

Greater St. Albert Catholic Schools

# **ST. KATERI TEKAKWITHA ACADEMY**

## **NEW SCHOOL BOUNDARY & PROGRAMMING PUBLIC CONSULTATION**

**What We Heard: Open House & Online Survey**

**November 30 - December 14, 2017**

**Final Report**

*Strategy Plus*

**December 21, 2017**

# ST. KATERI TEKAKWITHA ACADEMY / BOUNDARY & PROGRAMMING REVIEW

What We Heard: Open House & Online Survey, November 30 - December 14, 2017

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**Greater St. Albert Catholic Schools  
St. Kateri Tekakwitha Academy - New School Boundary and Programming  
Phase 1 Public Consultation: November 30 - December 14, 2017  
What We Heard Report**

**EXECUTIVE SUMMARY**

An Open House was held to share information about the new school in Morinville, St. Kateri Tekakwitha Academy (SKT), and to obtain public feedback regarding community priorities that can be considered in the design of school boundary options and programming. A total of 67 individuals attended the Open House held from 1 p.m. to 7 p.m. on November 30, 2017 at the Morinville Community Cultural Centre.

An online survey from November 30 to December 14, 2017 allowed anyone interested in the school capital project to provide their input. A total of 224 fully or partially completed surveys were submitted, either online or at the Open House. All responses, including notes taken during the Open House, were combined for analysis.

While the majority of respondents to the survey describe themselves as parents or guardians with children attending Greater St. Albert Catholic Schools, about one fifth of respondents indicated they do not have children attending school.

All grade levels were represented by respondents. While some respondents may have more than one child in any grade level, the total responses represent at least 241 children. One third of the 56 respondents with children in pre-school/pre-kindergarten or kindergarten indicate they do not have any children in higher grade levels. A further 140 respondents indicate that their children are in grade levels 7 to 12, with no younger children in pre-kindergarten to grade levels 4 to 6.

Almost two-thirds of respondents reside in the Town of Morinville, with others in various locations in Sturgeon County. Just over one third of respondents indicate that they are interested in having their children attend St. Kateri Tekakwitha Academy, and just over one fifth indicate they would transfer their children to the new school when it opens in 2019. However, just over half note that their family is interested in continuing at their current school.

The greatest interest in attending the new school is noted by residents in Morinville in the Districts of Champagne (the Lakes), Hittinger, Olde Towne, Tellier and Sunshine, and outside Morinville in Sturgeon County.

About 10% of respondents noted that special programming supports will be needed for their child, and a further 77% noted they may be required.

Just under 30% of respondents noted that they will have children entering the school system in 1 to 2 years, and a further 67% indicate they may have children entering the system.

Just over half of respondents note that their family is or will access busing to get to school, and a further third indicate they may require the service. Only one fifth of respondents note that being able to walk to school is a priority for their family.

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Respondents were asked to identify what school programming would be of most interest for their family. Six key focus areas were identified, along with an option to identify other choices. The number of times each program area was noted is as follows:

- STEM (Science / Technology / Engineering /Math) Focus Program: 113 times.
- Athletics Program (Sports and/or Recreation Academy): 100 times.
- Fine Arts Programming (Art and Music): 86 times.
- Leadership Programming: 69 times.
- Academic Focus Program (e.g., International Baccalaureate): 63 times.
- Pre-Kindergarten Programming: 47 times.
- Other: 21 times (including French Immersion, indigenous/cultural programming, mechanics, coding, data literacy, Makerspace, Home Economics, wellness, tutoring, diverse programming).

Respondents were also asked to identify what type of extra-curricular programming would be of most interest to their family. Nine broad types of programming were identified, along with the opportunity to identify other options. The number of times each extra-curricular programming type was identified is as follows:

- Athletic Clubs: 124 times.
- Music Opportunities: 108 times.
- Swimming Club: 95 times.
- Outdoor Recreation Club: 95 times.
- Arts: 87 times.
- Intramural Sports: 82 times.
- Leadership Club: 76 times.
- Dance Club: 58 times.
- Coding Club: 50 times.
- Other: 8 times (including cheerleading, specific sports, yoga, gymnastics, drama, art, music, environmental education).

Respondents were asked to describe the kind of services and supports that their family most values. The resulting list included:

- Before and after school child care and programs.
- Sports and sports programs, and a full size gymnasium.
- Speech Language and Occupational Therapists in house.
- Supports for emotional development, self-esteem building.
- Academic supports, including literacy, enrichment.
- Special class for autistic children.
- Guidance counselling.
- French Immersion / Dual Track.
- Art and music programs, hand bells, choral.
- Leadership programs.
- Variety of clubs (chess, coding, arts).
- Transportation and busing services.
- Cafeteria/food services, hot lunches.
- Inclusive classrooms, small class size, natural lighting.

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## I. INTRODUCTION

On June 12, 2017, the Greater St. Albert Catholic Schools Board of Trustees approved the following “Guidelines for Consultation on Boundaries and Programming” for the new St. Kateri Tekakwitha Academy (SKT) that is opening in September 2019:

- Consultation honours the values and core commitments as outlined in Board Policy 1.
- District schools are faith-based and inclusive environments.
- District resident students have a designated school.
- The District is responsive to the community and offers choice for families.
- Boundary and program decisions made by the Board will:
  - Be informed by the voice of parents, students, staff and the community.
  - Provide for sustainable enrolments across the District.
  - Consider operational costs and the carbon footprint, where possible.
  - Minimize disruption to students and provide choice to families.
  - Consider student safety in all decisions.

The process to obtain public input included an Open House held at the Morinville Community Cultural Centre on November 30, 2017 and an online survey that ran from November 30 to December 14, 2017.

### I.1. Consultation Process, Phases and Timing

The goals of the Consultation Process are:

1. Inform - To provide the public with information on the project, opportunities to provide feedback and final decisions.
2. Consult - To obtain public feedback on school boundaries and programming, and communicate how the feedback influenced the decision.

