

EDMONTON PUBLIC SCHOOLS

January 25, 2011

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Sector Planning Public Engagement Report

ORIGINATOR: B. Smith, Executive Director

RESOURCE

STAFF: Jack Geldart, Ann Parker, Lorne Parker

INFORMATION

On February 23, 2010 the Board of Trustees approved the *Annual Implementation Plan 2010-2011* which gave direction to the Planning department to continue the multi-year sector review initiative. The sector review process implements the Board approved *Results of the Ad Hoc Committee for School Closure and Sustainability Review* findings.

Outcomes

- The sector review process addresses enrolment and programming in a sector in a systematic manner. The goal is to provide viable schools and program availability for all district students. Staff and students will teach and learn in appropriately located, high quality learning environments. Student transportation services will be improved.
- The sector review process provides opportunities for meaningful community engagement through direct participation in the process.
- Information gathered from the sector reviews may result in recommendations such as reconfiguration of schools, redistribution of students, reorganization of programs or closure of some schools.

Methodology

Public information sessions and consultations have been conducted by Dialogue Partners, contracted by Edmonton Public Schools. Dialogue Partners has gathered input from parents, community members and other interested parties in the Central, South Central and West 1 sectors between April and November 2010. The input gathered from the public consultation meetings was compiled by Dialogue Partners and is presented in the *Sector Planning Review Public Engagement Report: Central, South Central and West 1 Sectors* (Attachment I).

Public Engagement Commitment

Public engagement was conducted by Dialogue Partners who operated 'at arm's length' from the Administration. The work plan developed by Dialogue Partners incorporated findings of the *Ad Hoc Committee to Review Sustainability Reviews and School Closures*, and was conducted in accordance with district approved frameworks and International Association for

Public Participation (IAP2) principles. The public engagement model was built on three key points of contact with communities:

- a. *Inform* the public of the issues surrounding how the District is using educational space and how much space is needed
- b. *Consultation* on which space the District needs to retain and program configuration
- c. *Involve* the public in determining what will be done with closed space

JG:gm

Attachment I - *Sector Planning Review Public Engagement Report: Central, South Central and West 1 Sectors*



DIALOGUE
PARTNERS

Bringing people together

Sector Planning Review Public Engagement Report:



Central, South Central & West 1 Sectors

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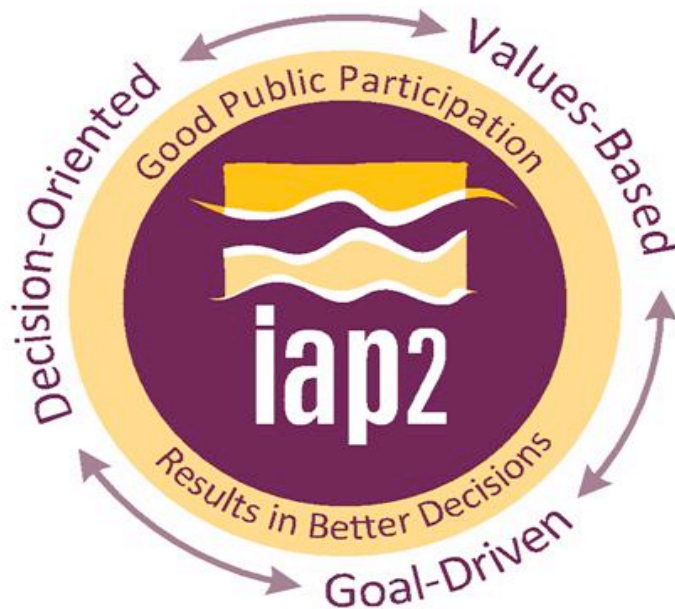
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Part 1 – Process and Communication

Part 1A – Methodology & Phased Approach

The International Association for Public Participation (IAP2) is the leading global organization dedicated to best practices in public participation. IAP2 describes meaningful consultation as requiring three key foundations or elements:

- A clearly defined goal or objective;
- A link between a consultation process and a resulting decision, (a clear focus); and
- A values-based process.



The public engagement process for EPSB Sector Planning was based on the foundation of these international best practices.

A phased approach to engagement focused on values

The public engagement process for sector planning was broken into three distinct phases, designed to support participants, administration and decision-makers in sharing what is important to them, considering the facts, and making informed decisions based on the accumulation of a diversity of views and input.

Phase 1: Creating the Foundation, March & April 2010

Research, stakeholder input and best practices combined to create a comprehensive, meaningful public engagement process that meets the needs of participants, staff and stakeholders. Preparing and creating the project “infrastructure” including communications materials, website, work plan, budget and other logistical details that are required to manage a comprehensive project such as sector review.

