Area 6 and 7 Impacted Schools Engagement Roadmap

Calgary Board of Education | dialogue

1. ## THE ISSUE

The opening of many new schools over the last few years has resulted in a significant shift for thousands of CBE students. With more students attending school closer to home, space has become available in the schools they previously attended. The CBE has been working with communities to determine how these learning spaces can be utilized most effectively to meet the learning needs of students across our system.

Decisions about the sustainable use of learning space affect students, staff, parents and others. The CBE is committed to involving stakeholders, whenever possible, in decisions that affect them. Input from these stakeholders will be considered along with CBE policies, government legislation and other important factors that play a part in the decision-making process.

2. ## ENGAGEMENT TO DATE

Engagement for schools impacted by new school openings began in February 2016. At that time, the CBE hosted several in-person opportunities for principals across our system to help identify opportunities we could consider for the use of learning space. The top opportunities were then shared with parents and community members at public open houses in April 2016 for feedback. Approximately 500 people participated in those open houses. In addition, an online survey available in April and May, 2016 was completed by 529 people.

The period between June 2016 and March 2017 focused on engagement with affected school communities in Areas I, II and V. During this time, more than 20 in-person sessions were hosted with parents and community members, sessions with staff were held in all affected schools, 16 principal and community advisory group meetings were held and three online surveys were conducted to understand the thoughts and perspectives of our affected communities.

Feedback and input gathered through all these opportunities is available on the CBE website.

Given the later timing of some school openings in Areas 6 and 7, conversations with principals and parents about which schools would be impacted and could be included in a 2017-18 community engagement process began in the spring of 2017. These discussions were focused on schools that might be directly or indirectly affected by the openings of Dr. Roberta Bondar School, West Ridge School and Griffith Woods School.

Schools invited to the May 2017 discussions included:

- A.E. Cross School
- Alexander Ferguson School
- Battalion Park School
- Bishop Pinkham School
- Glamorgan School
- Glenbrook School
- Glendale School
- Jennie Elliott School

- Killarney School
- Olympic Heights School
- Richmond School
- Rosscarrock School
- Vincent Massey School
- West Springs School
- Wildwood School

In November 2017, principals from these 15 schools plus West Ridge School were invited to learn about what we heard in the spring, discuss which schools should be included going forward and explore possible school groupings. At this time, it was recommended that eight schools no longer be involved in the engagement process. In late November, parent representatives met to discuss the schools to be included in further engagement, issues of concern for school communities and provide feedback on the draft engagement plan.

The eight schools identified to be moving forward in this engagement include:

- Alexander Ferguson School
- Glenbrook School
- Glendale School
- Richmond School

- Rosscarrock School
- West Springs School
- West Ridge School
- Wildwood School

3. WHAT IS TO BE DECIDED?

The CBE has decided that:

By April 2018 the Calgary Board of Education will communicate plans for the sustainable use of learning space in schools impacted by the opening of Griffith Woods School, Dr. Roberta Bondar School and West Ridge School. Plans may be implemented for the 2018-19 school year or later.

4. DECISION MAKERS

- Sydney Smith, Director, Area 6
- Calvin Davies, Director, Area 7
- Carrie Edwards, Director, Planning and Transportation

5. PURPOSE OF ENGAGEMENT

The purpose of engaging stakeholders on this initiative is to gather input and feedback on plans for the sustainable use of learning space at Area 6 and 7 schools that best meet the learning needs of students overall. It is important that parents, students, staff and community members have an opportunity to share perspectives on these important decisions.

6. IN SCOPE

Factors that stakeholders can influence (in scope) in this engagement process are as follows:

- Location of programs
- School boundaries and designations
- Grade configurations
- Timing and considerations related to implementation

It's also important to remember that decisions for one school can affect other schools and there is a finite number of students in the CBE system. An increase in the number of students at one school means a decrease in students at other schools.

