distribution of the participants' dots was as follows. Photos of the charts are found in [Appendix 1](#).

Alignment with Values (Survey Question 2) Anticipated Positive Impacts
<ul style="list-style-type: none"> ▪ Sports program at Clover Bar Junior High 6 dots ▪ Proximity or convenience of Clover Bar Junior High <ul style="list-style-type: none"> • Shorter commuting times 1 dot <p>Zero-dot responses</p> <ul style="list-style-type: none"> ▪ Proximity or convenience of Clover Bar Junior High <ul style="list-style-type: none"> • Ability to walk or bike to school ▪ Move to junior high school with the current peer group ▪ Clover Bar Junior High is a better or newer school ▪ Smaller school population <ul style="list-style-type: none"> • Less crowding • Smaller class sizes ▪ The community
Alignment with Values (Survey Question 2) Anticipated Negative Impacts
<ul style="list-style-type: none"> ▪ Concern with a change of schools after having already been through a school change 1 dot ▪ Proximity to Clover Bar Junior High <ul style="list-style-type: none"> • Inability to walk or bike to school 2 dots • Possible increased fees for transportation 1 dot ▪ Separation of friends 3 dots ▪ Lack of continuity for family <ul style="list-style-type: none"> • Younger siblings will not attend the same school as their older siblings had previously 1 dot • Child or children will have to change junior high schools after one or two years of attending a different junior high 1 dot <p>Zero-dot responses</p> <ul style="list-style-type: none"> ▪ Sherwood Heights Junior High is, or will be, a superior school <ul style="list-style-type: none"> • Upcoming new building • Superior athletics • Better academic scores ▪ Larger school population at Clover Bar Junior High ▪ Lack of choice

- Short notice
- Proximity to Clover Bar Junior High
 - Longer commuting times
- Lack of continuity for family
 - Siblings split, attending two different junior high schools

For EIPS to Consider (Survey Question 3)

- Maintain friendships and community
 - Keep entire elementary schools together to continue on to the same junior high school **6 dots**
 - Transition to junior high school is a challenging one made tougher when children lose their friends **1 dot**
- Prioritize the building of a new school in northeast Sherwood Park **3 dots**
- Ensure a high-quality learning environment for the children
 - Avoid overcrowding at schools—(balanced enrolment) **2 dots**
- Maintain continuity for families
 - Children who have already started junior high should not be forced to change to another junior high school **2 dots**
- Permanency of the proposed change **1 dot**
- Future plans for new junior high in the area **1 dot**
- Minimize transit impacts
 - Transportation costs and fees **1 dot**

Zero-dot responses

- Impact to school population and class sizes at Clover Bar Junior High
- Impact to children already in junior high
- Equal opportunities for children to be successful when comparing junior high schools
- Appropriate timing for the proposed change
- Ensure proximity of schools to homes
- Maintain continuity for families
 - Siblings can continue attending where they have older siblings
- Minimize transit impacts
 - Commuting times
- Ensure a high-quality learning environment for the children
 - Ensure similar quality of facilities and programs

EIPS' Supports for Change (Survey Question 3)

- More information, communicated early and often about
 - Rationale and benefits of the proposed change **1 dot**
 - Detailed understanding of school boundaries
 - Impacts to families with older siblings in 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
 - Transportation
- Provide good transportation—direct or shorter **1 dot**
 - Support related to transportation costs
- Provide continuity to minimize disruption

