

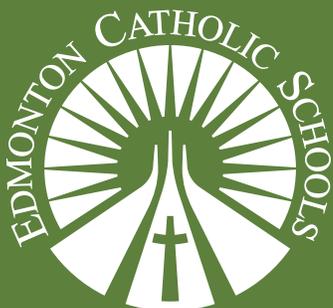
WHAT

WE

HEARD



**NORTHWEST SOLUTION
PHASE 1 – OXFORD SCHOOL
ENGAGEMENT**



FEBRUARY 2026

EXECUTIVE SUMMARY

Edmonton Catholic Schools conducted engagement with families of St. Lucy and other affected schools to gather input on the Northwest Solution Phase 1 project and the development of the new Oxford K–9 school.

A total of 151 parents and guardians participated in the engagement process, offering both structured and open-ended feedback about the community’s needs, expectations, and concerns.

Key findings include:

- 5% of respondents expressed a desire for strong academic rigour. Support for diverse learning needs and inclusive programming was reflected in 3% of responses, while 2% highlighted career and technology foundations and 3% requested French Immersion continuity and additional language options.
- The open-ended feedback highlighted concerns about traffic/parking and safety (5%), capacity and growth pressures (5%), alongside calls for accelerated timelines (9%).
- Facility and programming clarity (7%) include requests for information about cafeteria plans, feeder schools, and admissions.
- Childcare and scheduling needs (1%): before/after school care, grade configuration, and opening dates.

BACKGROUND

The Northwest Solution Phase 1 project responds to enrolment pressures, limited capacity, community growth, and aging infrastructure facing schools in the northwest region, particularly St. Lucy Catholic Elementary School. Families in these neighbourhoods have long experienced pressures such as limited infrastructure, traffic congestion, and limited access to enhanced programming for elementary and junior high students.

The engagement focused on understanding community perceptions, expectations, and concerns related to the planning and eventual opening of the new K–9 school. It supplements demographic analysis, facility assessments, and earlier rounds of feedback.

ENGAGEMENT OBJECTIVES

The engagement aimed to:

- Inform families about the Phase 1 project through an explainer video.
- Identify parent/guardian priorities regarding school programming, extracurricular activities, and junior high options.
- Capture concerns, expectations, and additional considerations for ECSD leadership.
- Assess sentiment by analyzing the tone of written feedback as supportive, neutral, concerned, or opposed.
- Support transparent project planning, ensuring the needs expressed by families inform the next steps.

ENGAGEMENT PROCESS

- A video outlining Phase 1 impact was shared with families.
- Parents/guardians completed an online questionnaire with both closed and open-ended questions.
- Responses were collected between January 15–21, 2026, yielding 151 completed questionnaires.
- Data was analyzed quantitatively (Excel summary) and qualitatively (themed analysis of Question 7).

ENGAGEMENT RESULT

Quantitative Highlights

The quantitative results from the NW Solution Phase 1 engagement illustrate clear patterns in how families view the needs and priorities for the new Oxford K–9 school. Participation in the survey was steady, with 151 respondents providing input and 77% confirming they watched the project video, indicating a level of awareness and engagement with the planning process.

When families were asked to select their preferred programming areas, several patterns emerged across clubs, sports, and junior high options. In the club's category, the most frequently selected choices were Cooking (58%), Art (58%), Leadership (54%), and Coding (52%), showing a strong preference for hands-on learning, creative development, and foundational skill-building.

Sports preferences were even more pronounced, with Badminton (78%), Cross Country/Track (70%), CrossFit/Ninja-style activities (66%), and Running Room Games (60%) emerging as the most popular. These choices suggest that families value accessible, inclusive physical activities that appeal broadly across grade levels.

Junior high programming priorities reflected a similar focus on practical and future-oriented learning. The most frequently selected options were Art (48%), Robotics & Coding (45%), Foods (44%), Communication Technology (43%), and Construction (38%). These selections indicate strong interest in programming that blends creativity, applied technology, and real-world skill development, suggesting that families want junior high pathways that prepare students for both academic and career-connected opportunities.

Overall, the quantitative results indicate that families place a high value on enriched programming, modern learning opportunities, and safe, functional infrastructure, while also highlighting a clear need for timely communication and visible progress as the project moves forward.

