

February 21, 2018

Background

Sherwood Park is a fast-growing community and our population has climbed 24.2% over the past 10 years. Total numbers have increased by over 700 students. We expect continued growth and programming offerings as we continue to work with the County for future school sites as new developments are completed.

What complicates the situation is that the desire for families to have community area schools is not possible because most of the growth has occurred in one geographical area and not throughout the entire hamlet. We have some schools at 47% student capacity and other schools at 94% - we need to create more balance in our school capacities so that all EICS students have the best educational experience possible through reasonable class sizes, equity in student programming, and equity in available resources.

EICS has been planning for Holy Spirit Catholic School (HS) to reach full capacity for many years since the reconfiguration decision in 2012. Considering the significant restructuring throughout Sherwood Park in 2012, the Board made a conscious decision to not adjust Holy Spirit other than move the grade 9's to Archbishop Jordan Catholic School (ABJ) and adjust boundaries to alleviate overcrowding. It was clear that this was not a long term solution.

Every year, EICS looks at all municipal and provincial data as we plan for school grade configurations and infrastructure requests in our capital plan. Growth calculations are speculative, and we strive to adjust for trends and be nimble and response where possible.

Policy 17 is considered as a guiding document in grade reconfiguration and boundary changes. Although much of the process is about school closure, when moving three or more grades, the Board of Trustees is committed to a rigorous engagement process that exceed the School Closure Regulation for Alberta.

Engagement Process Timelines

The Sherwood Park Boundary consultation comprised of the following steps:

- Early January: ThoughtExchange consultation was emailed to all Sherwood Park EICS parents and a link available on our website
- Early February: Results of the ThoughtExchange were processed into themes which guided the options that were presented to school leadership, staff, and the educational community.
- February 6 a Coffee House meeting was held at Archbishop Jordan School to present options to the community and staff.
- Mid-February: Time was given for staff and community members to provide feedback through emails, telephone conversations and a survey.

- February 15 student engagement sessions were held with students in grade 8 at Holy Spirit, St. Theresa, Our Lady of Perpetual Help and a mixed group of students at Archbishop Jordan.
- February 21 the Board tables an option for the community.
- Community can provide additional feedback to Central Learning Services staff and the Board of Trustees.
- March 21st EICS Board of Trustees vote on the recommended option or a variation based on feedback

ThoughtExchange Process and Themes

For a 2-week period ending January 21, the community was provided the opportunity to provide their thoughts, prioritize the thoughts of others and review the results of the entire consultation.

The total participation in the survey was as follows:

- 1,222 unique respondents
- 1,703 thoughts
- 48,269 thoughts starred

Thought Exchange Major Themes

Question 1: What are the most important factors the EICS Board should keep in mind when making decisions of future school configurations in Sherwood Park?

Top points when balancing themes by school were as follows:

1. Have a long term focus that balances schools: 22.11 points
2. Maintain Proper Class Sizes: 20.76 points
3. Student needs and program options: 14.39 points
4. Have students attend schools closest to them and limit ride times: 8.55 points

Question 2: What solutions would you suggest that the EICS Board of Trustees implement based on your understanding of the current situation?

Top points when balancing themes by school were as follows:

1. Have Grade 10-12 High School: 14.71 points
2. Have a long term focus that balances schools: 13.09 points
3. K-6, 7-9, 10-12 model: 11.62 points
4. Maintain Proper Class Sizes: 9.73 points
5. Ensure boundaries and Catholic residency are enforced: 7.86 points
6. Do not have one large middle-years school/jr. high: 3.93 points
7. Change Boundaries to balance enrolments: 2.66 points
8. Ensure proper consultation and communications: 2.55 points
9. Have students attend schools closest to them and limit ride times: 1.38 points

Coffee House Summary

On Tuesday, February 6th at Archbishop Jordan Catholic School (ABJ), an open house was held for parents and the EICS school community in Sherwood Park to view the 4 options that were decided on at the EICS Board of Trustees meeting on January 21st. The open house was well attended by approximately 200 community members and 30 staff members. Participants were provided an information package with the options and background information and they were invited to tour the storyboards containing the same information. As well, Elk Island Catholic School trustees and Central Learning Services staff were on hand to answer questions and hear feedback directly from individuals on the options.

Immediately after the open house, the options and background information were posted on the EICS website, on all relevant EICS school sites (including St. Luke and Holy Redeemer Catholic School) and individuals were invited to share their feedback via an online survey. On Monday, February 12 (after the teacher convention weekend) the options and survey links were emailed directly to 4500 parents in the Sherwood Park/Rural Strathcona County area. As of noon, on Tuesday, February 13, over 260 individuals had participated in the survey.

Results of the survey are attached. The data showed strong opinions supporting various options. It was not unexpected that status quo was a theme and the importance of stability in the community.

Analysis by Central Learning Services Leadership

Based on the ThoughtExchange engagement, surveys and general feedback, the following key themes of what the Board should consider were developed. Key themes also took into account Central Learning Services Leadership feedback on what is possible and reasonable in achieving a balanced distribution of the population, increasing educational opportunities, and minimizing challenges:

1. Have a long term focus that balances schools
2. Maintain Proper Class Sizes
3. Students Needs and Program Options
4. Have students attend schools closest to them and limit ride times (especially for younger students)
5. Limit the impact on families
6. The financial sustainability of each option

The following chart is a visual of what was felt to be opportunities and challenges achieved by each option.

Note: Red – Significant Challenge Yellow – Mix of Challenges and Opportunities Beige – Neutral (Onetime expense) Light Green – Opportunity Dark Green – Significant Opportunity

	Option 1	Option 2	Option 4	Option 5
Long Term (Longevity)	-HS capacity not addressed and future capacity to take grade 9 from ABJ not possible -STT exceeds the capacity of its gym until 2030	-OLPH risks having same issue as 5 years ago of over capacity	-K-5 schools very full -Brighter beginnings will need a separate location	-Best option for long term sustainability
Class Sizes	-HS continues to have high class sizes that can impede programming -STT must increase class sizes as it fills up	-Early years schools at high utilization means high class sizes and reduction in early years support	-Early years schools at high utilization means high class sizes	-Lowest class sizes for early years students -Most appropriate class sizes
Student programming Opportunities	-Status Quo -No improvement for HS and OLPH student programming and continues to require bussing between the two schools	-Status Quo - No improvement for HS and OLPH student programming and continues to require bussing between the two schools - Grade 9 programming options reduced	-Increased options for HS and OLPH students -Options reduced for grade 9 students -Elimination of single track FI at 6-9	-Increased options for HS and OLPH students -Elimination of single track FI at 5-8 -Consistant model for programming in Sherwood Park
Closest School (Especially Early Years)	-Status Quo (except for Summerwood North and HS Rural)	-Northern K-4 students moved from their community	-K-5 students at their closest school (including Aspen Trails and Emerald Hills)	-K-4 students at their closest school (including Aspen Trails and Emerald Hills)
Financial Impact	-No Cost	-No Cost	-\$1.0M from Instructional Reserves	-\$1.0M from Instructional Reserves
Impact on Families	-No change and current families are kept together	-Northern K-4 students moved from their community -Separates students from their siblings	-No changes to K-5 schools -Separates students from their siblings	-No changes to K-4 schools -Separates students from their siblings

Recommended Options for Board Consideration

Based on the analysis, Administration believes that although either Option 1 or Option 5 would be possible, Option 5 best meets the assessment criteria set forth by the community consultation and in alignment with educational pedagogy as put forth by Central Learning Services staff.

Administration recommends that the board move forward with one option (with or without variation) and table it to the March 21 meeting to allow for more community feedback.

Option 1: Boundary changes for Holy Spirit (Significant Opportunity is to Keep Status Quo and have the Least Disruption to Students)

School	Grade	Boundary Change
EPK	K-4 French	Status Quo
MCS	K-4	Add Summerwood North and HS Rural
HS	K-8	Subtract Summerwood North and Rural
JV	K-4 English K-4 Ukrainian	Status Quo
STT	5-8 English 5-8 Ukrainian	Add Summerwood North and HS Rural
OLPH	5-8 French	Status Quo
ABJ	9-12	Status Quo

Option Analysis

Expected Benefits

- Is feasible based on facility constraints and ability to expand
- This option impacts the least amount of current students, boundaries remain intact except for one area, which currently has no students.
- K-4 students attend school closest to where they live (except Summerwood North)
- Student cohorts are not separated when transitioning to 5-8.
- Utilized major thoroughfares for boundaries. Neighborhoods attend school together (except Summerwood North)
- Less disruption of current Northern students
- Less disruption to current educational programs and less effort required for implementation
- Continues single track French culture of FI program
- ABJ continues offering Grade 9, which allows for more options and amenities than a middle school program.