The Consultation process is divided into two phases, each with specific activities as outlined below:

Phase 1: November 2017 to February 2018

- Gather feedback on community priorities that can be considered in the design of boundary options and programming that is of most interest.
- Use multiple communication methods to reach out to district families, staff and the broader public.
- Board to deliberate on the feedback, assess using Board approved guidelines and determine boundary and program options.

Phase 2: February 2018 to May 2018

- Provide the public with two boundary options as well as possible programming for consideration.
- Board to receive recommendation on boundary and programming for St. Kateri Tekakwitha Academy once all public feedback is considered.
- Board to approve boundary and programming for St. Kateri Tekakwitha Academy.

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## I.2. Open House

An Open House was held from 1 p.m. to 7 p.m. on November 30, 2017 at the Morinville Community Cultural Centre. The Open House was designed as a drop-in session, with information boards and resource people available to respond to questions and to help capture input and suggestions from participants.

Information stations with display boards and/or other materials were provided regarding the following:

- Welcome and Sign In, including orientation to the Open House, fact sheet and comment form.
- School Namesake St. Kateri Tekakwitha Information.
- St. Kateri Tekakwitha Academy Key Facts and Location Map.
- Consultation Process outline, including Phases and Timing.
- Approved Guidelines for Consultation on Boundaries and Programming.
- Map of Morinville and area on which participants placed a dot indicating where they live; the colour of the dot indicated their interest in having children attend the new school (green for 'yes', yellow for 'maybe', and red for 'no').
- Transportation information, including School Act Student Transportation Regulation.
- Curriculum and Programming (Current and Future District Programs) and boards and flip charts for recording ideas, interests and comments regarding programming, services and supports.
- Information and Architectural Drawings for the new school.

A total of 67 individuals (including parents, teachers and community members) attended the November 30, 2017 Open House.

Participants were advised that they could either complete the comment form provided at the Open House, or submit their responses through the online survey which provided the same questions.

Four responses were submitted at the Open House and an additional 24 survey respondents indicated they had attended the session, for a total of 28 respondents.



## I.3. Online Survey

An online survey that replicated the questions included in the comment form was available from November 30 to December 14, 2017. A total of 224 fully or partially completed surveys were received, including four that were submitted at the Open House.

Responses from all 224 respondents have been combined for analysis, along with notes taken during the Open Houses.

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## I. ABOUT PARTICIPANTS

### II.1. Description of Participants

Respondents were asked to identify which of a list of six descriptors best describe them, indicating all that apply. A total of 166 of 224 survey respondents (74.1%) answered this question. The number of responses is larger since respondents were able to identify more than one description. The total number of responses in each category and percent of the total who responded to this question is as follows:

Description Of Participants By Category (166 respondents providing multiple responses)	Responses	
	#	%
Parent/guardian with children attending Greater St. Albert Catholic Schools	139	83.7
Parent/guardian with children who will attend school in the future	34	20.5
Staff Member	27	16.3
Community Member	20	12.1
Parent/guardian with child(ren) attending schools in another District	5	3
Student	1	0.6
<b>Total of Respondents who answered this question</b>	<b>166</b>	
Do not have children attending Greater St. Albert Catholic Schools / Did not provide information	56	

Forty-one (24.7%) of respondents provided two descriptors, and eight (4.8 %) provided three descriptors. One respondent provided four descriptors (Parent/guardian with children currently attending school in both this District and in another District, along with children who will attend school in the future and a community member).

The combination of descriptions of participants varied, as follows:

Description Of Participants By Combined Categories	Responses	
	#	%
<b>Children attending District Schools &amp; One Other Descriptor</b>	35	21.1
Plus: Parent/guardian with children who will attend school in the future	17	10.2
Plus: Staff Member	12	7.2
Plus: Community Member	6	3.6
<b>Children who will attend school in future &amp; One Other Descriptor</b>	5	3.0
Plus: Children attending schools in another District	2	1.2
Plus: Staff Member	2	1.2
Plus: Community Member	1	.06
<b>Community Member &amp; One Other Descriptor</b>	1	.06
Plus: Children attending schools in another District	1	.06

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Children attending District Schools & Two Other Descriptors		
	8	4.8
Plus: Children who will attend school in the future & Community Member	5	3.0
Plus: Children who will attend school in future & Children in another District	1	.06
Plus: Child(ren) attending schools in another District & Staff Member	1	.06
Plus: Community Member & Children attending schools in another District	1	.06

### II.2. Age of Respondents

Respondents to the survey were asked to identify their age group. A total of 75 (33.5%) respondents skipped this question or indicated they preferred not to answer the question.

Over three-quarters (77.9%) of the 149 respondents who answered this question are between the ages of 25 and 44 years. Just over half of respondents are in the 35 to 44 year age range (81 or 54.4%), almost one quarter (35 or 23.5%) are aged 25 to 34 years, and 15% (23) are aged 44 to 54 years of age.

Age of Respondents (149 Responses)												
18 - 24		25 - 34		35 - 44		45 - 54		55 - 64		65+		Prefer Not to Answer
#	%	#	%	#	%	#	%	#	%	#	%	#
2	1.3	35	23.5	81	54.4	23	15.4	8	5.4	0	0	75

### II.3. Respondents by School(s) Their Children Currently Attend

School Currently Attended (218 respondents)					
Includes 53 respondents with children in 2 Schools & 6 with children in 3 schools					
School	Responses		School	Responses	
	#	%		#	%
École Notre Dame Elementary School	104	47.7	Other School	32	14.7
École Georges H. Primeau	59	27.1	No Children Attend School	41	18.8
Morinville Community High School	41	18.1	Did Not Respond to Question	6	
Legal School	7	3.2			

A total of 177 (79%) respondents indicated they have children attending schools in the District or in another area. A further 41 (18.8%) of respondents indicated they do not have children attending school, and six respondents skipped this question.

A total of 53 (24.3%) respondents have children in two schools, with five of these respondents having children in both a District school and in another school.

A further six respondents have children in three schools, with one of these respondents having children in two District Schools and in another school .

