



Date: February 26, 2025 **Agenda Item:** 8.3
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Sean Nicholson, Associate Superintendent, Corporate Services
Subject: **Summary of Gibbons Community Engagement Report**

Background:

On October 23, 2024, administration gave a report on Gibbons School and Landing Trail School and the Board made the following motion:

THAT the Board of Trustees approve the process required to initiate the proposed closure of Gibbons School and Landing Trail School for the amalgamation of both schools into one new K-9 school on a new school site and direct the Superintendent to start the notification process as per Board Policy 600.

Following this motion, administration began the process outlined in *Board Policy 600, School Closure*. A public information evening was held on Tuesday, December 3, 2024, at 6:30 p.m. at Gibbons School allowing the public to learn more about the proposed project and provide feedback.

The Division's number one priority on its capital plan is proposing to combine Gibbons School and Landing Trail School into one new Kindergarten to Grade 9 school building. In an effort to strengthen the project proposal to the government and provide effective stewardship, the Division engaged with their school communities as part of informing any future decisions.

Between December 3rd and 20th, 2024, almost 50 community members and 325 student submissions were received to provide feedback on the proposed Gibbons and Landing Trail School Solution. Community members were given the option to provide feedback either through in person participation at the December 3 workshop or through an online survey.

A multi-channel communication strategy was used to encourage participation, targeting families and stakeholders in the Gibbons and Landing Trail School communities:

- Direct Email Invitations
- School Newsletters:
- Personal Invitations:
- Dedicated Web Pages:
- Take-Home Flyers:
- Social Media and Digital Advertising:

At the end of the Community Engagement evening, evaluations of the session were completed by participants and results were very positive:

- 88% of respondents believe the Division is listening
- 96% of respondents felt this was a good use of their time
- 96% of Respondents felt the information was openly shared
- 100% of respondents felt they had an opportunity to provide their thoughts
- 80% of respondents believe that the Division will consider their input
- 61% of respondents felt they had a better understanding about how the Division works and how decisions are made

The findings from this feedback showed similarities in hopes, concerns and ideas among students, parents and the broader school community. A summary of the information was compiled into six key areas:

1. What people currently appreciate
2. Opportunities
3. Concerns
4. Considerations for amalgamation
5. Programming considerations
6. Recommendation to consider moving forward

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):

This report aligns with the [SLQS](#) in the following way:

- | | |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COMPETENCY: | (1) Building Effective Relationships |
| INDICATORS: | a. collaborating with community and provincial agencies to address the needs of students and their families;
b. employing team-building strategies and using solution focused processes to resolve challenges;
e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
f. facilitating the meaningful participation of members of the school community and local community in decision-making. |
| COMPETENCY: | (3) Visionary Leadership |
| INDICATORS: | c. promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives. |

- COMPETENCY:** (7) Supporting Effective Governance
- INDICATORS:** k. supporting the board in its engagement with the school community to develop a vision of a preferred future for student success; and
l. facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.

Governance Implications:

[Education Act](#)

Closure of schools

62(1) A board may, only by resolution, permanently or temporarily

(a) close a school, or

(5) A policy established pursuant to subsection (2) related to the permanent closure of a school must provide for

(a) adequate opportunity for the public to respond to the board's proposal to permanently close a school,

[Policy 600: School Closure](#)

The Board understands that changing populations and conditions of buildings may necessitate school closure. A decision to close a school shall be made after considering the input from stakeholders.

Administration is prepared to respond to questions at the February 26, 2025, Public Board meeting.

Attachment(s):

1. Sturgeon Public Schools Gibbons Amalgamation Engagement Report 2024



STURGEON PUBLIC SCHOOLS

School Amalgamation Engagement Report

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1.0 Executive Summary

Sturgeon Public Schools (SPS) is proposing to combine Gibbons School and Landing Trail School into one new Kindergarten to Grade 9 school building. SPS engaged with their school communities as part of informing any future decisions. This report includes a summary of what was heard through that engagement process and recommendations for SPS to consider in moving forward.

Between December 3rd–20th, 2024, almost 50 community members and 325 student submissions were received. The findings showed similarities in hopes, concerns and ideas among students and the broader school community.

What people currently appreciate

The things both students and the community appreciate most about their current schools include:

- Various school amenities.
- Friendly, caring and kind staff and school community.
- Variety of classes.