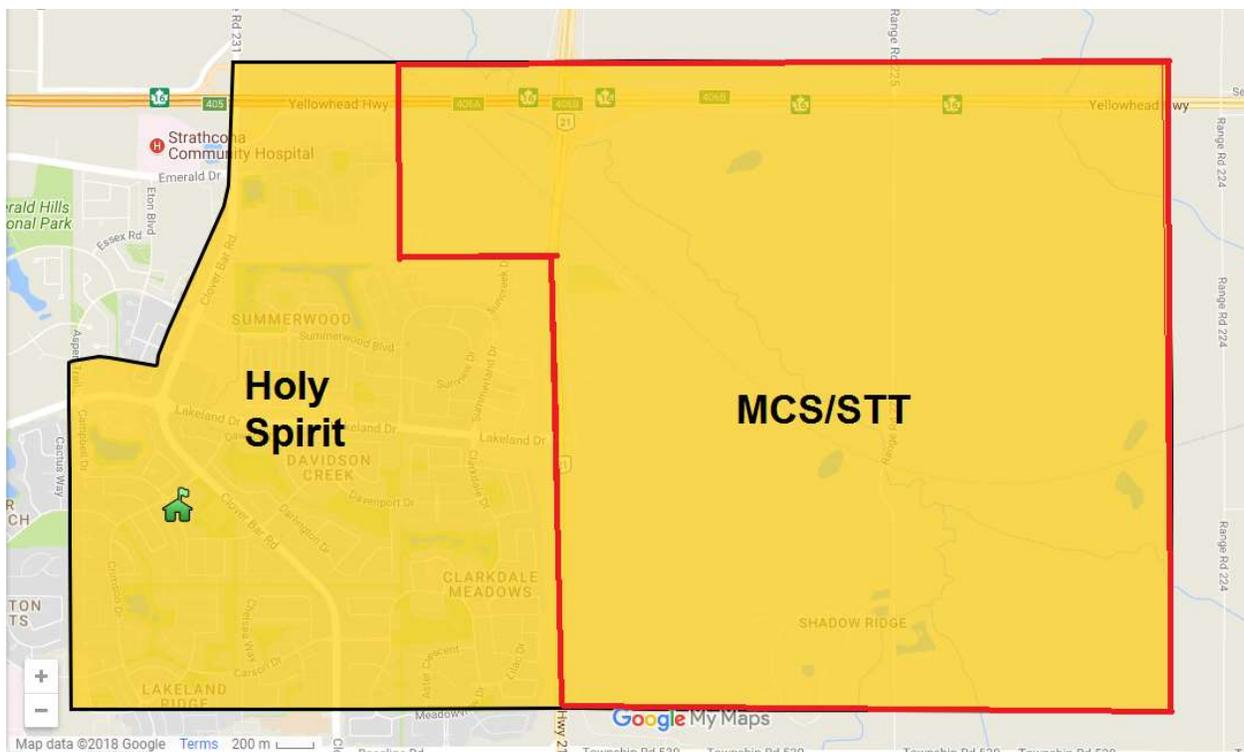
Expected Challenges

- Utilizations of Early Years schools will all exceed 90%, which will result in higher class sizes as well as the inability to offer out of school care and pre-kindergarten programs.
- If growth slightly exceeds expectations, future changes will be required.
- Brighter Beginnings will need to be relocated to another facility as Cambrian enrolments begin to feed into MCS.
- STT will approach 1,000 students before a new school is built in Cambrian. This will result in substantial pressures to the core infrastructure of the school and class sizes.
- Summerwood North students transported across town.
- OLPH will continue to have limited options and require bussing to HS for CTF options.
- HS will continue to have class sizes far above the recommended guidelines.
- HS will continue to have less options due to all classroom space being used for core instruction.
- When Cambrian school opens, HS will require changes

Implementation

Northern Boundary Change

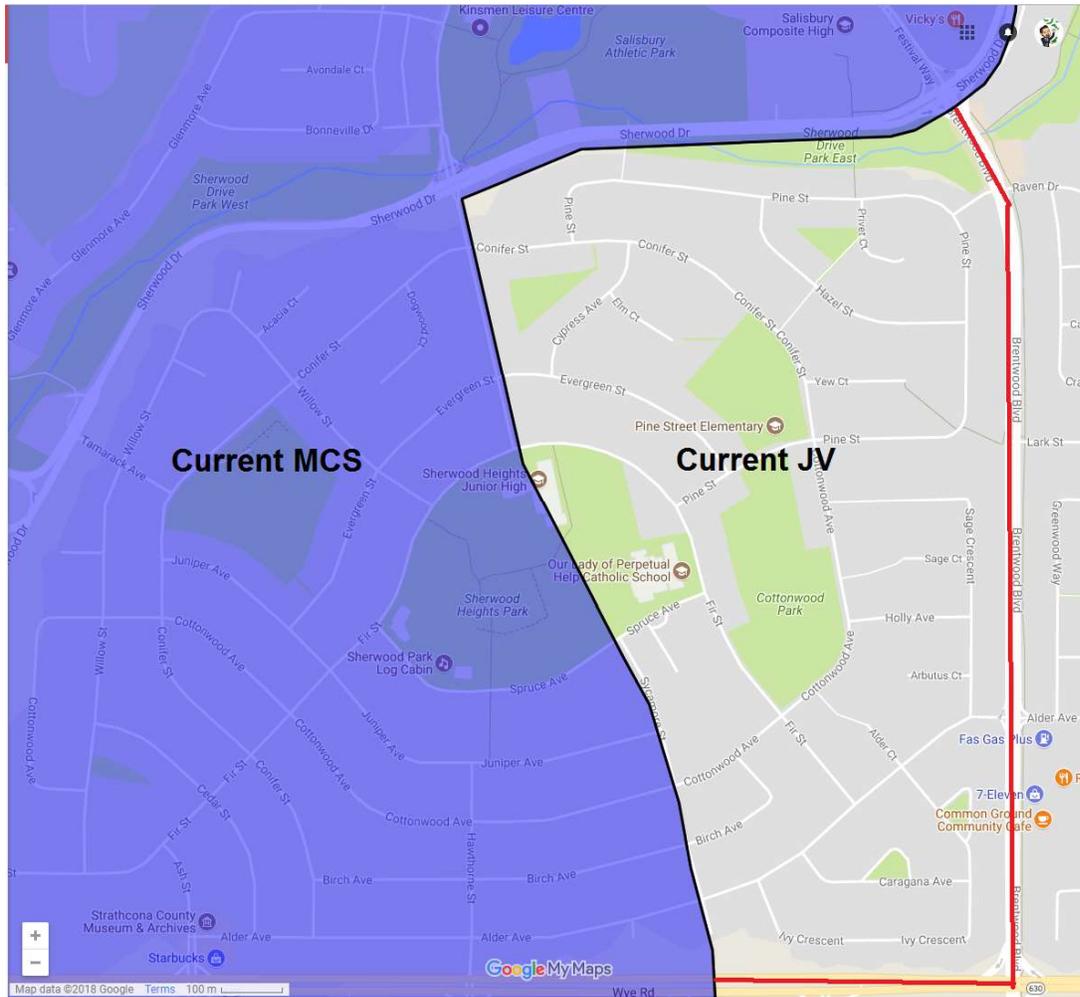
Option 1 only requires the Board to pass a motion to move those lands in Summerwood North Phases 1 and 2 (Every house on and North of Sumac Lane and Sunlan Way) and the rural lands east of highway 21 into the boundaries of MCS and STT.



As there are no houses yet built in Summerwood North, the Board does not need to consider grandfathering students here, however, there are currently students in the rural area that the Board could consider grandfathering existing students.

Sherwood Heights

While not required, the Board could consider moving the eastern part of Sherwood Heights into MCS boundary to have the whole neighborhood together.