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### II.4. Grade Levels Represented by Children of Respondents

Grade Levels Represented by Children of Respondents (140 Respondents, Reflects Multiple Responses)												
Grade	Pre- K / Preschool		K		1 - 3		4 - 6		7 - 9		10 - 12	
Number of Respondents	#	%	#	%	#	%	#	%	#	%	#	%
		<b>19</b>	13.6	<b>37</b>	26.4	<b>77</b>	55	<b>47</b>	33.6	<b>31</b>	22.1	<b>30</b>

Respondents were asked to identify the grade levels in which they currently have children. A total of 140 respondents (62.5%) answered this question and 84 (37.5%) did not reply.

While some respondents may have more than one child in any grade, the total responses provided represent 241 or more children in school from pre-kindergarten/pre-school to Grade 12.

Of the 19 respondents (13.6%) with children in Pre-Kindergarten/Pre-school, three did not identify any other children in higher grade levels.

Of the 37 respondents (26.4%) indicating they have children in Kindergarten, almost half (15) do not have any other children in higher grade levels.

Of the 140 respondents, 19 (13.6%) indicate that their children are in grade levels 7 to 12, with no younger children in Pre-Kindergarten to grade levels 4 to 6.

A total of 56 respondents (40%) have children in two grade levels, 20 respondents (14.3%) have children in three grade levels, and one respondent has children in four grade levels.

### II.5. Interest in Attending St. Kateri Tekakwitha Academy

Respondents were asked respond to three statements to help the Board better understand them and their interest in St. Kateri Tekakwitha Academy. These related to their interest in continuing at their current school, attending the new school or transferring to the new school when it opens in 2019.

A total of 166 respondents answered this question.

Statement of Interest	Yes		Maybe		No		Total Responses
	#	%	#	%	#	%	
My family is interested in continuing at our current school.	<b>92</b>	55.4	<b>19</b>	11.4	<b>55</b>	33.1	<b>166</b>
I am interested in having my children attend St. Kateri Tekakwitha Academy.	<b>57</b>	34.3	<b>51</b>	30.7	<b>58</b>	24.9	<b>166</b>
I would transfer my child(ren) to St. Kateri Tekakwitha Academy when it opens in 2019.	<b>38</b>	22.9	<b>55</b>	33.1	<b>73</b>	44	<b>166</b>

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**Interest in continuing at Current School:** - While over half of respondents to the survey who answered this question (92 or 55.4%) indicate they are interested in continuing at their current school, almost one third (55 or 33.1%) indicate they are not interested in continuing at their current school. A further 19 (11.4%) are unsure.

**Interest in Attending St. Kateri Tekakwitha Academy:** - Respondents to this question are fairly evenly spread between indicating they are interested (57 or 34.3%), may be interested (51 or 30.7%) and not interested (58 or 24.9%).

**Interest in Transferring Children to St. Kateri Tekakwitha Academy when it opens in 2019:** - Less than one quarter of respondents (38 or 22.9%) of respondents to this question indicated they would transfer their children to SKT when it opens in 2019 and one third (55 or 33.1%) indicate they may transfer their children. The remaining 73 (44%) indicate they will not transfer their children to the new school.

### II.6. Where Respondents Live Related to Interest in Attending St. Kateri Tekakwitha Academy

Place of Residence / Neighbourhood *	Interest in Having Children Attend Sister St. Kateri Tekakwitha Academy (187 Respondents)					
	Yes		Maybe		No	
	#	%	#	%	#	%
<b>Total Town of Morinville:</b>	<b>50</b>	<b>26.7</b>	<b>51</b>	<b>27.3</b>	<b>37</b>	<b>19.8</b>
Champagne District (the Lakes)	15	8.0	16	8.6	10	5.3
Tellier District	9	4.8	7	3.7	2	1.0
Hittinger District	8	4.3	5	2.7	7	3.7
Old Towne District	7	3.7	7	3.7	1	.5
Sunshine District	5	2.7	8	4.3	6	3.2
Riopel District	3	1.6	5	2.7	8	4.3
Fr. Harnois District	2	1.0				
Houle District	1	.5	2	1.0	1	.5
Rivet District			1	.5		
L'Abbé District					2	1.0
<b>Total Outside Morinville:</b>	<b>20</b>	<b>10.7</b>	<b>15</b>	<b>8.0</b>	<b>14</b>	<b>7.5</b>
<b>Sturgeon County</b>	<b>18</b>	<b>9.6</b>	<b>14</b>	<b>7.5</b>	<b>9</b>	<b>4.8</b>
Cardiff	(6)		(8)		(3)	
Legal	(4)		(1)		(3)	
NW	(1)					
Vimy			(1)			
<b>St Albert</b>	<b>2</b>	<b>1.0</b>	<b>1</b>	<b>.5</b>	<b>5</b>	<b>2.7</b>
<b>Total Responses</b>	<b>70</b>	<b>37</b>	<b>66</b>	<b>39.5</b>	<b>51</b>	<b>27.3</b>
<b>Total Responses = 187</b>						
*Town of Morinville Neighbourhood descriptors are not always consistent with how respondents identified their neighborhood. Therefore, postal codes provided by respondents were used to help identify their area of residence.						

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Participants at the Open House and respondents to the Survey were asked to identify the community or neighbourhood where they live, as well as to provide their postal code. This information has been plotted on the map below to visually portray where they live in relation to the new school.