Opportunities

The number one opportunity that students identified is the opportunity to be in school together with their older or younger siblings, cousins and friends, meeting new people and teachers and making new friends in other grades. Students and community also saw opportunities in:

- Improved spaces.
- Leadership opportunities between younger and older students.

Concerns

Students and the community shared the same top two concerns:

- Safety, from bullying and inappropriate language and behaviour.
- Overwhelming size and chaos with more students.

Considerations for amalgamation

There were five main categories participants wanted SPS to address:

- Amenities to support specific activities.
- Design to support specific programs.

- Indoor design considerations (ex. natural light, adequate space and amenities).
- Separation of older and younger grades.
- Outdoor design considerations (ex. parking, drop off, playgrounds, recreation spaces).

Programming Considerations

Participants valued a variety of different programs currently offered and offered a number of different ideas for future programming. No particular programs were mentioned more frequently than any other.

RECOMMENDATIONS

1. Take advantage of the opportunities and concerns as design considerations
2. Pay attention to building the new school culture
3. Explore programming
4. Continue to engage your community
5. Communicate back

2.0 Introduction

1.1 Project Overview

Sturgeon Public Schools (SPS) is proposing to combine Gibbons School and Landing Trail School into one new Kindergarten to Grade 9 school building. With both Gibbons School and Landing Trail School facing extensive renovation needs, building a new K-9 school will provide a modern solution that meets the needs of students, families, and the growing community. SPS engaged with their school communities as part of informing any future decisions. This report includes a summary of what was heard through that engagement process and recommendations for SPS to consider in moving forward.

1.2 Engagement Methodology and Participation Summary

Engagement launched on December 3, 2024, and was completed on December 20, 2024. Over 17 days the following engagement activities and participation occurred:



29
WORKSHOP
PARTICIPANTS,

School Families,
Public and Staff



19
ONLINE
VISITORS



325
STUDENT
SUBMISSIONS

Landing Trail School
Gibbons School

Student Engagement

In total there were 325 submissions* from Gibbons School and 88 from Landing Trail, representing the following grades:

- Kindergarten – 0
- Grade 1 – 11
- Grade 2 – 26
- Grade 3 – 11
- Grade 4 – 57
- Grade 5 – 43
- Grade 6 – 58
- Grade 7 – 53
- Grade 8 – 35
- Grade 9 – 31

* Submissions from students does not represent total number of students or classes. Some students participated individually; some classes submitted collectively.

Community Engagement

The following represents those who participated online and at the community workshop:

Place of residence:

- Gibbons – 64%
- Sturgeon County – 30%
- Bon Accord – 2%
- Other – 4%

Have children in Sturgeon Public Schools:

- Yes – 89%
- No – 11%

Those who do not have children in SPS were asked to describe their relationship with SPS*:

- Former SPS parent
- Future SPS Parent
- Current SPS staff
- Former SPS staff
- Member of the public

* Some participants indicated multiple relationships with SPS

School representation*

Landing Trail School – 74%

- Gibbons School – 49%
- Sturgeon Composite High School – 10%
- Lilian Schick – 8%
- Bon Accord School – 3%

*Several participants have students in multiple schools.

1.3 Outreach and Communications

A multi-channel communication strategy was used to encourage participation, targeting families and stakeholders in the Gibbons and Landing Trail School communities:

- **Direct Email Invitations:**

Sent an initial email invite with an RSVP form to 1,305 Landing Trail contacts and 1,059 Gibbons School contacts.

- **School Newsletters:**

Included event details in the newsletters for both schools to ensure families received the information through multiple channels.

- **Personal Invitations:**

Principals extended personal invitations to members of the school councils, emphasizing the importance of their participation.

- **Dedicated Webpages:**

Created an informational webpage on each school's website, collectively attracting over 500 page visits.

- **Take-Home Flyers:**

Distributed printed flyers to all students at both Landing Trail and Gibbons schools to reach families directly.

- **Social Media and Digital Advertising:**

Posted and advertised the event on social media, strategically targeting the Gibbons and Landing Trail catchment areas, achieving a total reach of 6,963 people.

1.4 Limitations

The process implemented and data collected include some limitations that should be taken into consideration when reviewing this Engagement Report.

- The engagement questions focused specifically on gathering feedback and ideas rather than determining preferences or choice.
- The values-based input collected is not market research and is not a statistically representative sample of opinions at this point in time. The engagement process focussed on gathering input and ideas to inform possible ways forward.
- Not every participant provided input to every question.
- Student engagement numbers do not reflect number of students as some classrooms participated as a group and others had students participate individually.
- Students were not asked questions about current and future programming.