7. OUT OF SCOPE

The factors that are not negotiable, meaning stakeholders cannot influence, include:

- How transportation services are provided
- Programming for students with exceptional needs
- Availability of qualified teachers for some of our alternative programs
- Curriculum
- Possible government requests for school space
- Funding (provided on a per student basis)
- Legislative and regulatory requirements
- Other system needs, i.e. accommodation of refugees

It's also important for stakeholders to keep in mind that some existing alternative programs may be moved or expanded, but the available funds for these moves/expansions are limited at this time. Any requests for new alternative programs will need to follow the process identified in AR3044 Alternative Program Processes. Decisions about which expansions and moves go ahead will be based on stakeholder input, financial feasibility and the CBE planning principles (listed in section 8 below).

8. STRATEGY

In addition to stakeholder input and feedback, decision-making will be guided by the CBE values and planning principles.

The CBE values are:
- Students come first.
- Learning is our central purpose.
- Public education serves the common good.

The CBE planning principles:
- minimize disruptions for students;
- provide program continuity from Kindergarten to Grade 12;
- keep cohort groups of students together;
- allow students to attend school as close to home as possible;
- provide long term sustainability;
- use space and resources effectively; and
- provide equitable access for all students to quality learning environments and choice of programs.

The strategy has been to work initially with a representative group of principals and parents in identifying issues and opportunities, and confirming which schools should be involved in the engagement process (April – November 2017). From December 2017 to April 2018, engagement will expand beyond this representative group to include all staff, students, parents and others at the affected school communities. There will be opportunities for individual school communities to discuss the issues relevant to them as well as opportunities for stakeholders from multiple communities to come together to share ideas and gain an understanding of the many perspectives and considerations affecting decision-making.

School principals play a leading in role in this engagement as well, working closely with Planning and Transportation and Communications and Community Engagement, helping to ensure that school-specific issues and concerns are well understood

and considered throughout the engagement process. A number of design parameters will guide the strategic approach to this engagement:

a. Engagement conversations will be values-based. That is, they will be framed by CBE values.
b. CBE planning principles will inform how best to implement changes.
c. Communication of background information and engagement opportunities (times, dates and venues) to stakeholders will happen in a reasonable time prior to engagement.
d. We will involve key stakeholders in information collection to demonstrate process integrity and build credibility for results.
e. Existing communication channels and mechanisms will be exploited to the maximum degree.
f. We will set out the context for the conversation early.
g. Both internal and external stakeholders will be engaged and have opportunities to provide input.
h. Concerns and aspirations will be discussed in order to formulate options for consideration.
i. CBE trustees and senior staff are encouraged to attend engagement events. Their primary role is to listen to the concerns and aspirations of stakeholders.
j. Online and in-person engagement opportunities will be available.
k. Throughout the process, as new information is available and considered, this sequence of communication and engagement will be followed for affected school communities:
   - Principals
   - School staff
   - Students, parents and others (community members, partners etc.)

9. STAKEHOLDER AUDIENCES

Directly affected

Directly affected stakeholders include groups from Alexander Ferguson, Glenbrook, Glendale, Richmond, Rosscarrock, West Ridge, West Springs, and Wildwood schools. Groups include:

- Internal stakeholders
   - School administration and staff

- External stakeholders
   - Students
   - Parents

Other stakeholders

Other stakeholders that may be considered through the process include:

- Feeder schools and other school communities identified as indirectly affected during engagement process
- Nearby community members
- Community associations
- School partners (e.g. before and after school care)
- General public

10. ENGAGEMENT OBJECTIVES

This engagement seeks to achieve three goals:

1. Build understanding and support for decisions on proposed plans for the affected schools identified in this plan.

2. Facilitate inclusive engagement among stakeholders to gather feedback that will be considered, along with other factors, in decision-making.

3. Use the input and feedback gathered to implement decisions.

This requires the CBE to meet several objectives, which will result in outputs (tangible deliverables) and outcomes (changes in understanding, perspective, relationships, level of trust, etc.). Both the outputs and outcomes will support the CBE in its decision-making.