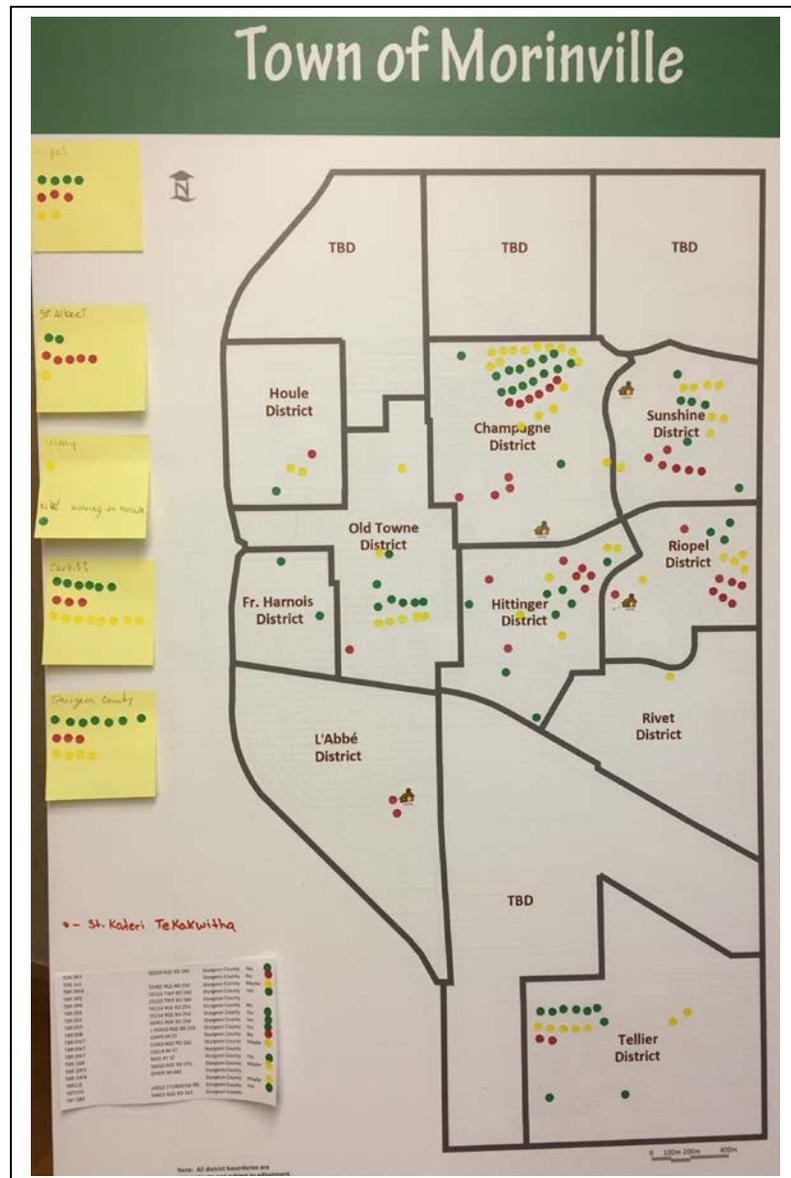
The descriptors for the communities and neighbourhoods in Morinville are not always consistent with how respondents identify where they live. As a result, postal codes provided by respondents have been used to identify areas of residence that reflect the official District Names in the Town of Morinville.

The majority of the 187 respondents who indicated where they live are residents in Morinville (138 or 73.8%). Respondents from the surrounding area are resident in Sturgeon County, including Cardiff and Legal (41 or 21.9%) and St. Albert (8 or 4.3%).

The map below visually presents the numbers of respondents from each community.

The colour of the dots indicates their interest in having children attend the new school:

- Green for 'Yes',
- Yellow for 'Maybe'
- Red for 'No'.



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### II.7. Understanding Respondents Potential Needs

Respondents to the survey were asked to respond to several statements regarding their potential need for special supports, whether they have any children entering the school system in the next 1 to 2 years, what their bussing needs will be, if being able to walk to school is a priority, and if they were a community member interested in learning about the new school. The responses are provided below.

#### II.7.i. Special Programming Supports

Statement of Interest	Yes		Maybe		No		Total Responses
	#	%	#	%	#	%	
Special programming supports will be required for my child	17	10	129	78	20	12	166

The majority of respondents to this question (129 or 78%) indicate that special programming supports may be required for their child, and a further 17 (10%) indicate that they will be required. Only 20 (12%) indicate that special programming supports will not be required.

#### II.7.ii. Children Entering School System in 1 - 2 Years

Statement of Interest	Yes		Maybe		No		Total Responses
	#	%	#	%	#	%	
My family will have children entering the school system in the next 1 to 2 years.	49	29.5	112	67.5	5	3	166

Almost one third of respondents to this question (49 or 29.5%) indicate that they will have children entering the school system in the next 1 to 2 years. A further two thirds of respondents (112 or 67.5%) indicate they may have children entering the school system in that time frame.

#### II.7.iii. Getting to School

Statement of Interest	Yes		Maybe		No		Total Responses
	#	%	#	%	#	%	
My family is, or will be, accessing bussing to get to school	91	54.8	56	33.8	19	11.4	166
Being able to walk to school is a priority for my family	34	20.5	113	68.1	19	11.4	166

Just over half of respondents to this question (91 or 54.8%) indicate their family is or will access bussing to get to school, and an additional 56 (33.8%) indicate they may require bus service to get to school. Only 19 (11.4%) respondents indicate that they will not access bussing to get to school.

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One fifth of respondents to this question indicate that being able to walk to school is a priority for their family, and over two thirds (113 or 68.1%) indicate that it may be a priority for them. The remaining 19 (11.4%) indicate that being able to walk to school is not a priority.

### II.7.iv. Interested Community Member

Statement of Interest	Yes		Maybe		No		Total Responses
	#	%	#	%	#	%	
I am a Community Member interested in learning about the new school.	103	62	39	23.5	24	14.5	166

Almost two-thirds of respondents to this question (103 or 62%) indicate that they are a community member interested in learning about the new school, and almost one quarter (39 or 23.5%) indicate they may be interested. A further 24 (14.5%) indicate they are not interested in learning more about the new school.

A comparison of responses from those who self-identified as community members interested in learning about the new school with other statements indicates that 37 (35.9%) are interested in having their children attend SKT, and 27 (26.2%) would transfer their children to SKT when it opens in 2019.

A total of 33 respondents (29%) who indicate they are community members interested in learning about the new school also note they will have children entering the school system within the next 1 to 2 years. Of these, 19 (57.6%) indicate they are interested in having their children attend SKT, two indicate they may be interested, and ten indicate they are not interested.