NOTE OF THANKS

We thank all participants who took the time to contribute their thoughts and ideas to this engagement process. Schools belong to the communities they serve, and their voice is essential in shaping the proposed K-9 school.

Thank you.

3.0 Engagement Findings

2.1 What People Currently Appreciate

Before considering potential change, participants were asked what they currently appreciate about their schools that they don't want to lose in the future regardless of what change might look like.

From Students

Students expressed that there were many things they were appreciative of about their schools. The top three most frequently mentioned items were:

- School amenities. Many students appreciate having two gyms in Gibbons School, a big library, concession, outdoor classroom, park and playground, music rooms, workout room and a large outdoor field
- Staff. The teachers, principals and office staff are friendly, kind, funny and helpful. And many students appreciated Boba.
- Classes. Having a variety of classes and options like art, band, hockey, drama, construction, STEAM, CTF, Logos, foods and especially gym!

Students also expressed appreciation for all the friends they have, the intramural and sports clubs, the cleanliness of their schools, open campus, accessible spaces and being able to work in the concession.

"What I love most about my school is that the teachers are always there to help with work." – Student

"i love that i can see all of my friends and work with some of them and i love that the teachers always are keeping us safe." – Student

"The wide selections of sports and activities, and that i can wear snowpants without teachers telling me to take them off." – Student

"It is easy for those that are disabled to move around in here." – Student

"That I can hang out with my friends during school hours and that the trust us to go out for open campus." – Student

"i love the cozy corner or just little spots like that to work or if you just need a quiet space." – Student

"I love working at concession and that we get to go off campus, I also love the extra sports that we get to do." – Student

From Community

Similar to the students, the community participants appreciated:

- Classes. Having a variety of classes and options to choose from.
- Staff. The staff are caring, personable and make connections with the students and families.
- Community. They appreciated the collaborative, community and school spirit that gives their schools a family feel.

They also appreciated the facilities at the schools like the gyms and moveable, accessible playgrounds.

2.2 Opportunities

Participants were asked what they saw as opportunities of combining schools and building a new Kindergarten to Grade 9 schools.

From Students

The number one opportunity that students identified is the opportunity to be in school together with their older or younger siblings, cousins and friends, meeting new people and teachers and making new friends in other grades. There was excitement around having these connections.

Students also identified:

- Improved spaces. A new building would allow for more and bigger spaces (ex. Gyms, lockers, halls, washrooms, library, classrooms, outdoor basketball and volleyball courts, rink, cafeteria) and new and better items (ex. Learning environments, windows, equipment, lighting, parks). These new spaces could also provide opportunities for new and different activities as well.
- Leadership opportunities. The mix of grades would allow for older students to work with students in the younger grades in a variety of different ways (ex. Provide extra help, study, teach, role models, read, do activities together).

"Being able to see your younger siblings if you are in a older grade and you come take your younger sibling home after school."– Student

"I could hang out with me brother." – Student

"You're able to meet more people in lower grades, and make more friends." – Student

"You could be with your friends in a different grade." – Student

"Light dimmers for kids with sensory issues and ear plugs." – Student

"That the younger kids have older role models and can get extra help." – Student

"If there was maybe like 2 different sections like 1 section like kidnergarten to grade 5 and the other section grade 6 to grade 9 like in gibbons school." – Student

"Your parents can pick you up and your parents don't have to drive to another school." – Student

"A class for kids with disabilities, a swimming pool (with paid lifeguard job), a video game room, classrooms with a room inside to hide in on lockdowns, self defense classes, and a outdoor building for students to hang out in during recess." – Student

"We wouldn't have to go to a different place after grade 4,5 or 6 and we would have the same gym and a recreation centre." – Student

School Amalgamation Engagement Report

"New and fancy.It will be big. We will get to stay in one school a long time." – Student

From Community

Community members identified the opportunities as:

- Improved spaces. A new building would provide updates and modernization of learning spaces including space for programs (ex. computers, metals, sewing, STEAM, yoga, theater, foods, art), accessible playgrounds and improved parent drop off. They also recognized that this could be built today to accommodate for growth in student population in the future.
- Leadership opportunities. Having a range of younger and older students would provide leadership and mentoring opportunities (ex. Reading buddies, games, food programs)

Some mentioned that having the school connected to a larger recreation center might create a community hub for kids and that it would make it easier for families with multiple children.