Qualitative Themes

The qualitative feedback gathered through the open-ended question reflects a wide spectrum of parent and guardian perspectives, with comments centering on project timing, operational pressures, programming expectations, and infrastructure needs for the proposed K–9 school. Out of the 151 survey participants, 78 respondents provided substantive written feedback, allowing for a deeper understanding of community priorities.

One of the most prominent themes was urgency around project timelines, expressed by 9% of respondents. Parents described the project as long overdue and voiced frustration with delays, noting that planning discussions have been ongoing for several years. A recurring worry was that current students may age out before the new school is completed, strengthening calls to accelerate construction.

Another significant theme involved questions about facilities and programming, which were raised by 7% of respondents. Families sought clarity regarding the school's grade configuration, the presence of a cafeteria, feeder-school relationships, admission priorities, and projected opening dates. These comments signal a strong need for ongoing, transparent communication as planning unfolds.

Concerns about school capacity and enrolment growth accounted for 5% of respondents. Families emphasized current challenges at St. Lucy Catholic Elementary School, referencing overcrowded classrooms, limited washroom facilities, and insufficient space

to accommodate growing demand. Some suggested interim steps, such as installing portables or retaining existing schools alongside the new build. These comments reflect broader concerns about infrastructure and long-term space sufficiency.

Operational pressures were also a major focus, particularly those related to parking, traffic flow, and student safety, as noted by 5% of respondents. Parents described current drop-off and pick-up conditions as congested and unsafe, especially during winter months. Many emphasized that traffic flow and parking design must be central considerations for the new school to ensure safe and efficient access.

Families also expressed a clear interest in academic focus and rigour, reflected in 5% of respondents. These comments highlighted a desire for rigour, structured academic expectations, and improved access to learning resources such as textbooks and homework routines. Some parents also requested more academic enrichment, including debate, mathematics competitions, and other advanced learning opportunities, demonstrating strong expectations for high-quality education.

Support for students with diverse learning needs emerged as a meaningful theme, appearing in 3% of responses. Parents emphasized the importance of specialized supports for diverse learners. Requests included access to physical therapy, speech therapy, and inclusive extracurricular programming, highlighting the need for a school environment capable of welcoming and supporting all learners.

Interest in language programming accounted for 3% of respondents, with families expressing a desire for expanded French Immersion options and additional language pathways, such as Polish. These comments reflect a broader interest in multilingual education and continuity for students currently enrolled in language programs.

A smaller set of comments, representing 2% of respondents, focused on technology and future-ready learning. Participants emphasized the importance of investing in modern digital resources, coding, robotics, and exposure to emerging technologies, including artificial intelligence. These comments connect future-ready skills with both equity and long-term academic success.

Some respondents (1%) pointed out the value of before/after school care, or on-site daycare services, illustrating the need for dependable childcare solutions for working families.

While some respondents expressed support or neutrality, 1% of respondents opposed the new school, preferring renovation or expansion of existing facilities. These concerns centered on cost, the potential community disruption, and the view that existing schools could be upgraded instead of replaced.

Finally, 52% of respondents provided no additional feedback such as “no or none”. This suggests that while some families are highly engaged and vocal, others may feel satisfied with the information provided or are less inclined to contribute further input.

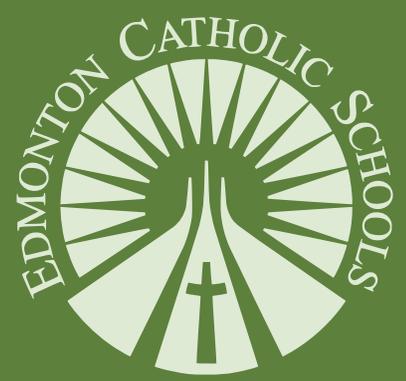
Overall, the qualitative themes reveal that families view the new K–9 school as an opportunity to improve learning conditions, expand program offerings, and enhance safety. At the same time, they expect timely communication, clear planning, and thoughtful design decisions that address longstanding operational challenges and reflect the realities of a rapidly growing community.

CONCLUSION

The engagement process revealed a community that is hopeful about the opportunities a new K–9 school will bring but also highly attentive to practical challenges and the need for timely, transparent communication. Families want to see a school that:

- Opens on time and addresses current overcrowding.
- Provides safe, efficient parking and drop-off systems.
- Supports academic excellence and varied program options.
- Invests in future-ready learning, including technology and languages.
- Accommodates a diverse student population with tailored supports.
- Offers childcare options that meet family needs.