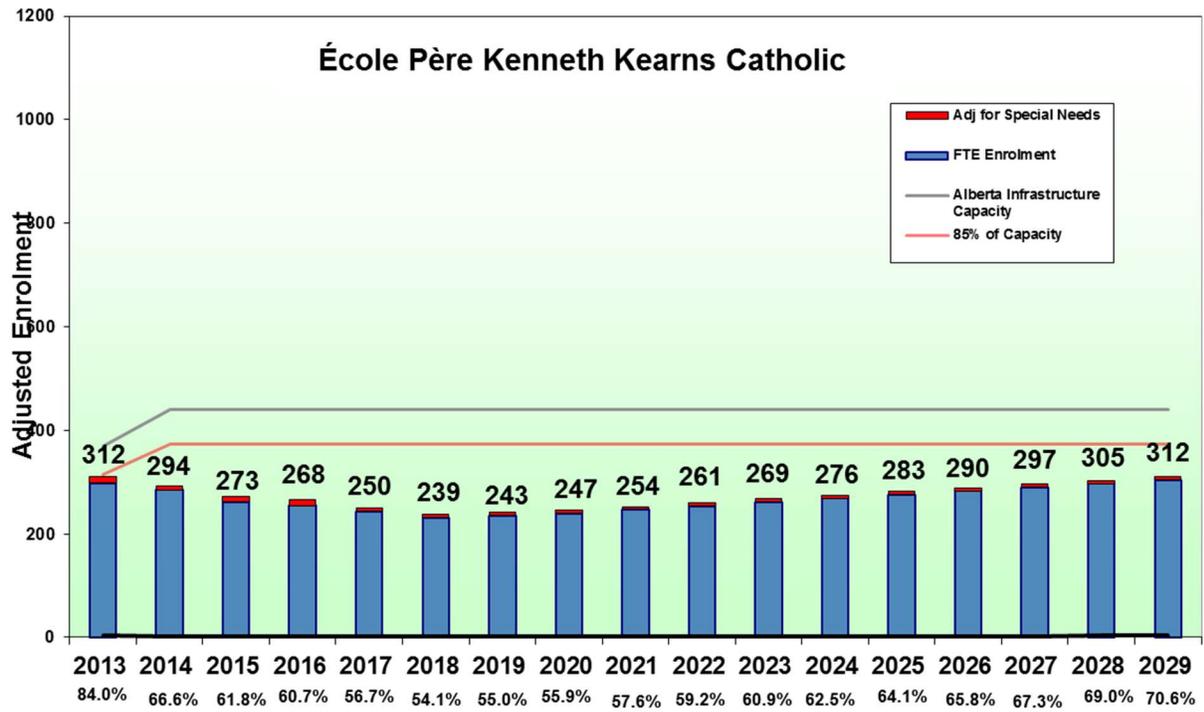


Boundaries

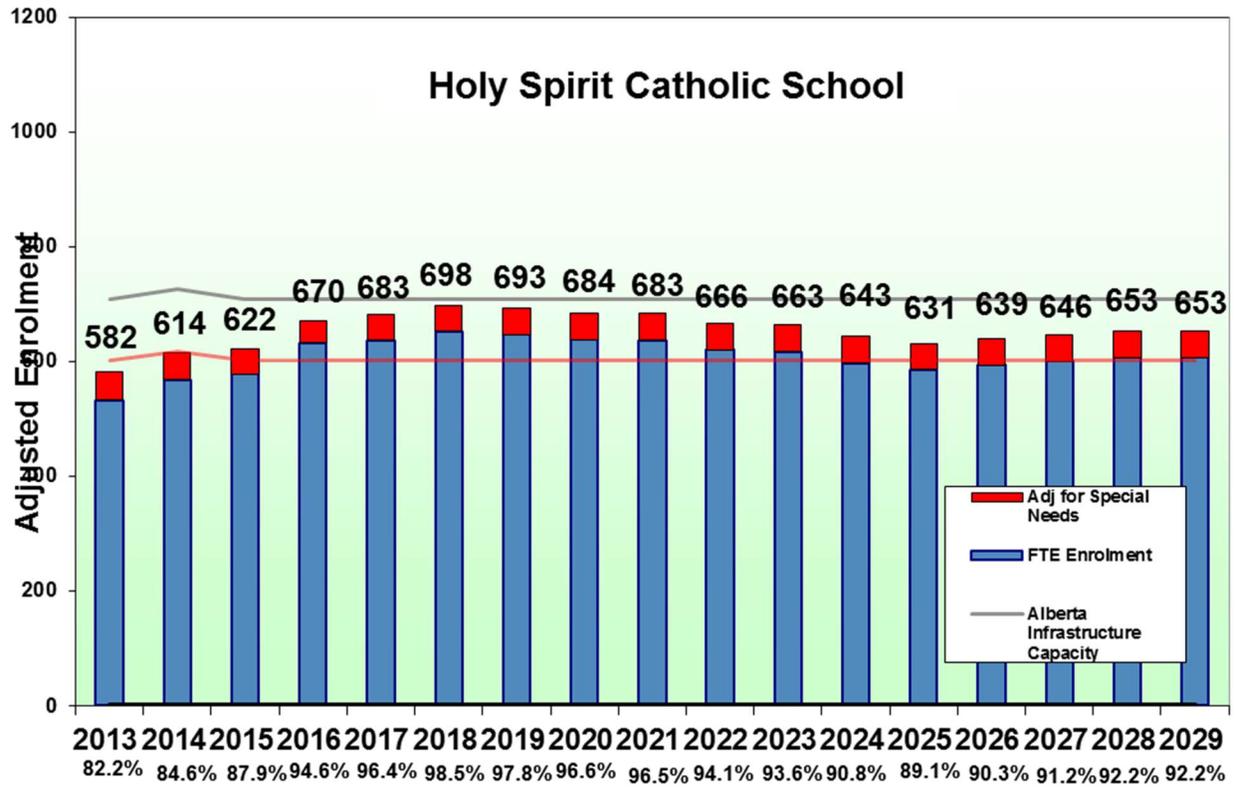
Holy Spirit will be completely closed to any new students not in their boundaries. Any requests will be centrally processed and subject to Superintendent approval.

Current cross boundary students who were accepted into Holy Spirit will be allowed to continue in the program, however, this grandfathering cannot be extended to siblings.

Enrollment Forecasts

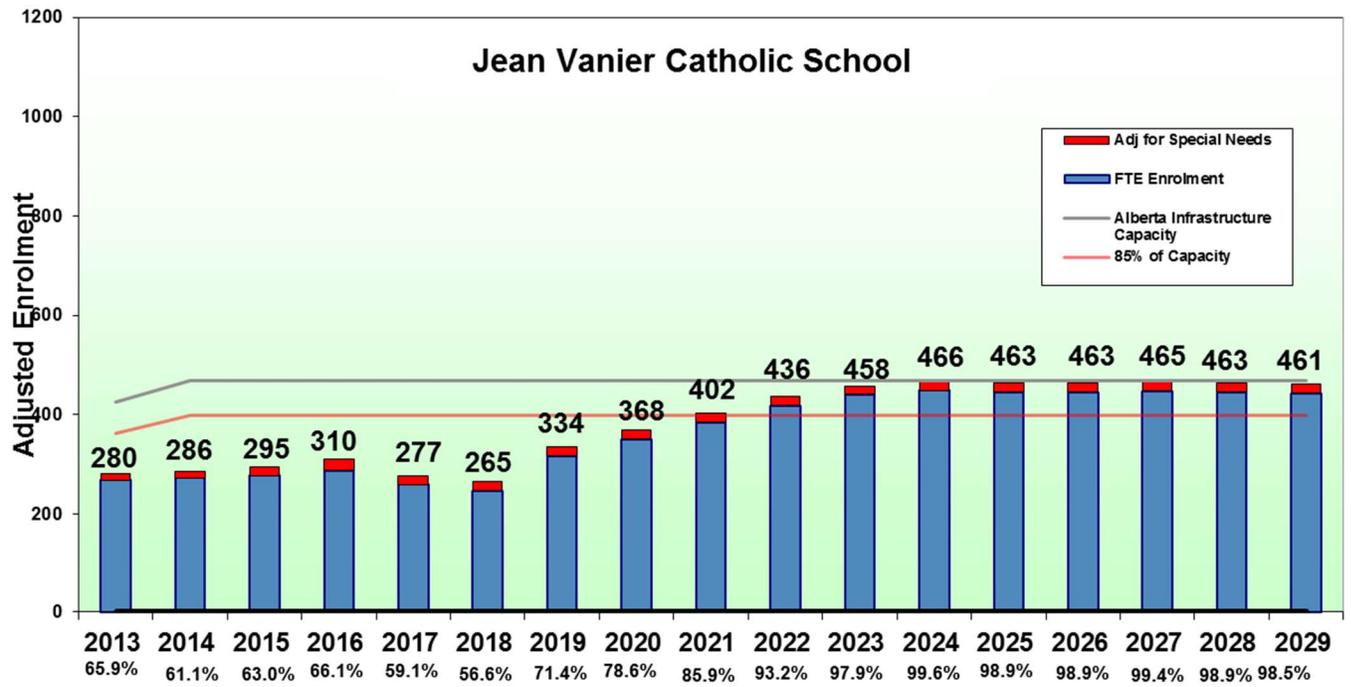


Notes:
 - Enrolment projections at September 30, 2017
 - % indicates Utilization Rate of Building