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## III. SCHOOL PROGRAMMING INTEREST

Respondents were asked to describe what school programming would be of most interest to their family. Six key focus areas were identified, along with an option for respondents to identify other programming of most interest to them. Respondents were invited to 'check all that apply'.

A total of 161 respondents (71.9 %) provided input regarding this question, and 63 (28.1%) did not respond to it.

The following table identifies the number of responses in each of the seven school programming categories. Comments regarding the 'other' areas identified are provided following the table, as well as any specific to the six key focus areas. The number of times a specific comment is made is noted in brackets following it.

School Programming Interests		Number of Responses (By 161 Respondents)	
		#	%
1	STEM (Science / Technology / Engineering / Math) Focus Program	113	70.2
2	Athletics Program (Sports and / or Recreation Academy)	100	62.1
3	Fine Arts Programming (Art and Music)	86	53.4
4	Leadership Programming	69	42.9
5	Academic Focus Program (e.g., International Baccalaureate)	63	39.1
6	Pre-Kindergarten Programming	47	29.2
7	Other (please specify)	21	13.04

"Other" programming choices identified at the Open House and in the survey include:

- French Immersion (7 times in the survey and 9 times at the Open House). This was identified by three respondents as their only programming of interest.
- French (2)
- Dual Track French and English. This was identified by one respondent along with Pre-Kindergarten programming.
- Dual Track French/English is most important for our family (and was the only programming identified by them).
- Indigenous Led Cultural Programming Available
- Cultural Programming / multi-cultural (1 each)
- Extra Support and Equipment for Children with Special Needs
- Hockey
- Mechanics
- Choir, Hand Bells
- CTS/CTF (Career and Technology Studies / Career and Technology Foundations)
- Social / emotional education
- We have one child who benefits from a specialized classroom for children with autism. If such a class was available he could transfer to the new school.
- All of the Above(1)

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Additional “Other” programming suggestions identified at the Open House include the following:

- Fine Arts (12), Music (1), Art (1)
- STEM (11), Math (1)
- Academic Focus (6)
- Sports / Hockey (5)
- Pre-Kindergarten (4)
- Makerspace, including 3D printing, design (4)
- Tutoring (4)
- Wellness, yoga (3)
- Options Programming , Home Economics (2)
- Coding, Data Literacy (2)
- Recreation Academy (2)
- Diverse Programming
- Intervention programs (reading, writing, math, etc.)

### III.1. Combinations of Program Choices:

The number of programming choices identified by respondents varied, as did the choice of programs. The following identifies the number of times the various combinations of programming choices were identified.

#### **One Programming Choice: 25 (15.5%).**

The following indicates the number of times each of the programming choices was identified as the sole interest by respondents:

- Athletics (Sports and Recreation Academy): 7 times
- Other: 6 times
- STEM (Science, Technology, Engineering, Math) Focus: 5 times
- Academic Focus (e.g., International Baccalaureate): 2 times
- Fine Arts (Art and Music): 2 times
- Leadership: 2 times
- Pre-Kindergarten : 1 time

#### **Two Programming Choices: 34 (21.1%)**

The following indicates the number of times the combinations of two programming choices included the following:

- Academic and STEM (9 times)
- STEM and Athletics (7 times)
- Pre-Kindergarten and STEM (3 times)
- Pre-Kindergarten and Leadership (3 times)
- Academic and STEM (3 times)
- STEM and Fine Arts (3 times)
- Athletics and Fine Arts (3 times)

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- Fine Arts and Leadership (3 times)
- Pre-Kindergarten and Athletics (2 times)
- Pre-Kindergarten and Fine Arts (1 time)
- Pre-Kindergarten and Other - Dual Track (1 time)
- Academic and Athletics (1 time)
- STEM and Leadership (1 time)
- Fine Arts and Other - Choir/hand bells (1 time)

### **Three Programming Choices: 48 (28.6%)**

The following indicates the number of times the combinations of three programming choices included the following:

- STEM, Athletics and Fine Arts (12 times)
- STEM, Athletics and Leadership (6 times)
- Academic, STEM and Athletics (5 times)
- STEM, Athletics and Fine Arts (4 times)
- Athletics, Fine Arts and Leadership (3 times)
- Pre-Kindergarten, Athletics and Fine Arts (3 times)
- Pre-Kindergarten, STEM and Fine Arts (2 times)
- Pre-Kindergarten, Academics and STEM (2 times)
- Academics, STEM and Fine Arts (2 times)
- STEM, Athletics and Other - Hockey, French (2 times)
- Pre-Kindergarten, Athletics and Leadership (1 time)
- Academics, Athletics and Fine Arts (1 time)
- Academics, Leadership and Other - French Immersion (1 time)
- Athletics, Fine Arts and Other - French (1 time)
- Pre-Kindergarten STEM and Athletics (1 time)
- Pre-Kindergarten, STEM and Other - CTS/CTF (1 time)
- Academic, Fine Arts and Leadership (1 time)

### **Four Programming Choices: 21 (13%)**

The following indicates the number of times the combinations of four programming choices included the following:

- STEM, Athletics, Fine Arts and Leadership (5 times)
- Academic, STEM, Athletics and Leadership (3 times)
- Academic, STEM, Fine Arts and Leadership (3 times)
- Academic, STEM, Athletics and Fine Arts (2 times)
- Pre-Kindergarten, Academics, STEM and Fine Arts (2 times)
- Pre-Kindergarten, STEM, Fine Arts and Leadership (1 time)
- Pre-Kindergarten, STEM, Athletics, and Leadership (1 time)
- Pre-Kindergarten, Academics, STEM and Athletics (1 time)
- Pre-Kindergarten, Academics, STEM, Leadership (1 time)
- Pre-Kindergarten, STEM, Athletics, and Other - Mechanics (1 time)
- STEM, Athletics, Leadership and Other -Social / Emotional Education (1 time).

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## **Five Programming Choices: 19 (11.8%)**

The majority of those indicating five programming choices (14) identified a combination of Academic Focus, STEM, Athletics, Fine Arts and Leadership.