"Standing, moving around, learning. Classroom with whiteboards around the walls. They loved the idea of a garden on the roof. Living walls. Something like that. Learning Farm. Big emphasis on outdoor learning, agriculture, hands on learning." – Community

“Parent drop off lane would be great. Like, a drop and go style. Lane that goes right in front of the school for drop off so you don't have to lug your kids around.” – Community

“Love the idea K - 9 school. Older grades helping younger students.” – Community

“Could build community, big kids might run snack shop or sell hot dogs.” – Community

“Having all of those things in the same building it reduces the movement of youth throughout the town so good for transportation etc.” – Community

“Options for all day pre k staggered days - to afford living, in most families both parents have to work and the noon drop off without any sort of busing make it impossible for the kids to get the extra help that they need.” – Community

“A better building for all of the children with better services.” – Community

2.3 Concerns

From Students

The top two biggest concerns from students were:

- Safety. The younger students may be bullied or scared by the older kids, hear inappropriate language and see inappropriate behaviour or fighting. Likewise, the older students felt that the younger students might annoy them.
- Overwhelming size and chaos. With more students they were concerned about the chaos and noise this would create, getting lost, meeting new people and that there won't be enough space (ex. in the hallways, gym, classrooms, buses, assemblies and school-wide events), programs or teachers for everyone.

There were students who expressed their excitement and enthusiasm for a new Kindergarten to grade 9 school and others who did not want to see this happen.

“Our class is excited but also anxious about the change.” – Student

“People might do bad stuff to the little kids like bullying and other horrible things.” – Student

"Bullying, boring classes, kids not learning how to do basic things (banking, taxes, budgeting, what's healthy and not)." – Student

"if the grade 9s have to pass the Kindergartener's then they might hurt them or hear swears." – Student

"Well older kids don't really behave so they would be teaching the young kids bad things." – Student

"More fights, people skipping classes by hiding (creates more hiding/skipping schools). Little kids getting bullied by other kids (other grades)." – Student

"Little small people=annoying." – Student

"That's a lot of kids and a huge age gap in grade 2 i was scared of the grade 4s because they were so just bigger and imagine how a kindergartener would feel about the grade 9s." – Student

"More kids more problems." – Student

"There might not be enough room for classes to go to music or room to go to the gym." – Student

"I actually think I might face a lot of challenges with the amalgamation. First off, it could be WAY too crowded. Students already face challenges getting through the halls, so it might be a disadvantage for the students. I also might be worried about the janitors. ON the day that I completed this form (Yours truly: December 16th, 2024) There was a warning that went at the beginning of the school, saying that there was more garbage than usual in the junior high area. Bringing more students in might make it worse. Also, I am very mindful of the environment, so I hope the combination of these two schools don't involve clearing too much land. Overall, those are the only concerns I might have with the school. I hope you don't take these as complaining! I still think combining the two schools is a pretty creative idea." – Student

"It is scary to be in a school with all the big kids. What if they are not nice to us? With so many people will I be able to make friends?" – Student

From Community

Like students, the top two biggest concerns from community were:

- Safety. Of students from bullying and inappropriate language and behaviours.
- Too many students. With more students some were concerned that there won't be enough facilities, space, alternative learning spaces, support from staff and programming and that the needs of the older students may take priority over the younger students. School access and traffic congestion especially during drop off and pick up times and how to accommodate for potential future growth were also concerns related to student size.

Other concerns included how SPS can afford to pay for this and what the boundaries and busing accommodations will be.

"Nowadays kids grow up much faster - I would not be comfortable with younger kids being around the older ones, hearing conversations at such an impressionable age." – Community

"Parents might have concerns about the social and emotional development of their children, especially if they feel the merge would force younger children into a less age-appropriate environment or expose them to inappropriate behavior from older students." – Community

"Transportation - safe dropping off and picking up (walking, bus, parent drop off) drop off at back of the school and drive around." – Community

"Concern about having a community centre attached to the school. Safety issues. Random people having access to the school. Concerns about having enough parking for both the rec centre and the schools." – Community

"Not enough support staff for inclusivity will there be some alternate learning spaces?" – Community

"I would hope a set up for alternative learning spaces wouldn't be directly tied to the library -- as sharing that type of space with that large of a student population would limit access." – Community

2.4 Considerations for amalgamation

Students were not asked directly to provide their considerations for amalgamation, however, some ideas were provided.