Phase 1 Goal: To develop a meaningful, effective engagement plan that reflects the needs and interests of stakeholders and the Edmonton Public School Board and adheres to the overall project goals.

Phase 2: Values and Principles Based Engagement, May – July 2010

Engaging participants in a values and principles based discussion to identify ideas, suggestions and key input on what is most important to them, using a variety of tools and techniques.

Phase 2 Goals:

- To raise awareness and understanding about the complexities and issues relating to sector planning;
- To implement an open, transparent, accountable and meaningful public engagement program; and
- To engage stakeholders in a values based conversation that focuses on identifying criteria, principles and issues of importance.

Phase 3: Developing Options for the Future, July – December 2010

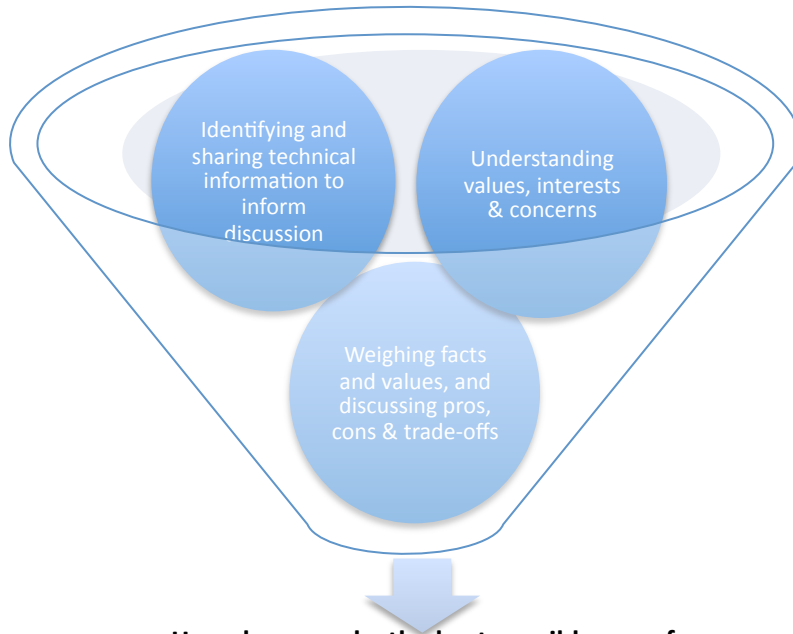
Building on the work of the previous two phases, including the values and principles suggested by the respective communities, we engaged the public, stakeholders and staff in the hard work of weighing the facts and values to develop options for the future – including school closure options. This phase included the extensive work to analyze and summarize recommendations.

Phase 3 Goals:

- To engage participants in the hard work of weighing the facts and values to develop possible options for the future;
- To identify “out of the box” ideas and suggestions for long-term collaboration, community and school viability with partners, organizations and community; and
- To report on results of engagement in a transparent, accountable way.

In any kind of emotional, complex situation, the best way to approach engagement is by focussing on what is most important to people, working to identify and resolve conflict, and build understanding, respect and acknowledgement of the diversity of views and perspectives. We approached sector planning from this perspective with a methodology designed to identify areas of agreement, create a forum for values based engagement, information sharing, and productive discussion.

Our experience told us that once people had engaged in initial conversations focused on what is most important to them and to others, they would then be capable of grappling with the hard tasks of weighing facts and realities with community values, and finally be able to propose options for the path forward.



How do we make the best possible use of available resources so that all students have access to vibrant schools and a range of quality programs in their sectors?

From participants:

I now know how to participate, and I will (and encourage others to do so too). I wish I could have some confidence that our participation will be to some positive effect; that the Board will listen.

Thank you! I was particularly glad to understand the role and function of the public engagement along the continuum. This distinction (between involve and collaborate) must be made much clearer, or else you risk being overrun by those of us who wish to solve the problem!

Part 1B – IAP2 Core Values, Code of Ethics and Guiding Principles for the process

The International Association for Public Participation (IAP2) outlines seven Core Values to guide a meaningful public engagement process, and ten standards that guide the actions of those who

plan and implement public engagement processes. These values and standards have been the foundation of the sector planning review, and the guiding principles set for the project have exceeded the standards set by IAP2.



IAP2 Core Values of Public Participation

As an international leader in public participation, IAP2 has developed the “IAP2 Core Values for Public Participation” for use in the development and implementation of public participation processes. These core values were developed over a two year period with broad international input to identify those aspects of public participation which cross national, cultural, and religious boundaries. The purpose of these core values is to help make better decisions which reflect the interests and concerns of potentially affected people and entities.