The other combinations identified by 1 respondent for each, include:

- Pre-Kindergarten, Academic, STEM, Athletics and Fine Arts.
- Pre-Kindergarten, Academic, STEM, Fine Arts and Leadership.
- Pre-Kindergarten, STEM, Athletics, Fine Arts and Leadership.
- Pre-Kindergarten, Academic, STEM, Athletics and Other (French Immersion).

## **Six Programming Choices: 14 (8.7%)**

All but two respondents who indicated six programming choices identified five of the listed ones, along with 'other'. These both identified French Immersion, one with programming options 1 to 5, and the other with programming options 2 to 6.

One respondent identified all six choices, along with "other", specifically "Indigenous led cultural programming available".

## **IV. EXTRA-CURRICULAR PROGRAMMING INTEREST**

Respondents were asked to describe what type of extra-curricular programming would be of most interest to their family. Nine broad types of extra-curricular programming areas were identified, along with an option for respondents to identify other types of most interest to them. Respondents could check all that apply.

A total of 160 respondents (71.4%) provided input regarding this question, and 64 did not respond to it.

The following table identifies the number of responses in each of the nine categories. Comments regarding the 'other' areas identified are provided following the table, as well as any specific to the nine pre-identified types. The number of times a specific interest is identified is noted in brackets.

Extra-Curricular Programming Interests	Number of Responses (By 160 Respondents)	
	#	%
Athletic Clubs	124	77.5
Music Opportunities	108	67.5
Swimming Club	95	59.4
Outdoor Recreation Club	95	59.4
Arts	87	54.4
Intramural Sports	82	51.3
Leadership Club	76	47.5
Dance Club	58	36.3
Coding Club	50	31.2
Other (please specify)	8	5.0

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Other Extra-Curricular Programming interests identified by survey respondents include the following, each of which was identified one time:

- Track and Field Club
- Hockey Academy
- Clubs for kids with special needs who have difficulty
- Cheerleading
- Drama Club
- Choir, Hand Bells
- STEM Clubs
- Before and After School Care
- Community Involvement

Extra-curricular Programming identified by participants at the Open House include:

- Cheerleading (7)
- Drama (7)
- Green Thumb (6)
- Sports (5)
- Hockey (5)
- Art, including drawing, colouring, painting (4)
- Music (3)
- Makerspace & 3D Printing (3)
- Yoga (3)
- Recreation Academy (1)
- Gymnastics (2)
- Coding (1)
- Environmental Education Club - Sustainable Living (1), Green Garden (1)

### V. SERVICES AND SUPPORTS OF INTEREST

Respondents to the survey were asked to “Please describe for us what Services your family values most (supports for students, childcare, after school programs, etc.)”.

Child Care / Before and After School Program / Out of School Care:

- Child Care was noted 19 times in the survey, with one identifying childcare specifically for part time ECS students and another for kindergarten.
- Before and after School Care programs were noted nine times in both the survey and at the Open House.
- Before and/or after School programs generally were noted eight times, with no special types of programs identified.

Extra-curricular:

- We value having opportunities for extra-curricular in all areas (not just sports).
- Access to a variety of learning and athletic programs so kids can find their niche.

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### Sports:

- Sports and sports related programs and services were noted 13 times.
- Athletic programs (2).
- Extra-curricular sport activities - sports teams (2).
- Sports programs.
- School sports are valuable to all students.
- A great education that has athletic teachings.
- Athletic opportunities.
- Hockey/athletic programs.
- Recreation Academy.
- Full size gymnasium.
- A room for busy kids like the one in Sherwood Park where they can use exercise bikes while learning would be all it takes to have me switch divisions.

### Supports for Students:

- Unspecified 'supports for students / children' was noted by 25 respondents.
- Supports for diverse needs (2).
- Making sure supports are in place for all children.
- Student support is number one.
- Making sure supports are in place for all children.

### Other more specific comments include:

- Strong Educators (4).
- Speech supports, including Speech Language Pathologists (SLP) and Occupational Therapists (OT) services (1 in survey and 4 at Open House).
- In house therapists to help meet the needs of students.
- Ensure that we have "safe" spaces (to cry, to talk, to be quiet) – (2).
- Excellent staff, programs, counselor services that support student needs.
- Social and emotional development.
- Supports for social emotional development.
- Self-esteem building would be nice.
- Any support for students (counsellors, speech therapists, occupational therapists, etc.)
- People with special needs, employment.

### Academic Supports:

- Academic supports were noted 9 times.
- Strong literacy supports, especially reading (3).
- Extra support for our children to help with academics as well as emotional support would be nice.
- Educational support for students.
- Enrichment.
- Academic supports for special needs children.
- Special class for child with Autism.
- Individual supports for students when needed.

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- We value services that enhance an academic focus to a school program, such as music, art and sports.
- Supports for students with academics. I have 2 daughters that thrive from the help they receive.
- Option classes for Grade 5 like GHP.

### Guidance Counselling:

- Support for students, especially regular access to guidance counsellors.
- Guidance Counsellor type positions. Someone for students to talk to if having any issues at the school like bullying, anxiety, etc. Our current school has been a HUGE help in this area and we are so thankful for them.

### Range of Opportunities:

- Opportunity for children to be exposed to multiple areas of interest: Arts, Sports, Academic enhancement.
- Highest level of education followed by extra-curricular activities. Including sports, arts and community support.

### French:

- French Immersion (noted 5 times).
- I would like to have the French Immersion program at St. Kateri (2).
- Would prefer to keep French Immersion in one school (not in both END & SKT).
- Dual Track – French and English (1).
- Dual track French and English education.

### Arts and Music Programs:

- Arts and Music.
- Catholic Chapel and spacious music room for Choral, Orff Instruction, Hand Bells.

### Leadership and Community Involvement:

- Leadership courses/programs (2)
- Community involvement opportunities.
- Community service at the elementary level.
- Volunteer.

### Transportation:

- Bus service was noted 10 times at the Open House.
- Transportation and bussing were noted three times.
- Bussing access.
- Affordable bussing.

### Other Clubs:

- Chess Club.
- My children are in high school, so maybe coding and arts education opportunities.