- Separate spaces for different grades (ex. Two stories K-5 on lower and 6-8 on upper, separate sides of the building, playgrounds) with common spaces in middle (ex. Gym, music rooms)
- Ensure space is easy to navigate and get around.
- Ensure adequate space for programming (ex. Drama, construction, STEAM)
- Consider new spaces (ex. Pool, soccer field) and have comfortable spaces to sit, learn and eat.

"Maybe consider making the school two levels so the hallways aren't such a struggle when all grades are trying to get to classes. You can separate it say; one floor is kindergarten to grade 5, and the other grade 6 to 9. So it also isn't very hard for the younger grades because everyone would be much taller." – Student

"Honestly, because I am an artist, I think it would be pretty fun to include all of the artists in school in this big project, to make a big collage poster! I hope this gets taken into consideration!" – Student

From Community

The community was asked to imagine what an integrated new Kindergarten to grade 9 school could look like that reflects what they current love, the opportunities they want to see and their concerns addressed. There were five main categories:

- Specific amenities. Participants would like to see a variety of amenities such arenas, curling rinks, climbing wall, yoga room, pool, recreation center, workout space, multiple gyms,
- Design to support specific programs. They want to ensure space specific is available for learning programs (ex. Outdoor learning spaces to accommodate agriculture, chickens, gardens, plants and greenhouses, art, sewing, metal work foods, construction, welding, trades, shop, STEAM, computer lab, outdoor education, stage for drama and band).
- Indoor design considerations. Bring the outdoors in with lots of windows and natural light, ensure adequate space in hallways, classrooms, cafeteria/lunch space, washrooms, office, storage and lockers, gathering, flex and shared spaces, storage,

spectator seating in gyms to accommodate tournaments, concession and learning commons.

- Separation. To address the concerns about bullying and exposing younger kids to unwanted behaviours of older kids some wanted to see this addressed through the physical design of the building such as separate wings or sections for different grades, building a 2-story building with different grades on different floors, having multiple, separate entrances and separate playground or outdoor spaces. Additional considerations included staggering start, end and recess times.
- Outdoor design considerations. Important considerations included ensuring adequate parking, drop off access, bus lanes, ball park, track and field (ex. Long jump, shot put, sand pits, track), trees and shaded areas and accessible playgrounds.

Other considerations included air conditioning, locating the school in the same area as Gibbons school with close access to downtown, rinks, library and after school care, ensuring reading and math interventions and building a high school rather than a K-9.

Images from the community workshop of what participants envisioned these considerations to look like can be found in Appendix A.

"Full potential for the community, so everyone can benefit." - Community

"Piano for playing. Good energy." - Community

"Double decker. 56 below and 7-9 up top. Then the K to 4 is it's own wing. Like an L with their own entrance." - Community

"Maybe divide out into 3 grade configuration (K-3; 4-6; 7-9) with a hub in the middle." - Community

"Junior high specific programs only on junior high sides" - Community

"Multiple outdoor locations for students to play within their own ages." - Community

"Would like it in the same area that Gibbons is already there. Move into the ball diamonds - the current school would be the parking area once torn down." - Community

"If it were in the Gibbons location then there would be proximity to the rink and library and after school care - why are we choosing the other end of town?" - Community

"Parent association office/storage." - Community

“Hands on learning ie. Going to a farm and learning about its operations, Greenhouse/Gardening – possible due to close proximity to agricultural land.” – Community

“Food lab with commercial kitchen.” – Community

“That a high school would be far more necessary than replacing school systems we already have.” – Community

“More than one food area so kids can do foods and hot lunch at same time.” – Community

2.5 Programming

2.5.1 Current programs of value

From Students

This question was not directly asked of students, however, several students referenced the following programs as part of what they love about their schools:

- Sports academies (lacrosse, hockey, basketball)
- Career and technology foundations
- Drama
- Band
- STEAM
- Construction
- Music
- Foods

From Community

Participants were asked what current programming they saw as valuable and would like to see continued to be offered. A variety of programs and courses were identified; with no single program mentioned more frequently over others.

- Sewing
- Fashions
- Foods – for the math, practical skills and how to grow and cook your own food
- Arts
- Sports recreation and academies – ex. Recreational and hockey academy, other sports like football, dance academy
- French
- Drama
- Shop
- Special needs
- CASA mental health
- Outdoor classroom
- Agriculture – ex. animal health, bees, chickens
- Pre-kindergarten and head start
- Academies
- Sign language
- LOGOS – offered for all grades
- STEAM
- Student leadership
- Life skills
- Music
- Archery
- High school programming
- Career and technology studies/foundations
- Construction

Other non-program related ideas mentioned included: reading and breakfast and lunch programs.