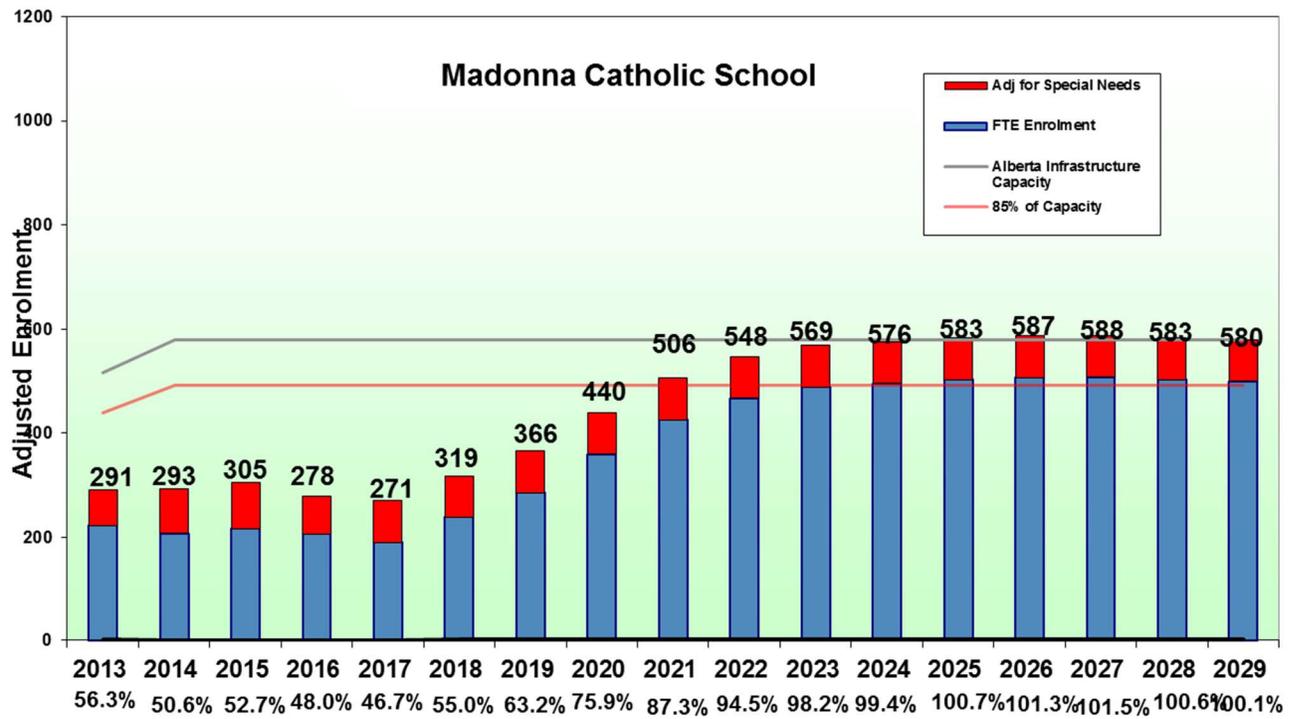


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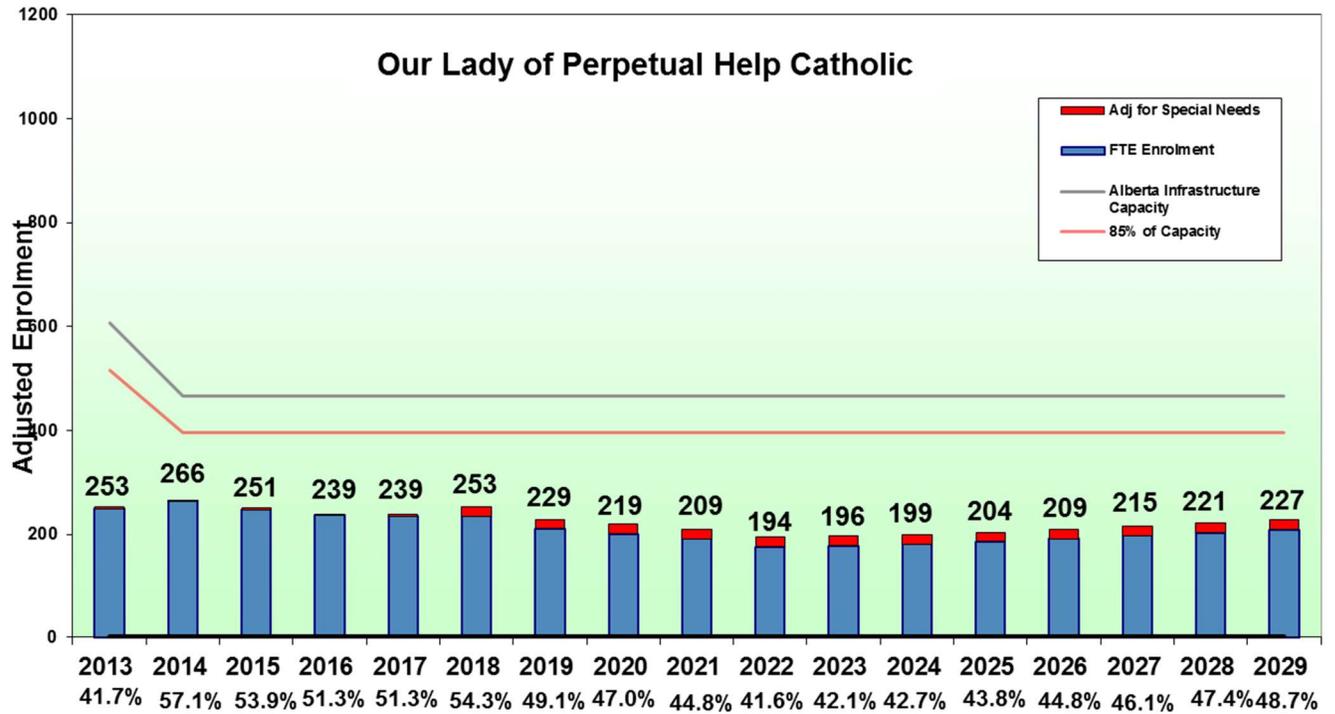


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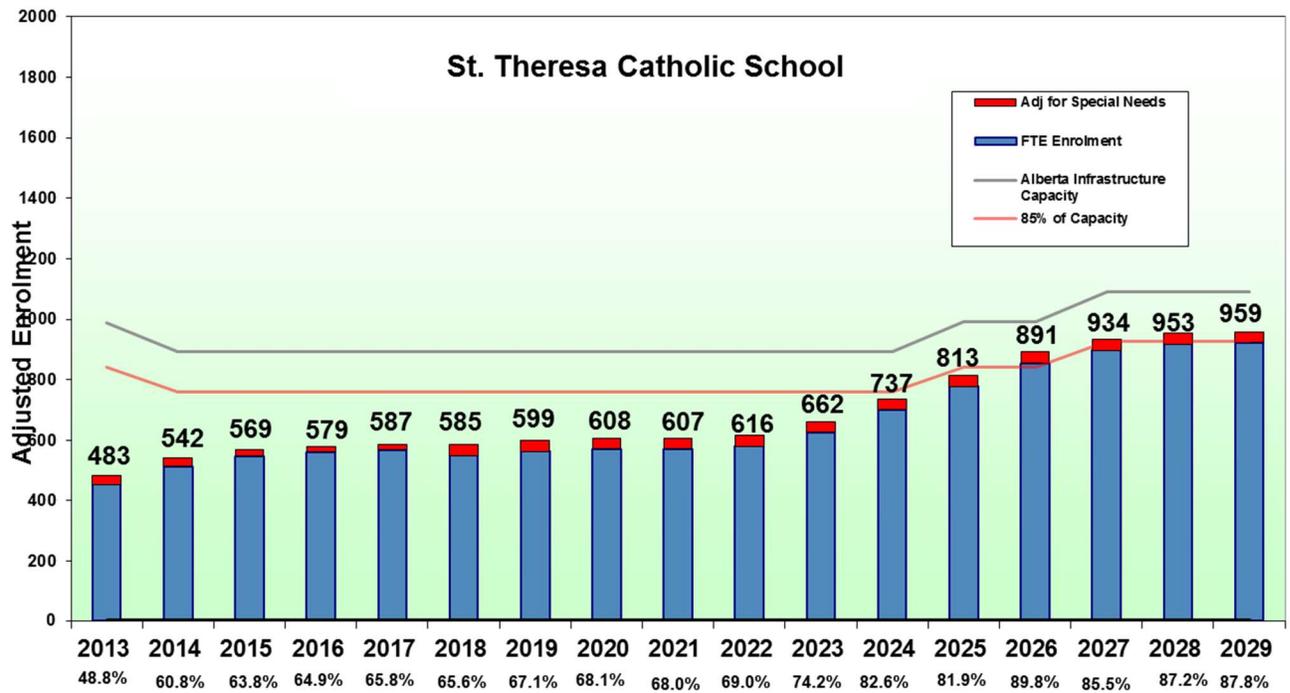


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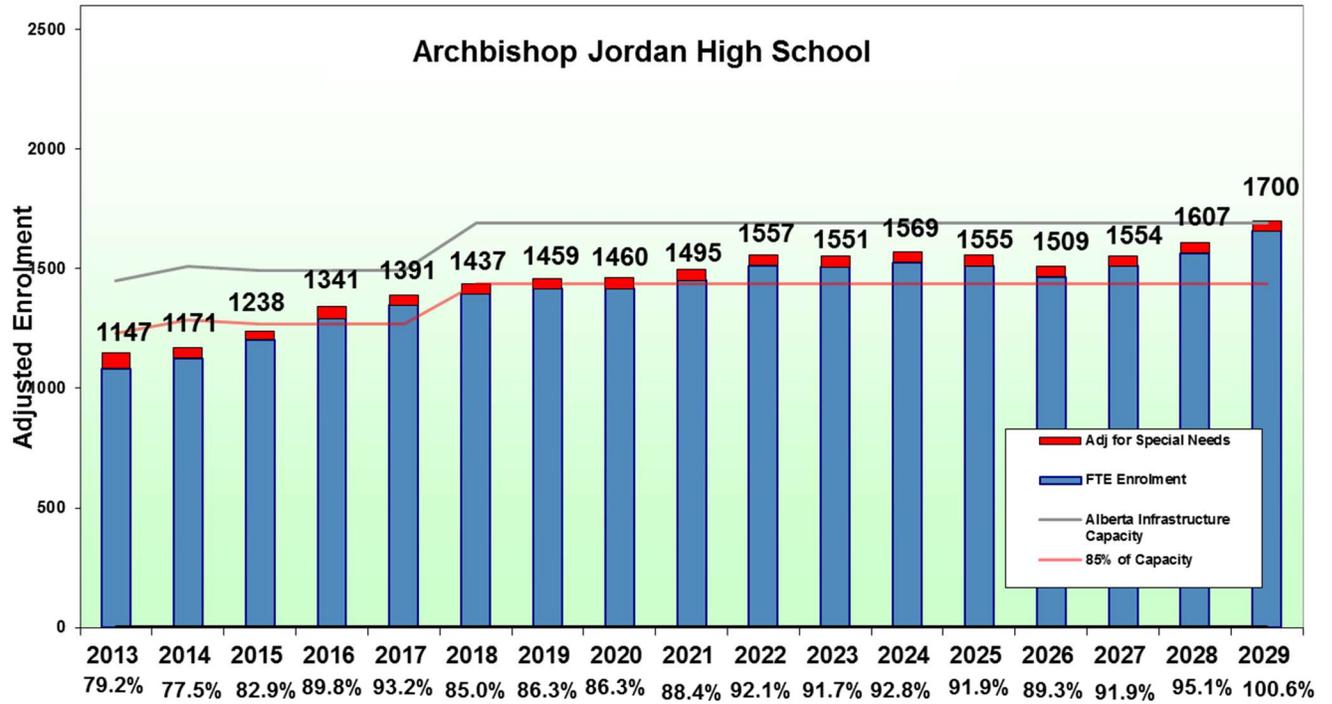