<ul style="list-style-type: none"> • Ensure children go to junior high school with elementary friends and classmates 2 dots • Provide choice or boundary exemptions 1 dot <ul style="list-style-type: none"> ■ Make enhancements to Clover Bar Junior High in terms of facilities, programs and extracurricular activities 1 dot <p>Zero-dot responses</p> <ul style="list-style-type: none"> ■ Re-evaluate the boundaries <ul style="list-style-type: none"> • Community needs • Proximity to homes ■ More information, communicated early and often about <ul style="list-style-type: none"> • Detailed understanding of school boundaries • Impacts to families with older siblings in 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 • Transportation ■ Provide continuity to minimize disruption <ul style="list-style-type: none"> • Allow children to finish junior high where they started • Allow children to start junior high where they have an older sibling ■ Before, lunch and after school care ■ Mental health supports—guidance counsellors ■ Building of a new school
<p>Open-ended (Survey Question 4)</p>
<ul style="list-style-type: none"> ■ Communications about <ul style="list-style-type: none"> • Population and class size at Clover Bar Junior High 1 dot • Rationale for children, peers and friends at one elementary school not attending the same junior high school 1 dot ■ Keep children, peers and friends from the same elementary school together 1 dot ■ More schools need to be built 1 dot <p>Zero-dot responses</p> <ul style="list-style-type: none"> ■ Communications about <ul style="list-style-type: none"> • Why isn't F.R. Haythorne Junior High the designated school • Longevity of the proposed change • Plans for a future junior high school in northeast Sherwood Park • Details on the boundaries, and boundary exemptions • Implementation date and transition plan • Clarity on who is impacted—children attending non-designated school, or children already at Sherwood Heights Junior High • Rationale for change • Children attending the Logos program • Services to children with special needs ■ Children attending the Logos program Proximity of schools to homes ■ Welfare of the children impacted, prioritize children's needs and supports ■ Re-examine the boundaries and plan ■ Continuity ■ Age of Clover Bar Junior High's building ■ Families should have choice

- Longer timeline for implementation
- Busing fee support

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. Nineteen responses were posted on the Your Voice Matters! poster. A number of respondents posted more than one response. A photo of the chart is found in [Appendix 1](#).

Three posts expressed support for the proposed change. Proximity and the Sports for Life program were mentioned by one respondent as something they were looking forward to. Additional comments of support included sharing the load of students so as not to overload Sherwood Heights Junior High, and the positive impact of transportation costs for low-income families should the Lakeland Village attendance boundary change to Clover Bar Junior High.

Six posts expressed dissatisfaction with the proposed change. One indicated the increased commute as a concern. Three posts mentioned the separation of peer groups after elementary and two of these connected the separation to mental health impacts. One post noted that children in these communities have already been moved multiple times. One post suggested EIPS' priority should be on getting a new school to address expansion to the north.

Five posts were used to pose questions for EIPS around the following:

- potential for exemptions for someone not zoned for Clover Bar Junior High to attend there;
- what, if any, innovative programming could EIPS implement at Clover Bar Junior High to make the move more meaningful;
- other options for students in the northeast Sherwood Park;
- the continuation of the sports program and what other programs will be offered;
- impact on non-designated students attending the sports program; and
- busing, specifically will students need to transfer at Salisbury Composite High.

Respondents used five posts to share their thoughts around the following:

- feeling that the decision has already been made;
- students already attending Sherwood Heights Junior High should not be forced to change schools;
- clear reasons for the change along with detailed numbers and statistics should have been provided;
- lived-experience with child being only one in the class to have to go to Sherwood Heights Junior High; and
- moves from elementary to junior high always split kids.

Email Responses

Seven email responses were received in the week following the public engagement at Clover Bar Junior High.

Two respondents indicated their support for this change. One respondent indicated the Sport for Life program as the reason they support the change. The second respondent mentioned the proximity of Clover Bar Junior High as important and that their children's neighbourhood friends attend, or attended different, schools, which has been a negative experience for them.

One respondent stated that they welcome the decision so they know where their child will finish junior high.

Three respondents expressed dissatisfaction with the change. One respondent asked that things be left the way they are. Two respondents offered a number of reasons for their dissatisfaction:

- Proposed change does not maintain school communities. Davidson Creek Elementary students will continue to be split when entering junior high.
- Proposed change means a second move for students, the first being a move to Davidson Creek Elementary from Pine Street Elementary.
- Potential for Sherwood Heights Junior High students to be moved to Clover Bar Junior High if the proposed change goes ahead.

One respondent, who indicated dissatisfaction with the proposed change, also asked if EIPS has considered redesigning the boundaries for northeast Sherwood Park in a way that keeps Davidson Creek Elementary student together and feeding into a single junior high.

One respondent expressed concerns with the validity of the data presented in the June 20th What We Heard Report.