Objective #1: *To underline inform and communicate with stakeholders about the changes required to the use of learning space at several Area 6 and 7 schools.*

a. *Outcome: Stakeholders understand why changes are needed.*
b. *Outcome: Stakeholders understand the factors affecting decision-making.*
c. *Outcome: Stakeholders understand the opportunities and challenges of proposed changes.*

Objective #2: *To underline gather input from stakeholder representatives about the engagement process.*

a. *Outcome: Stakeholders know how to participate.*
b. *Outcome: Stakeholders are motivated and participate in engagement activities.*
c. *Output: An engagement plan that identifies the engagement process (this document).*

Objective #3: To *gather input* from stakeholders on possible options for the use of learning space.

a. *Outcome: Stakeholders say they have been meaningfully involved in the engagement process.*
b. *Outcome: Stakeholders accept the changes as necessary.*
c. *Output: Stakeholder input will help inform options.*
d. *Output: Detailed records of engagement activities.*
e. *Output: Contact lists of stakeholders who wish to continue the dialogue on schools impacted by new school openings.*
f. *Output: Stakeholder preferences are documented.*

Objective #4: To *inform and communicate* with stakeholders how their involvement influenced changes in the use of learning space at CBE schools.

a. *Outcome: Stakeholders support the decision, based on the engagement process.*
b. *Outcome: Stakeholders can see they have influenced decision-making.*
c. *Output: Appropriate communications to stakeholders summarizing input and how it influenced decisions.*
d. *Output: A summary of participant evaluations of the engagement opportunities.*

11. COMMUNICATIONS

Clear, consistent and timely communication with our stakeholders is critical to the success of this engagement. Communications will:

- Provide stakeholders with an understanding of issues, proposed changes and how they may be affected.
- Demonstrate how feedback influenced decisions.
- Identify when feedback cannot reasonably be acted upon, and explain why.
- Ensure people are aware of engagement opportunities.

Key Messages:

- The CBE is committed to providing quality education to all students.
- Decisions will be sustainable and fiscally responsible.
- Stakeholder feedback and input will be considered in decision-making, along with the CBE values, planning principles and other factors influencing decision-making.

Channels:

We will communicate regularly and consistently through multiple communication channels. Channels may include, but are not limited to:

- SchoolMessenger (sends emails/text messages directly to identified communities of stakeholders)
- CBE and school websites
- School council meetings
- Staff meetings
- Council of School Councils meetings
- In-class opportunities
- Community newsletters
- On street signage (e.g., BOLD Signs)
- Twitter

Audiences:

- Students
- Parents
- Staff
- Community associations
- The public
- Trustees

12. ENGAGEMENT TIMELINE: APRIL 2017 – APRIL 2018

Phase 1 Engagement Design	Phase 2 Communications & Online Engagement	Phase 3 In-person Engagement	Phase 4 Share Proposed Plans	Phase 5 Announce Decisions
April – Nov. 2017	Dec. 2017 – Jan. 2018	Jan. – Feb. 2018	March 2018	March – April 2018
Identify issues, concerns and possibilities Gather feedback on schools to be included Confirm enrolment numbers Gather feedback on engagement process	Inform affected school communities about engagement opportunities Share information about issues and ideas identified by principals and parent representatives April – Nov. Launch online survey for students, staff and parents	Gather input and feedback on options to pursue Build understanding of student enrolment, space utilization and other factors related to decision-making for affected schools	Share proposed plans for feedback with students, parents and staff Provide online and in-person opportunities for students, parents and staff to provide feedback	Share decisions Identify timing for implementation Show how input and feedback influenced the decisions
Principal meetings Meetings with parent representatives School staff informed about engagement	Emails/letters to parents Students informed Twitter Information posted on CBE website Online survey results report	Summary of input and feedback Update information on CBE website Staff engagement sessions Parent engagement sessions with multiple schools present Student engagement School council discussions Summary of session evaluation results	CBE website update Summary of in-person feedback Summary of online feedback Summary of in-person evaluation results Twitter Emails/letters to parents Meetings with school staff Community advertising	Summary of input and feedback received News release CBE website update Emails/letters to parents Meetings with school staff Students informed Twitter