Moving forward, Edmonton Catholic Schools can use this feedback to inform communication strategies, refine program planning, and ensure the design and opening of the school directly reflect what families said they need most. The findings support continued communication with families as planning progresses and highlight focus areas to guide design, operations, and transition strategies.



What We Heard

NW Solution Phase 1 - Engagement

Edmonton Catholic School Division (ECSD) engaged with families of St. Lucy and other affected schools to gather input on the Northwest Solution Phase 1 project. There were 151 responses to the questionnaire, representing Kindergarten through Junior High.

KEY BENEFITS OF THE PROJECT



1. Improved Catholic junior high access



2. Modern learning environment



3. Reduce travel times



4. Centrally located for future growth



5. Balanced enrolment

KEY PRIORITIES

- Timely opening and overcrowding solutions
- Safe parking and drop-off systems
- Supports academic excellence with diverse programs
- Invests in future-ready learning (technology and languages)
- Tailored support for diverse learners
- Childcare options for families



151

Survey Respondents

RESPONDENT DESCRIPTION



132

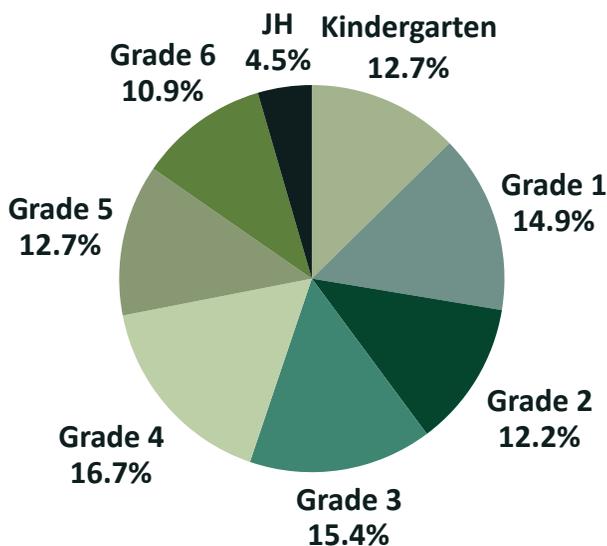
Families with children at St. Lucy School



19

Other

GRADES RESPONDENTS' CHILDREN ARE IN

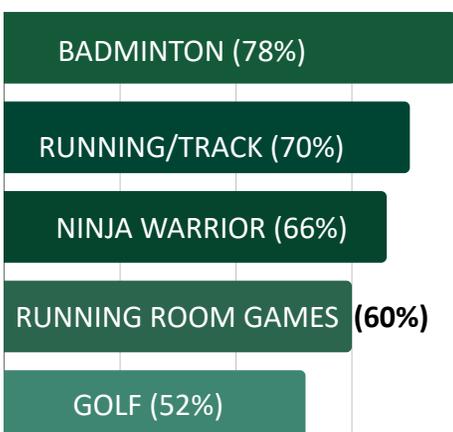


PLANNING CONSIDERATIONS

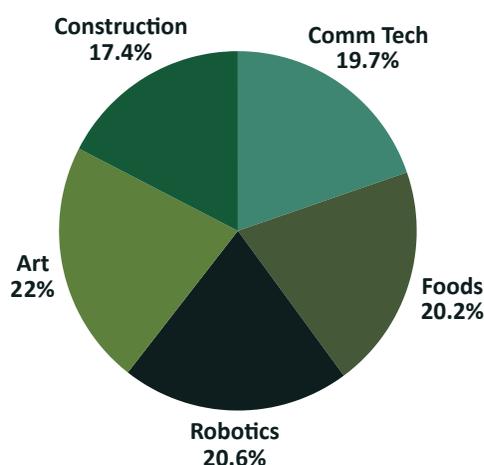
- TRAFFIC FLOW, PARKING, AND STUDENT SAFETY
- CLASSROOM CAPACITY
- ACADEMIC FOCUS AND RIGOUR
- FACILITIES AND PROGRAM CLARIFICATION
- TIMELINE/ACCELERATION
- SUPPORTS FOR DIVERSE LEARNERS

TOP 5 PREFERENCES BY CATEGORY

Sports



Junior High Options



Clubs