Notes:
 - Enrolment projections at September 30, 2017
 - % indicates Utilization Rate of Building



Notes:

- Enrolment projections at September 30, 2017
- % indicates Utilization Rate of Building
- 4 modulars added 2025 and 4 added in 2027



Notes:
 - Enrolment projections at September 30, 2017
 -% indicates Utilization Rate of Building
 -10 modulars added 2018

Option 5: K-4, 5-8 and 9-12 structure through Sherwood Park (Significant Opportunity is to increase Programming for Students and Long Term Solution)

School	Grade	Boundary Change
EPK	K-4 French	Status Quo
MCS	K-4	Add Hillshire, Add part of Sherwood Heights, subtract part of Aspen Trails and Emerald Hills. (Boundary includes Cambrian)
HS	K-4	Add part of part of Aspen Trails and Emerald Hills
JV	K-4 English K-4 Ukrainian	Subtract Hillshire, Subtract part of Sherwood Heights
STT	5-8 English 5-8 Ukrainian	Subtract MCS Boundary, Add HS Boundary
OLPH	5-8 English 5-8 French	Add Boundary of MCS for English (Boundary includes Cambrian)
ABJ	9-12	Status Quo

Option Analysis

Expected Benefits

- Is feasible based on facility constraints and ability to expand
- Utilization is lower in K-4, where it is most important due to lower expected class sizes, out of school care and pre-kindergarten.
- K-4 students are not displaced
- K-4 students attend school closest to where they live
- OLPH receives CTF programming in house and does not need to bus
- OLPH has student levels to offer programming and sports teams like STT
- Increased options for current HS students in 5-8 when they go to STT
- OLPH as dual track enables late immersion programming possibilities and reflects dual language nature of Canada
- HS has capacity if Summerwood North students are higher than expected (these students are transported across town in EIPS)
- HS boundary now includes 2 areas along Clover Bar Road that are very close to the school, but were zoned across town (large amount of cross boundary in these areas)
- Student cohorts are not separated when transitioning to 5-8.
- Utilized major thoroughfares for boundaries. Neighborhoods attend school together.
- STT stays close to the capacity its gymnasium and classrooms can accommodate
- Expands OLPH, which is the school best suited for modular expandability
- ABJ continues offering Grade 9, which allows for more options and amenities than a middle school program.

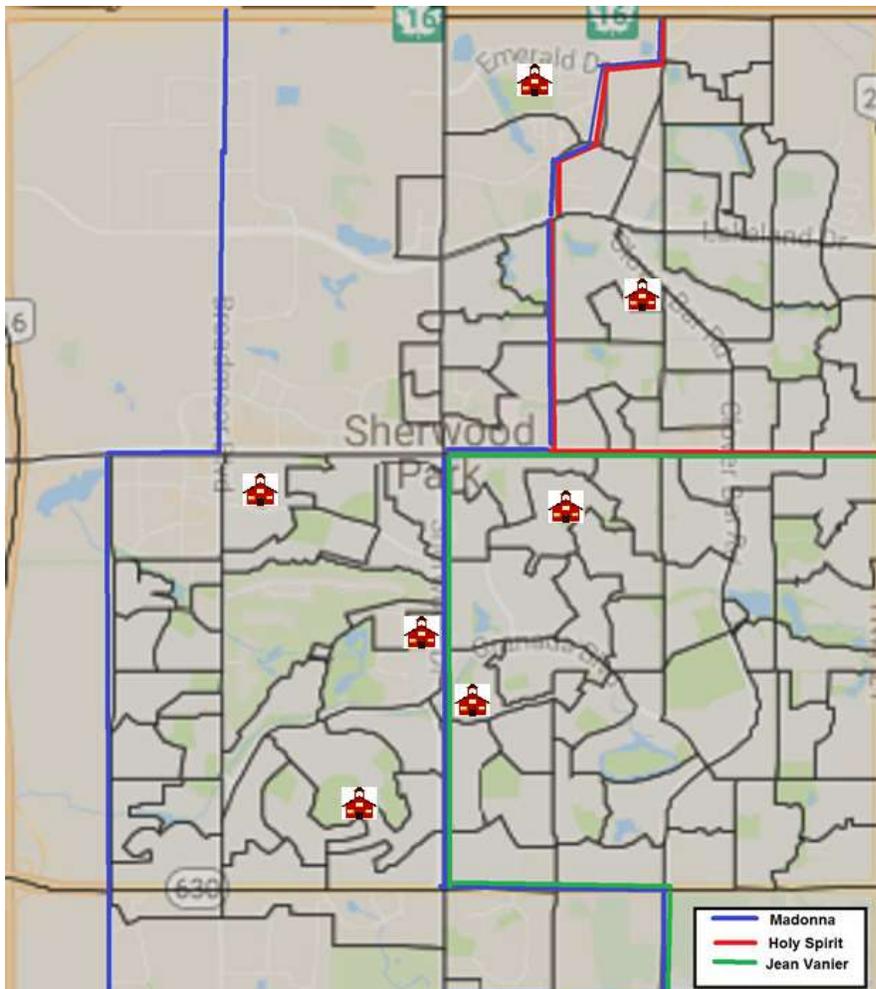
Expected Challenges

- Students in Broadmoor, who are closer to STT, go to OLPH for 5-8. However, the distance between these two schools is relatively small considering the location of other schools in the community.
- Dual track at OLPH inhibits the use of the target language in all areas of the school community
- \$1.0M cost to retrofit OLPH for CTF labs