### Cafeteria / Food Service:

- Cafeteria or food services providing hot lunch was noted 9 times at the Open House.

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## Class Rooms and Size and Design:

- Inclusive classrooms.
- Small classes, creative programming, dedicated Music, arts, teachers, different languages.
- Reasonable class sizes, exposure to new and different experiences/activities.
- Natural lighting in all classrooms, outdoor learning spaces.
- Must be windows in every classroom.
- Storage Space.
- In early learning need ability to share toys, materials, etc. so as not to clutter the rooms.

## Other:

- Scholarship opportunities.
- Gym and other rooms available for use as Community Space (noted 5 times at Open House).
- Size of Gym.

Several respondents provided broad statements regarding the services their family values most that encompass several design and organizational ideas, including the following:

- I think the greatest programs we can offer kids is for them to feel like they belong. Providing them opportunities to connect with others and for families to connect, too. This is a very general over-riding goal. Sometimes I feel our focus is too specific and product orientated. I think of school as a place to build relationships
- School proximity to home, fantastic teachers and programs.
- A well-rounded quality education full of opportunities to grow as an individual socially, mentally, physically and spiritually.
- I'm looking for a school to further my child academically, athletically and artistically that also involves structure.
- Having the school be elementary 1-6 high school to NOT have grade 9 in it at all.
- Cultural learning opportunities led by their own ethnic groups, girl empowerment programs.
- Catholic education.
- Literacy.

## VI. OTHER COMMENTS / QUESTIONS

Participants at the Open Houses were invited to provide comments or questions which were recorded during the session. A section for other comments or questions was also provided in the comment form and online survey. A total of 34 survey respondents provided additional comments or questions.

The comments and questions, sorted by general theme, include:

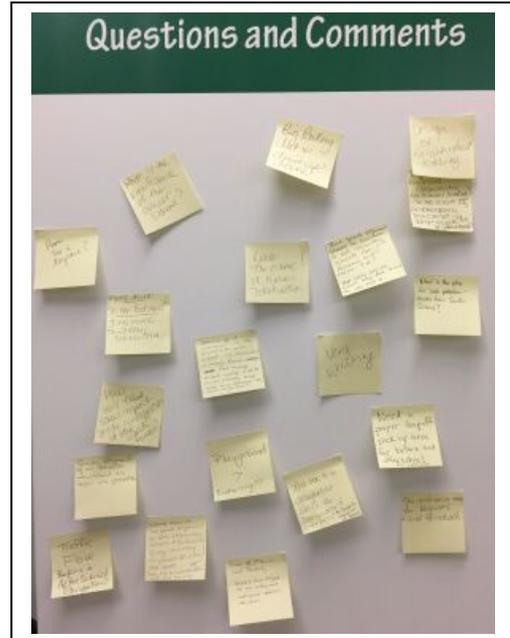
### Access / Location / Safety Concerns:

- Thought into an area for parents to park their vehicles for drop off and pick up are very important, since the school is on a main road there needs to be something set up or there will be major traffic delays and possible accidents.
- Need a proper drop off pickup area for before and after school for vehicles.

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- One entrance access for beginning and end of school.
- Traffic Flow – before and after school congestion?
- Big parking lot and drive up lane (5) / Parking (3)
- Design of neighbourhood – roadway and access?
- Drop off / pick up and parking. Student drop off/pick up, one entry and not grade specific location.
- Please make sure to properly plan out parking, drop off and pick up areas. This seems to be a problematic issue at both Notre Dame and MPS. I'm also concerned about what grades will move from school to school.
- Impact of railroad (proximity to the school/housing). In the event of an emergency how can we safely evacuate the neighbourhood?



- Concerned about only 2 entrance/exits onto Morinville (industrial park) Road. 1 school & many homes in subdivision entering & exiting on a very busy road!
- Concern of 2 entrances into this subdivision with 1 school (350 students) and many homes. That many people using 2 exits on an already busy road is a concern – too much congestion!?
- Are there going to be walking paths to and from the new school? We live relatively close and it would be much easier.
- What is the plan for “safe pedestrian” access from South Glens?
- Safety of student travelling to /from school who are not taking the bus. Eg. Where can parents park? Will there be a sidewalk and a crosswalk (lights) across the main road? (4)

## **Grade Levels at SKT:**

- I would really like to see grade five students return to our elementary schools. I feel grade 5 is too young for junior high and as an elementary school teacher it was nice.
- Wondering what grade it will go up to. My oldest is in grade 5 at GHP. I'm concerned that my other two children will not join him when they get to grade 5 if the new school goes to grade 6.
- Grade alignment of all schools decided as soon as possible.
- Will the K – 6 designation shift the configuration of GHP & MCHS? Ex. Grade 9's moving out of MCHS?

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- Please sort out the grade configuration and boundaries for each of the schools as soon as possible.
- Comments elementary schools should be grade 1 to 6, Junior high 7-9, High school 10-12. I really dislike the grade 9 in the high school.
- Curious to know what grades would be in school. I'd like to see GSACRD in Morinville schools go back to a pre-k-grade 6, grade 7-9 And 10-12 in each school.
- Think grade alignment should be considered. e.g.: both elementary schools (Pre-K to 5), Primeau (6 – 8?), MCHS (9- 12?). Not crazy over one school being Pre-K to 4 and the other Pre-K to 6.
- Would love to see grade alignment at both elementary schools K – 6. Followed by any necessary realignment at Jr/Sr High Level. Seem silly to make one Elem K – 4 and one K – 6. (1).
- I would like the new school to be a K-5 or K-6 and have Ecole Notre Dame become a K-5 or K-6 and then Primeau be the 6-9 or 5-8. I currently work at one of the schools in Morinville and I do not like the K-4 idea. It's so nice to have kids be leaders in schools and it is more difficult with younger aged students. A k-6 would be great! Also, the age group of Primeau being 5-8 is a very odd mixture. The 5's are too young. Thank you for your time.
- If SKT is going to be a k-6 school, would love to see Notre Dame the same. Adjust Primeau to be a true Jr. High (ie gr 7-9). I have always felt that sending 10 year olds to school with 13 year olds somewhat ridiculous.
- I hope that they will do pre-k to grade 6 in both elementary school's and do 7,8,9 at Primeau grade 9 is too young for high school.
- What happens with the grades in other 3 schools in Morinville as well as the school in Legal after this school opens?