2.5.2 Future programs for consideration

From Students

This question was not directly asked of students, however, there was one new program idea that was mentioned related to Indigenous learning.

“Even though we don’t have a reserve in Gibbons we should definitely have native culture and programs for the first nations kids that are here some kids were not taught their culture and the little things that you can teach at school really helps we had lots of that kind of stuff at my old school.” – Student

From Community

Participants were asked if there were any new programs they would like SPS to offer in the new school. No single program was mentioned more frequently over others.

- Theatre and fine arts
- Drama
- Arts and graphics
- Comprehensive career and technology studies
- Foods
- Sewing
- Outdoor programs (ex. Trail program, forests)
- Sign language

- French immersion
- Languages – French and others
- Indigenous connections center
- STEAM
- Trades
- Gardening, bee keeping
- Full time kindergarten

Other non-program related ideas included: intergenerational learning opportunities, volunteering and community involvement, offering healthy food options, non-sport extracurricular options, life skills and financial literacy.

“Theatre program (part of the community to run things behind the scenes when shows are run) band, drama, presentations, partnership Horizon and spruce grove is the example – needs some Arts in the community.” – Community

“More community involvement. Giving time to the community, help out and volunteer. European style of combining the elderly with students. Reading together. Great for community connection. Foster more connection with the members of our community.” – Community

“Alternative energies. Maybe some learning and courses around that.” – Community

2.6 Remaining Questions

Participants were asked what questions they still had:

- Can you tell me why building a K-9 school would be better than building a high school?
- What will happen to all of the old things from Gibbons School when it closes? (If it doesn't go to the new school?) Like awards, banners, etc
- Where will the school be built?
- What is plan B if we don't get the funding as both schools need TLC.
- Could it be where Gibbons School is? Current hub with ring, community centre, library, youth centre.

4.0

Recommendations

1. Take Advantage of the Opportunities and Concerns As Design Considerations

If the Board decides to move ahead with building the new K-Grade 9 school, use the opportunities, concerns and ideas that students and community have shared through this process to guide design and decision making. This should include:

- Separate spaces for different grades.
- Ensure space is easy to navigate and get around.
- Ensure adequate space and amenities for the number of students.
- Consider new types of spaces and amenities.
- Design spaces and learning areas to support the needs of the programs which will be offered.
- Incorporate windows and natural light,
- Ensure adequate parking, drop off access and bus lanes.
- Design outdoor spaces for learning and play.

Communicate back how their ideas have been taken into consideration in designing the new school, and any limitations.

2. Pay Attention to Building The New School Culture

As important as the physical design elements are, ensure that the new school will build on what everyone already loves and build a culture that will address the concerns. This should include:

- Building a warm, welcoming, supportive atmosphere among staff and students.
- Creating leadership opportunities.
- Ensuring safety for all.

3. Explore Programming

There were a number of different ideas for programming that participants provided, and no particular programs were mentioned more frequently than any other. If you want to explore programming further, consider pulling together three options and engaging with the community further using a deliberative dialogue method to explore the benefits, trade-offs and considerations for each. It is not recommended to have the community vote on programming.

4. Continue To Engage Your Community

Develop an engagement plan. Identify the steps to be taken and key decision points in building a new school, and where along this the community could provide additional feedback to help improve decision making, proactively address concerns and take advantage of opportunities. Share this plan with the community.

5. Communicate Back

Develop a communications plan. Provide ongoing and regular updates to the public about what decisions have been made by Administration and the Board, what ideas are moving forward, what ideas are not and why and the timing of any potential future changes. Share the findings from this engagement process with everyone, including students. Let parents know they share similar hopes and concerns with their children and what you are doing to address them.

5.0 Engagement Evaluation

88%

of respondents believe that
SPS is listening

96%

of respondents felt this was
a good use of their time

96%

of respondents felt
information was openly
shared

100%

of respondents felt they had
an opportunity provide their
thoughts

61%

of respondents felt they had
a better understanding
about how the Division
works and how decisions
are made

80%

of respondents believe that
SPS will consider their input

"More information as more information comes available." - Community

"This was a great opportunity to share my thoughts or concerns. Also a good opportunity to see and understand other perspectives." - Community

"Great first steps in process. Great way to have all involved in the community. Learning never stops." - Community

"Thank you for all you do to support our students and our community." - Community

APPENDIX A

Community Workshop Images of the Future