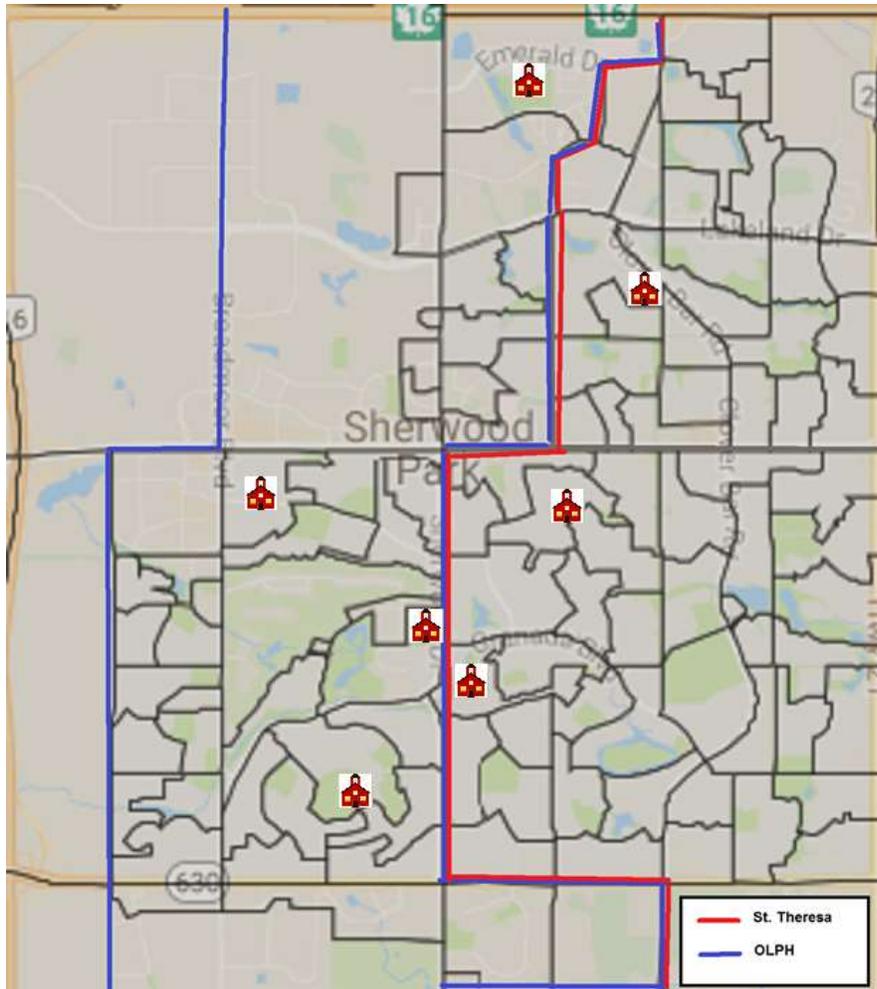
Implementation

New Boundaries

K-4



5-8

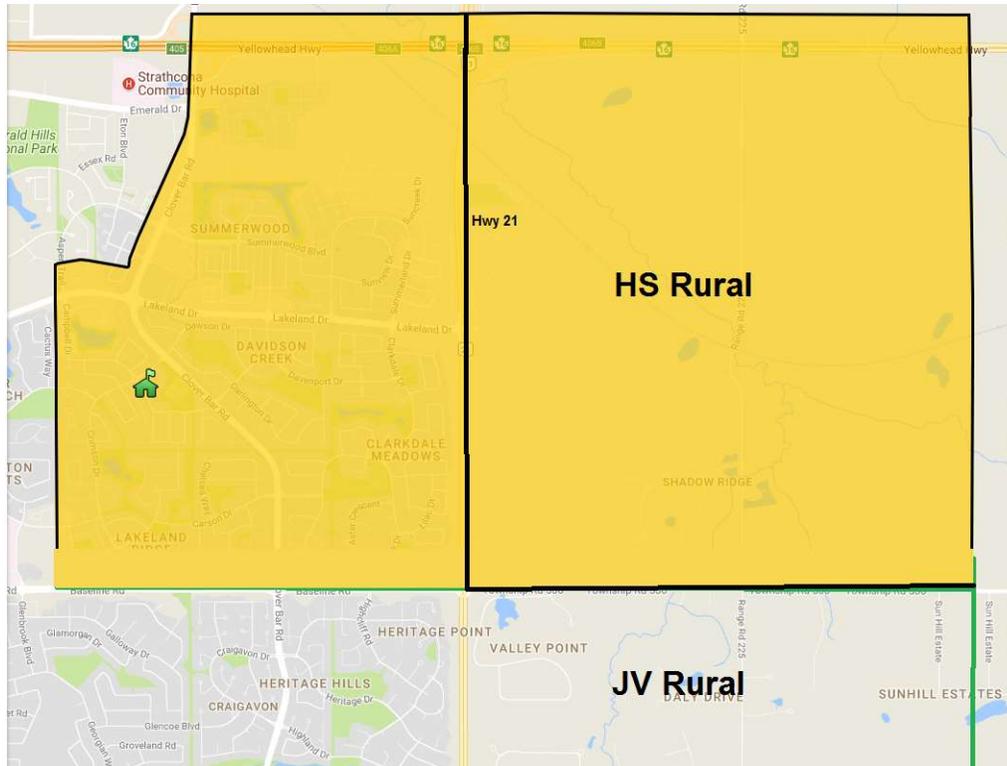


The lands to the east of Aspen Trail and Eton Blvd moved into the HS/STT Boundaries.

Sherwood Heights is moved into MCS/OLPH boundaries

Hillshire is moved into MCS/OLPH boundaries

HS Rural to JV



If HS Rural continues to be in HS, there is a risk that future developments may result in overcrowding at HS. In this option, JV would have more room should further developments happen in the HS Rural area. Administration would recommend for Option 5 that HS rural move to JV, but that any students currently attending HS in this area be grandfathered.

Phased-in approach

1. HS reduces one Grade 2 and one grade 5 class for the 2018-19 school year to accommodate upcoming enrolments. This will result in class sizes of 28 and 30 respectively, however, HS will put in EA and additional teacher support to ensure these classrooms are well supported. This process is considered feasible by school leadership.
2. Boundary changes are effective the 2019-20 school year.
3. Students currently in Grade 6 at STT (who will be in Grade 8 in 2019-20), have the option to remain in STT (so that they will not be in 3 schools in 3 years)

School Construction

1. The science labs in OLPH (128 and 129) are moved to 137 and 138 for 2018-2019.
2. Rooms 127, 128 and 129 in OLPH are converted to CTF labs during the 2018-19 school year. HS equipment moves in Summer 2019. (expected cost \$900,000)
3. HS labs converted to Pre-k/ECS space in Summer 2019. (expected cost \$100,000)
4. OLPH Modernization placed on the Division's capital plan for an expansion of CTF and the gymnasium.

Programming

1. OLPH develops new programs based on amenities and population for implementation in the 2019-20 school year.
2. Development of Sherwood park wide Middle years program strategy between STT and OLPH

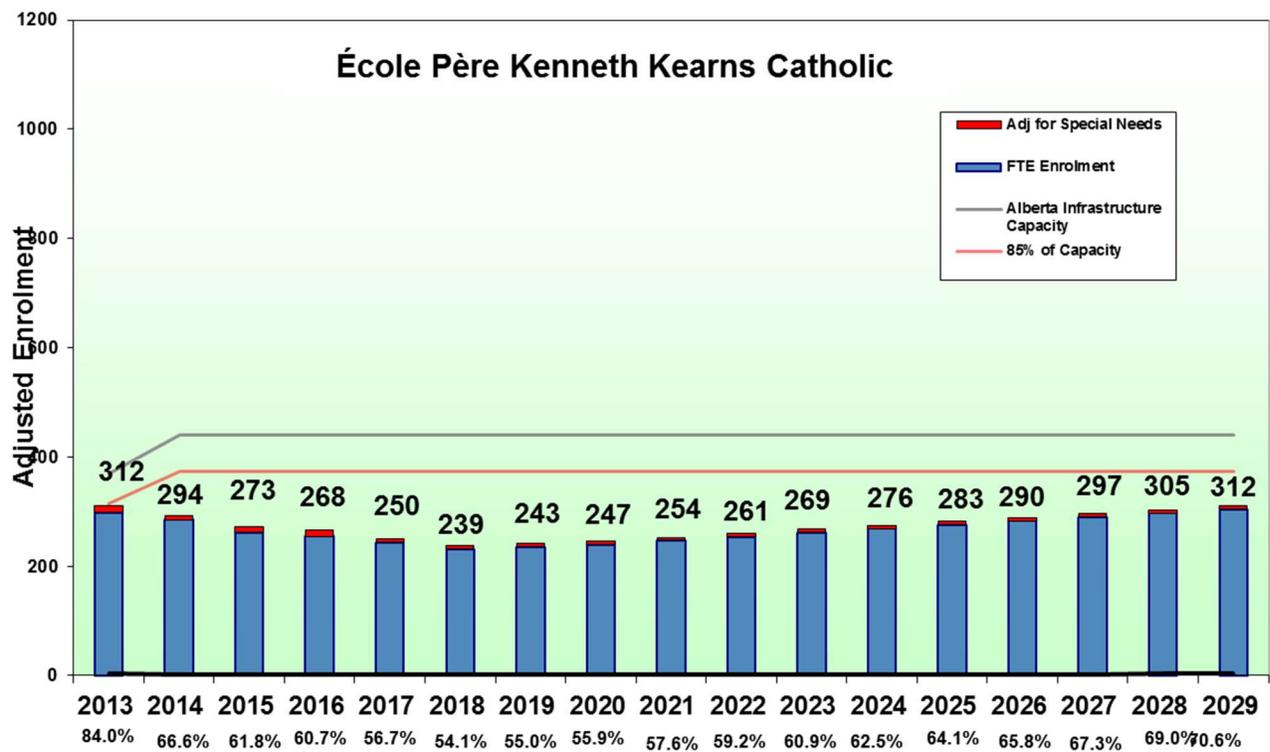
Boundaries

Holy Spirit will be completely closed to any new students not in their boundaries. Any requests will be centrally processed and subject to Superintendent approval.

Current cross boundary students who were accepted into Holy Spirit will be allowed to continue in the program, however, this grandfathering cannot be extended to siblings.