### **Recreation Facilities:**

- Please make a hockey rink.
- I am hopeful that the school will have a full-size gymnasium.
- I would like to see a full size gym with bleachers at St Kateri so Morinville is able to host Provincial Championships. As of now our facilities are inadequate for hosting Provincial Volleyball or Basketball events.
- Will the school board be funding the development of outdoor learning spaces and a playground, or will this be in the hands of a parent council? What is in place for the students to access during recess if playground is not built at the time of the school opening?
- Playground ? Fundraising ??
- Switch #4 & 5 on school model, more room for playground in area 5 (much less room in area 4).

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## **Programming:**

- We believe that it is very important to provide high quality programming especially when a school has an 'academy' designation. There is another school division offering alternate programming in our community however 'quality' is a concern. Parents need to be assured that the extra money they may be paying for specialized/alternate programs is indeed being well spent. Quality of instruction and accountability are very important.
- Not having the option to select dual track French/English for this new school might influence the importance of this. In phase 2 I would really like to see this explored. Not having this option would be a detriment to the district. Please consider this when planning this new school. This community really values the English/French option for St. Kateri.
- It would be great to include a really large music room to allow for a comprehensive music program.
- My daughter is in French immersion, so I'm curious if there will be French Immersion at both schools or if that will dictate which school she will attend as it has been nice for her to go to Notre Dame as we live so close.
- We would be transferring from St. John xxii i in Windermere Edmonton if you would offer French immersion.

## **Choice of School:**

- I feel children already enrolled with the district should have the ability to go to St Kateri if they want to and are willing to go without bussing.
- Because my children are already established in their schools I would only consider changing to the new school if their program was changing. For example if the French program was moving to the new school we would also move.

## **Class Size:**

- I am hoping with the new school we will see smaller class sizes. Notre Dame Out door space set up and used differently. The over-crowding is very scary as a parent. Especially on the outdoor play equipment.

## **Busing:**

- Living in South Glens it is very dangerous to attempt walking to school with the current development and industrial park. Busing is essential. Having experienced teachers and leadership is also important starting in a new school.
- We are moving to rural sturgeon county on RR263 and would love for bussing to be available to this new school.

## **School Location:**

- Where is this school going?
- Where exactly is the school being built in Morinville?

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### **Other:**

- Unable to attend information night due to prior commitments and volunteer work. I would like more information on the school and the Districts plans for the community.
- Is being of the Catholic faith optional for this school?
- Out of boundary costs are way too expensive currently. Is there a way to deal with this issue?
- Very exciting.
- Love the name, St. Kateri Tekakwitha!
- Really appreciate the opportunity for input!

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### VII. OPEN HOUSE EVALUATION

A total of 28 respondents (16.8%) indicated that they had attended the Open House on November 30, 2017, and 138 (83.1%) indicated they did not attend. A further 58 (25.9%) did not respond to the question.

Participants were asked to provide input regarding the Open House to assist in planning future consultation events by assigning a number on a scale of 1 to 5 that best reflected the extent to which they agreed with three statements provided. Only 26 respondents completed this question.

Three statements regarding the Open Houses and responses to them are as follows:

#### VII.1. The information shared was clear and easy to understand.

The majority of the 26 respondents (23 or 88.4%) who answered this question either Strongly Agree (14 or 53.8%) or Somewhat Agree (9 or 34.6%) that the information shared at the Open House was clear and easy to understand. Two (7.75%) respondents were Unsure or Didn't Know, and one respondent (3.8%) noted they Strongly Disagree.

The Information Shared Was Clear And Easy To Understand.						
Open House	Strongly Agree	Somewhat Agree	Unsure / Don't Know	Somewhat Disagree	Strongly Disagree	Total # Responses
<b>Total Responses</b>	<b>14</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>26</b>
Percentage of Responses	53.8	34.6	7.7	0	3.8	100

#### VII.2. The information shared was appropriate for my needs.

The majority of the 26 respondents (22 or 84.6%) of respondents who answered this question either Strongly Agree (42.3%) or Somewhat Agree (42.3%) that the information shared at the Open House was appropriate for their needs. Two respondents noted they were Unsure or Don't Know and two noted they Somewhat Disagree. No one indicated they Strongly Disagree.

The Information Shared Was Appropriate For My Needs.						
Open House	Strongly Agree	Somewhat Agree	Unsure / Don't Know	Somewhat Disagree	Strongly Disagree	Total # Responses
<b>Total Responses</b>	<b>11</b>	<b>11</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>26</b>
Percentage of Responses	42.3	42.3	7.7	7.7	0	100

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### VII.3. Attending the Open House was a good use of my time.

The majority of respondents (22 or 84.6%) indicated they Strongly Agree (61.5%) or Somewhat Agree (23.1%) that attending the Open House was a good use of their time. One respondent somewhat disagreed, and three (11.5%) indicated they were Unsure or Don't Know.

Attending The Open House Was A Good Use Of My Time.						
Open House	Strongly Agree	Somewhat Agree	Unsure / Don't Know	Somewhat Disagree	Strongly Disagree	Total # Responses
<b>Total Responses</b>	<b>16</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>26</b>
Percentage of Responses	61.5	23.1	11.5	3.8	0	100

### VII.4. How did you find out about the Open House?

Participants who had attended an Open House were asked to indicate how they found out about it.

How Heard About the November 30, 2017 Open House	
Method	Number of Respondents
E-mail	19
Website	7
Word of Mouth	7
Poster	6
District App Notification	5
Facebook	4
Personal Invite	4
Newspaper Ad	3
Twitter	0
Other (please specify)	1
• School Email	
<b>TOTAL RESPONDENTS</b>	<b>28</b>