- The June 20 public engagement involved *ONLY* those attending Mills Haven Elementary and Davidson Creek Elementary. Responses from these two schools became the framework for the boundary change proposal. It seems opinions from Mills Haven Elementary families would skew the statistics because they are least affected by proposed junior high boundary change, if at all.

Key Findings

Three key findings were endorsed through the second engagement process.

Separation of peers, and siblings or family groups

A number of participants used their dots and sticky notes to indicate that the possible separation of peer groups, and siblings or family groups was a concern for them. In addition, the email responses received expressed concern about splitting peer groups and, in some cases, further splitting them as students were separated during the move to Davidson Creek Elementary from Pine Creek Elementary. Concerns about students' mental health was tied to the separation of peer groups. Of particular concern was the impact on students' mental health of moving

students currently at Sherwood Heights Junior High to Clover Bar Junior High should the proposed change go ahead.

A few participants observed that splitting students happens in any move from elementary to junior high and the current boundary structure has served to split friendships for their children over the years.

Programming

A number of participants indicated that the Sports for Life program was a positive factor in their support for the proposed boundary change. Participants who expressed dissatisfaction with the proposed boundary change used the engagement opportunity to ask about the longevity of the Sports for Life program, other programs EIPS would consider implementing at Clover Bar Junior High, and the impact of the change for non-designated students enrolled in Sports for Life.

Proximity

Proximity was a factor in participants' support for, or dissatisfaction with, the proposed change of junior high boundary for Lakeland Village, Summerwood and Summerwood North. The proximity of Clover Bar Junior High was highlighted by some participants in their support for the proposed change. For other families, the proposed boundary change will mean an increase in distance travelled to attend junior high.

Related to this theme were participants' indicating the following finding as important through the "dotmocracy" and sticky note processes: Transportation costs.

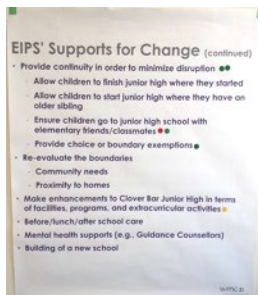
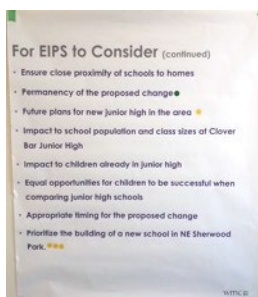
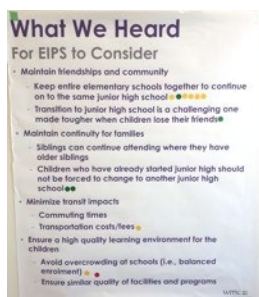
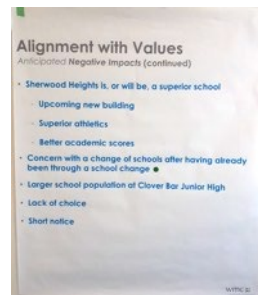
Outcome

Some participants attending the Oct. 3, 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. Should the proposed change be approved by the EIPS Board of Trustees, the potential move of students currently at Sherwood Heights Junior High to Clover Bar Junior High is something that EIPS will need to address through its communications channels in a timely fashion.

Appendix 1

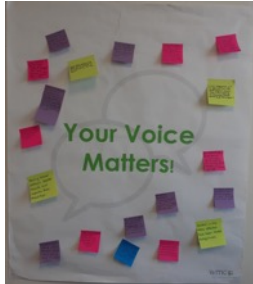
What We Heard Report Dotmocracy Charts

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.



EIPS Frequently Asked Questions

JUNIOR HIGH ATTENDANCE AREA | LAKELAND VILLAGE,
SUMMERWOOD AND SUMMERWOOD NORTH

LAST UPDATED: October 2022



FAQS: JUNIOR HIGH ATTENDANCE AREA

INTRODUCTION

Elk Island Public Schools (EIPS) is exploring a possible change to the junior high attendance boundaries in Sherwood Park. Specifically, it's considering moving the junior high feeder school for students living within Lakeland Village, Summerwood and Summerwood North to Clover Bar Junior High for grades 7 to 9. Currently, students are designated to Sherwood Heights Junior High. Changing the boundaries would help maintain school communities and program continuity.