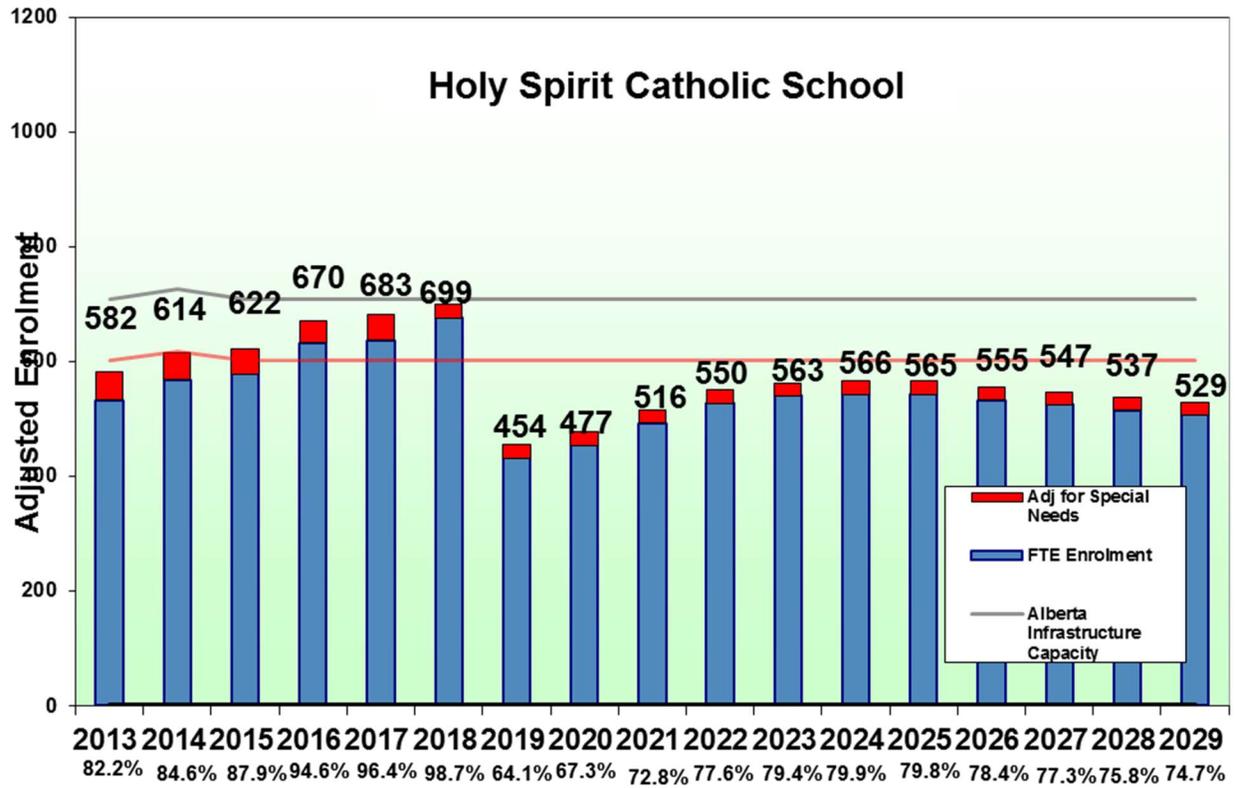
As students move into grade 5, they will be required to attend their designated Middle School, with exceptions subject to Superintendent approval.

Enrolment Forecasts

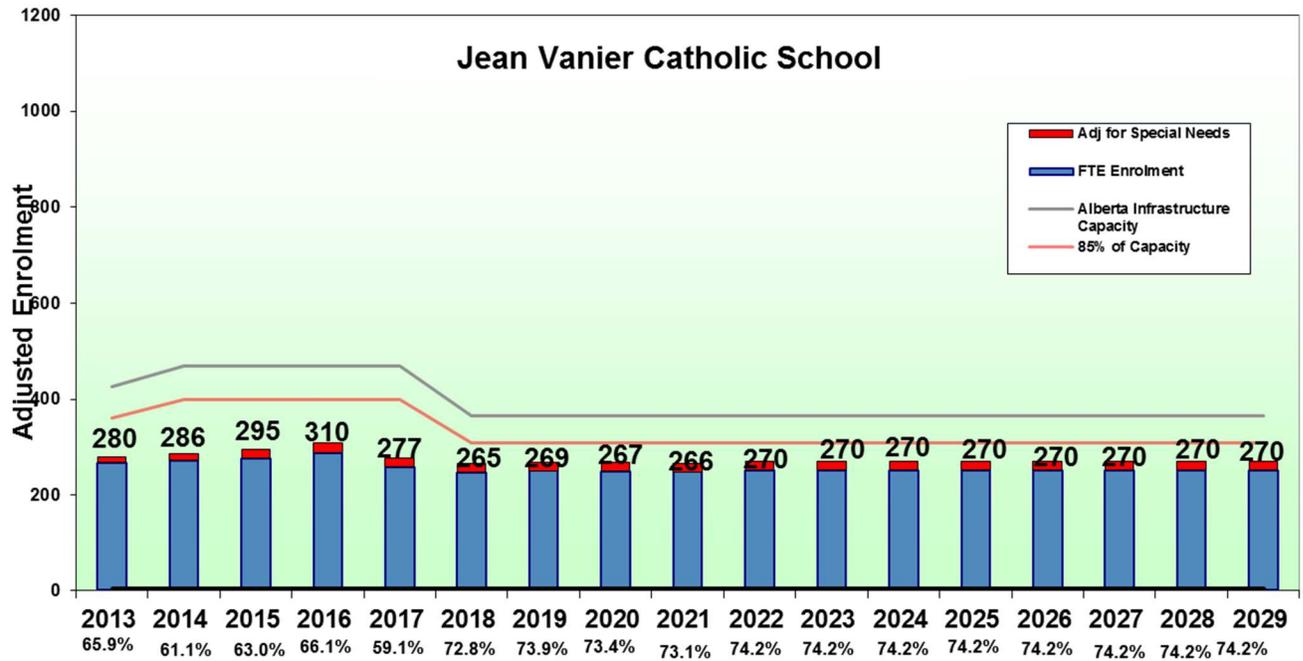


Notes:

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- % indicates Utilization Rate of Building

