



# Three-Year Strathcona Engagement

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

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**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*

**wmc**   
the intersection of can and do

Three-Year Strathcona County Engagement  
**Lakeland Village, Summerwood,  
and Summerwood North  
Engagement Session No. 2**

**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.

**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.

**Where are we in the process?**

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

**wmc**   
the intersection of can and do

Three-Year Strathcona County Engagement  
**Lakeland Village, Summerwood,  
and Summerwood North  
Engagement Session No. 2**

**Your Voice Matters!**

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

**WHAT WE HEARD REPORT**

- Which five key findings resonate most with you? (Dots)
- What additional comments, feedback, or questions would you like WMC to consider when drafting the final report? (Sticky notes)

**YOUR VOICE MATTERS**

- What final comments or questions would you like EIPS to consider about what's most important to you as a member of the Lakeland Village, Summerwood, and Summerwood North school communities before any decision is made about any junior high boundary changes.

**SIGN-UP FOR EIPS EMAIL UPDATES**  
To receive updates from EIPS about the proposed change, you can sign up for email notifications at: [bit.ly/3NafLku](https://bit.ly/3NafLku)

## Engagement Feedback

Over the course of the drop-in event, 10 participants engaged in the process and provided feedback. What follows is the feedback received through the process. 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](#).

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

- 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

- Ensure children go to junior high school with elementary friends and classmates **2 dots**
  - Provide choice or boundary exemptions **1 dot**
- Make enhancements to Clover Bar Junior High in terms of facilities, programs and extracurricular activities **1 dot**

**Zero-dot responses**

- Re-evaluate the boundaries
  - Community needs
  - Proximity to homes
- More information, communicated early and often about
  - 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
  - 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

**Open-ended (Survey Question 4)**

- Communications about
  - 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**

**Zero-dot responses**

- Communications about
  - 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 responded 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 responded expressed concerns with the validity of the data presented in the June 20<sup>th</sup> 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.

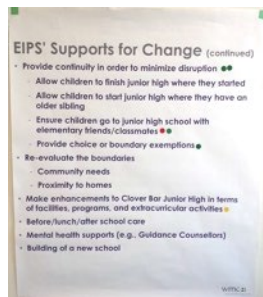
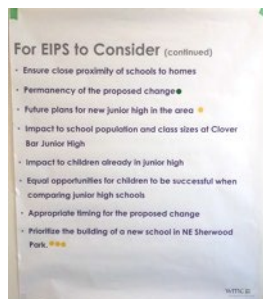
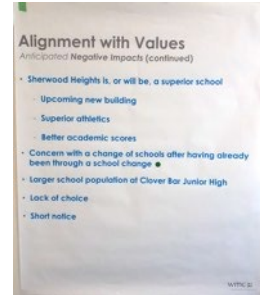
### **Outcome**

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.