In June, EIPS contracted Western Management Consultants (WMC) to conduct public consultations, including a meeting and online survey with the school communities. The meeting took the form of an in-person, drop-in session. Attendees discussed the possible boundary change, asked questions and provided feedback. WMC also conducted an online survey to collect additional input. WMC then analyzed all the data collected and compiled a [What We Heard Report](#).

The following are the frequently asked questions (FAQ) from the engagement efforts in June.

General

Q: Why is EIPS exploring a possible change to the junior high attendance boundaries?

A: As part of the Division's annual reporting requirements to Alberta Education, the Division reviews programs, enrolment transitions and boundaries annually. When areas of concern are identified, the Division works to determine how best to resolve the issue. Changing the feeder school for students living within Lakeland Village, Summerwood and Summerwood North to Clover Bar Junior High offers program continuity and ensures more school communities are maintained when students move on to junior high.

Q: What does "grandfathering" mean?

A: Grandfathering is a term used when current students attending a school are allowed to continue attending that same school after an attendance boundary change. Grandfathering decisions are made by the EIPS Board of Trustees, and not guaranteed. When a student is grandfathered, the school then becomes a non-designated school. As such, if the student requires Division transportation services, they register with Student Transportation as an ineligible student—transportation fees apply.

Q: What is the sibling clause?

A: The sibling clause is outlined in [AP 305: School Attendance Areas and Requests to Attend Non-designated Schools](#) (see, "Section 13"). It applies when siblings of students currently attending a non-designated school, including a school with a closed boundary. Those siblings are permitted to register at the same school if the new sibling attends the school at the same time as the currently registered sibling.

Registration at a non-designated school—including students registering under the sibling clause—takes place during the returning student registration process in February. Typically, the sibling clause applies even after an attendance boundary change, but not guaranteed. If the sibling clause isn't applicable, it's outlined in the decision made by the Board.

Attendance Area

Q: If the junior high attendance boundaries change, can affected junior high students, currently attending Sherwood Heights Junior High, be grandfathered there?

A: At this point, it's too premature to answer this question. Typically, the Board makes decisions about grandfathering when it reviews the final recommendation from administration, which hasn't happened yet. If there is a change in the boundaries, EIPS will contact all families to inform them about the details, including information about grandfathering, timelines, registration process and student transportation implications.

Q: My older child attends Sherwood Heights Junior High. If the junior high boundaries change to Clover Bar Junior High, can my younger child also attend Sherwood Heights?

A: Yes, if the older child currently attends the school and will attend the school at the same time as the younger child. In this scenario, the sibling clause applies—simply register to attend the school during the returning student registration process in February. The only way this wouldn't apply is if the Board decides to limit the application of the sibling clause.

Q: Does EIPS use census data to establish school attendance areas?

A: EIPS does review federal or municipal census data. But, it doesn't rely on it to determine attendance areas or develop enrolment projections. Instead, EIPS uses Baragar Systems, a planning software used by school divisions nationwide. Using Baragar software, EIPS can accurately develop enrolment projections and comprehensively analyze all demographic data within a school boundary—such as Provincial Birth Registry, Canada Child Benefit database, EIPS' student information system. Annually, EIPS reviews each school's enrolment projections for long-term planning.

Q: How are the current school boundaries enforced?

A: EIPS uses boundaries strategically to ensure high-quality learning environments in all its schools. The Division has established attendance areas and [boundary maps](#) for each of its schools. These determine a child's designated school. Each school also has a set optimal enrolment limit, which is a pre-determined maximum number of students a school can register before it closes its boundaries—reviewed annually by analyzing enrolment. For the 2023-24 school year, Clover Bar Junior High's optimal enrolment limit is 605 students.

Q: What is the registration process for affected families? Can families apply to other schools?

A: Families affected by any changes complete the 2023-24 Returning Student Registration Form at the same time as all EIPS students, in February 2023. Families can request registration at a different school—subject to available space. An ineligible [student transportation fee](#) applies for students accessing Student Transportation services who attend a non-designated school.

Programming

Q: What kind of programming does Clover Bar Junior High offer?