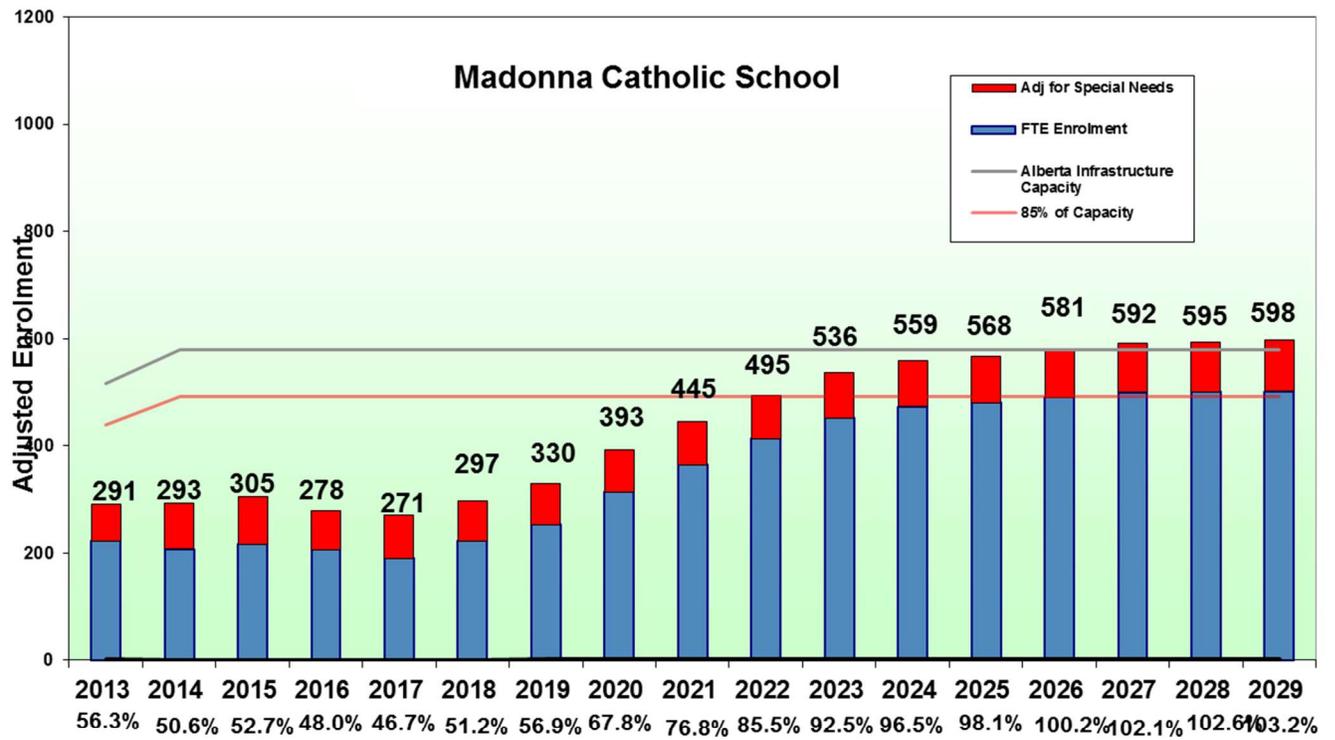


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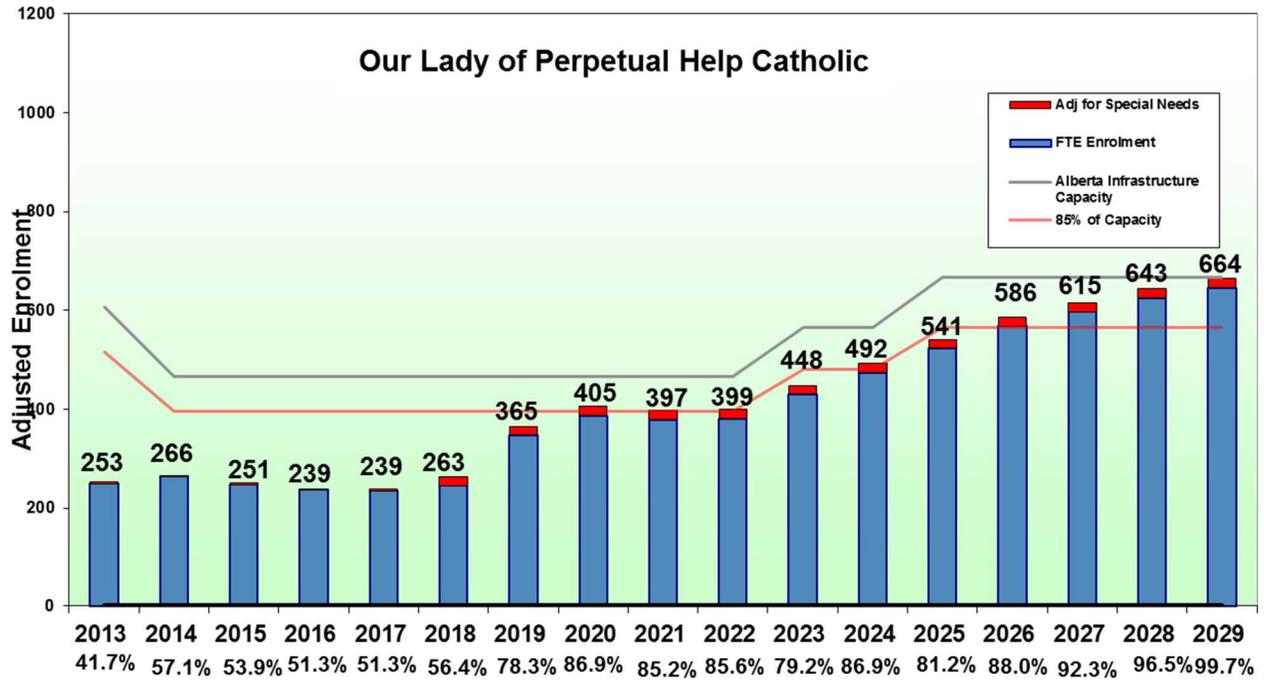
Notes:

- Enrolment projections at September 30, 2017
- % indicates Utilization Rate of Building
- 6 end of life modulars removed and 4 replacements added in 2018



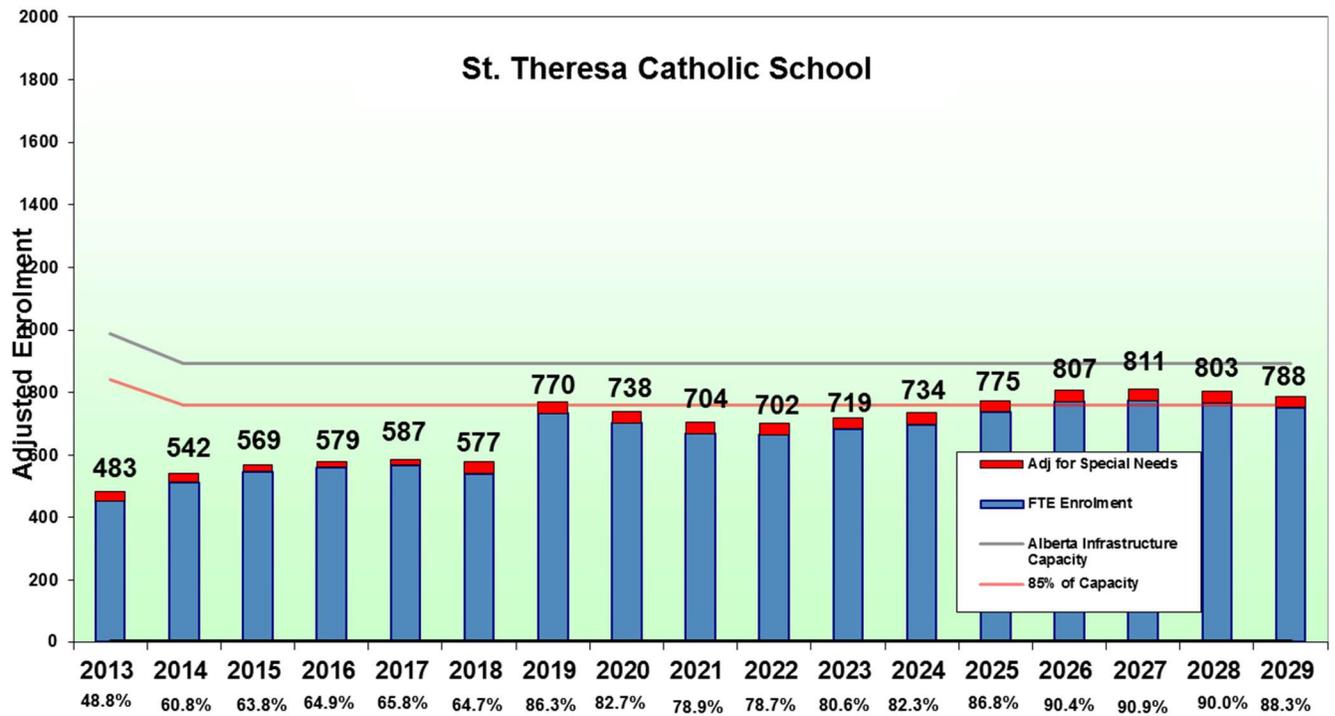
Notes:

- Enrolment projections at September 30, 2017
- % indicates Utilization Rate of Building

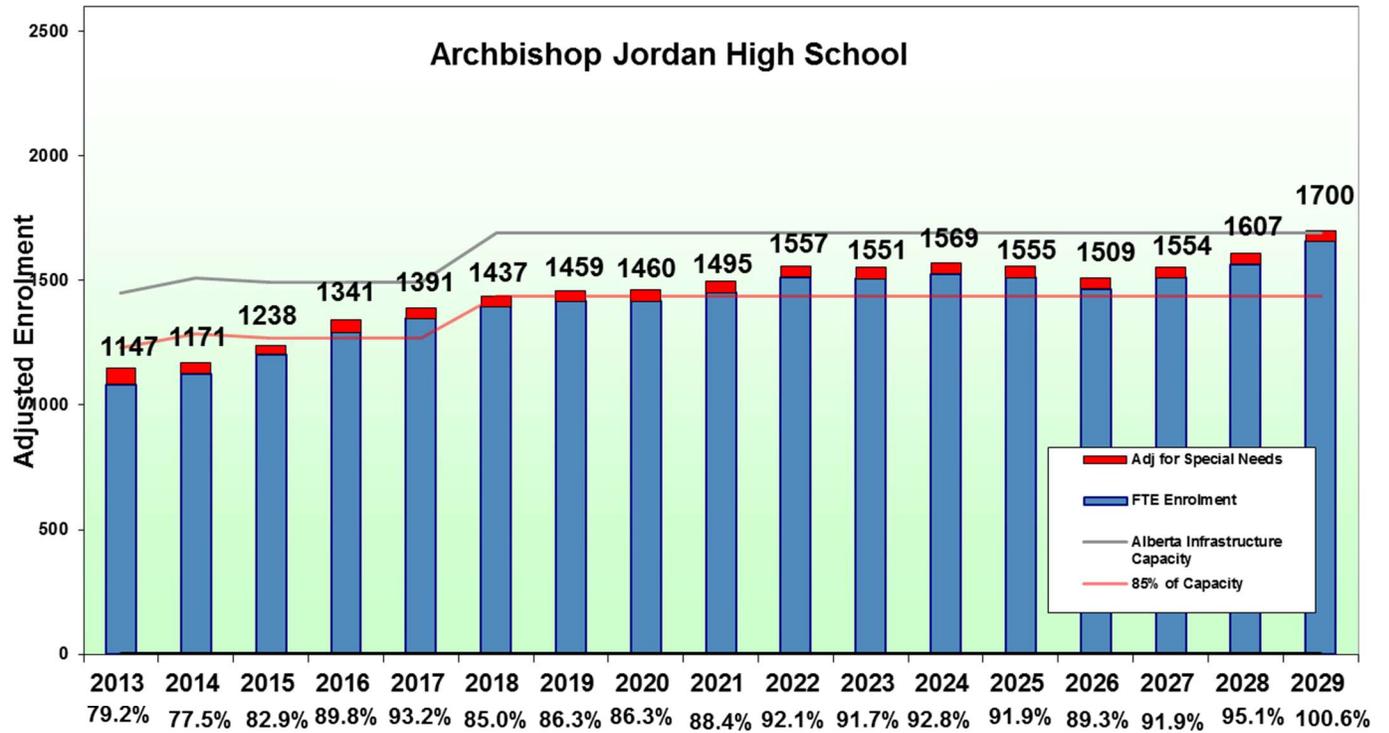


Notes:

- Enrolment projections at September 30, 2017
- % indicates Utilization Rate of Building
- 4 modulars and 1 washroom added 2023, 4 modulars added 2025



Notes:
 - Enrolment projections at September 30, 2017
 -% indicates Utilization Rate of Building



Notes:

- Enrolment projections at September 30, 2017
- % indicates Utilization Rate of Building
- 10 modulars added 2018