A: Clover Bar Junior High offers a variety of required and optional courses, excellent sports and fine arts programs, many extracurricular opportunities, and Division System Programs such as Focus, PLACE and Sport for Life. Courses include:

- Core courses: English, mathematics, social studies, science, physical education, health
- System programs: FOCUS, PLACE, Sport for Life
- Career and Technology Studies: food studies, fashions, construction, computer science, robotics, cosmetology, fitness, STEM, outdoor education, enterprise and innovation
- Options: arts, guitar, learning strategies

Q: How do the proposed attendance area changes affect students enrolled in a Focus, Impact, PLACE or SEAS system program?

A: The proposed changes apply to students in the regular program only. As such, students enrolled in an Impact, PLACE or SEAS program are unaffected. Students in the Impact program go to Sherwood Heights Junior High. Students in the SEAS program go to F.R. Haythorne Junior High. Meanwhile, students in the Focus and PLACE program go to Clover Bar Junior High. That said, the Division recently developed an EIPS Three-Year Engagement Strategy. The strategy includes public consultations about the Division's System Program. For more information visit eips.ca. The public meetings will start in Fall 2022.

Q: Does EIPS also plan to change the senior high attendance boundaries?

A: Recently, the Division developed an EIPS Three-Year Engagement Strategy. The strategy includes public consultations about the Division's senior high attendance boundaries—in both urban and rural Strathcona County. For more information visit eips.ca. The consultation will start in late 2023.

Facilities

Q: Is EIPS concerned about possible overcrowding at Clover Bar Junior High?

A: No. The proposed boundary change only increases the designated population by approximately 35 students per grade. Clover Bar can comfortably accommodate that many additional students.

Q: If EIPS moved the French Immersion program to a different junior high, would that free up room at Sherwood Heights Junior High?

A: EIPS proposed the attendance change to maintain the school communities and offer program continuity. It's not about freeing space at Sherwood Heights Junior High. That said, the Division recently developed an EIPS Three-Year Engagement Strategy. The strategy includes public consultations about the Division's junior high and senior high French immersion program—in urban and rural Strathcona County. For more information visit eips.ca. The first meeting takes place at Heritage Hills Elementary on October 26.

Q: Can EIPS build a new junior high school in northeast Sherwood Park?

A: No. Currently, there is no viable junior high school site in northeast Sherwood Park. Even if there was a suitable school site, obtaining approval and funding from the province takes years. Instead, EIPS is developing strategies to maximize the use of its existing schools within Sherwood Park.

Busing

Q: How will busing work for students requiring transportation services?

A: EIPS provides an enhanced transportation service for both eligible and ineligible riders. So, anyone who wants to access Student Transportation can do so. Registration takes place during the returning student registration process in February. Families simply indicate on the online form busing is required for their child. Before the end of the school year, the family will receive their child's busing information, including any associated fees.

Q: How are families charged for busing?

A: EIPS offers enhanced transportation services for students, using the below fee structure.

- *Eligible Fee:* Riders who attend their designated school and live more than 2.39 kilometres from that school. For 2022-23, the eligible fee is \$121 per year.
- *Ineligible Fee:* Students who attend a non-designated school or live less than 2.4 kilometres from their designated school. For 2022-23, the ineligible fee is \$346 per year.

Next Steps

Q: When will EIPS make a final decision about the junior high attendance boundaries?

A: A final decision about the junior high attendance boundary is expected before the end of November. Before making a decision, the Board will review all the information and feedback gathered throughout the public consultations. EIPS is committed to keeping the community informed about the process and will provide additional information as it becomes available.

Q: If my child is redesignated to Clover Bar Junior High, can I request my child attend another junior high other than Clover Bar Junior High?

A: Yes. If you want to register your child at another junior high, you can do so during the returning student registration process in February 2023—acceptance is based on available space. Keep in mind, if you decide to attend a non-designated school, applicable transportation fees apply.

Q: How will EIPS support the transition for students?

A: At this point, it's premature to speak to a transition plan. A decision hasn't been—and won't be made until the Board reviews the community input for all public engagement efforts. That said, anytime changes are made to attendance boundaries, EIPS puts a transition plan in place. The plan involves consultations with students, school council groups, school administration, staff and EIPS senior administration. The goal: To ensure a smooth transition to the new school.