Core Values for the Practice of Public Participation

1. Public participation is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process.
2. Public participation includes the promise that the public's contribution will influence the decision.
3. Public participation promotes sustainable decisions by recognizing and communicating the needs and interests of all participants, including decision makers.
4. Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision.
5. Public participation seeks input from participants in designing how they participate.
6. Public participation provides participants with the information they need to participate in a meaningful way.
7. Public participation communicates to participants how their input affected the decision.

IAP2 Code of Ethics for Public Participation Practitioners

1. **PURPOSE.** We support public participation as a process to make better decisions that incorporate the interests and concerns of all affected stakeholders and meet the needs of the decisions-making body.
2. **ROLE OF PRACTITIONER.** We will enhance the public's participation in the decision-making process and assist decision-makers in being responsive to the public's concerns and suggestions.
3. **TRUST.** We will undertake and encourage actions that build trust and credibility for the process among all the participants.
4. **DEFINING THE PUBLIC'S ROLE.** We will carefully consider and accurately portray the public's role in the decision-making process.
5. **OPENNESS.** We will encourage the disclosure of all information relevant to the public's understanding and evaluation of a decision.
6. **ACCESS TO THE PROCESS.** We will ensure that stakeholders have fair and equal access to the public participation process and the opportunity to influence decisions.
7. **RESPECT FOR COMMUNITIES.** We will avoid strategies that risk polarizing community interests or that appear to "divide and conquer."
8. **ADVOCACY.** We will advocate for the public participation process and will not advocate for interest, party, or project outcome.
9. **COMMITMENTS.** We ensure that all commitments made to the public, including those by the decision-maker, are made in good faith.
10. **SUPPORT OF THE PRACTICE.** We will mentor new practitioners in the field and education decision-makers and the public about the value and use of public participation.

Please see Part 4 of this report for some conclusions relating to the IAP2 Core Values, Code of Ethics and the Guiding principles for this process.

Guiding Principles for the process

Guiding principles for public engagement were specifically designed for the sector planning review process. Noted below are the principles for sector planning, compared with IAP2's international best practises for public engagement. The sector planning principles for public engagement reflect an expanded and enhanced approach.

IAP2 Core Values	Guiding Principles for Sector Planning Public Engagement Planning
Public participation is based on the belief that those who are affected by a decision have a right to be involved in the decision making process.	
Public participation includes the promise that the public’s contribution will influence the decision.	<i>Commitment and Accountability</i> – Ensuring we are responsible to participants, and to the District, we will communicate the role of the public and their ability to influence the issues under discussion. We will keep our commitment to participants by reflecting their voices to administration and decision-makers.
Public participation promotes sustainable decisions by recognizing and communicating the needs and interests of all participants, including decision makers.	<i>Engaging and reaching out to ALL potentially interested and affected stakeholders</i> – Through extensive outreach and meaningful process, we will include children, parents, families, community, partners and organizations, as well as staff of the district to gather their input and views.
Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision.	<i>Inclusion & Outreach</i> – Ensuring a comprehensive and inclusive outreach and engagement program that provides multiple opportunities for diversity of perspective, viewpoint and experience. Each individual has a right to a voice, and everyone who is potentially interested and/or affected will be provided with an opportunity to speak for themselves. We will use a wide variety of techniques and technologies to provide a variety of opportunities for participants to engage in the way that best meets their needs.
Public participation seeks input from participants in designing how they participate.	<i>Engaging participants to improve the process</i> – Through the Public Engagement Advisory Committee, made up of a wide variety of interested and affected stakeholders, we will develop, refine and adjust the engagement process throughout the project. In addition, with a foundation of flexibility and responsiveness, we will adjust the engagement process as we move ahead in order to respond to participant, staff and organizational input and needs. Gather input from participants (through interviews and survey submissions) on their ideas

IAP2 Core Values	Guiding Principles for Sector Planning Public Engagement Planning
	about a meaningful engagement process, and use that input as the foundation for the public engagement and communications plans.
Public participation provides participants with the information they need to participate in a meaningful way.	<i>Raising awareness and understanding of the issues and the process</i> – through easy to understand, accessible, balanced material that shares information on the opportunities to participate and raises awareness on substantive issues related to sector planning. There is no easy solution and no “right” answer to the opportunities and challenges posed by sector planning. There are a wide variety of issues to be considered, and a diversity of values, needs and perspectives. Understanding will be increased by opportunities to understand what is important personally and what is important to others.
Public participation communicates to participants how their input affected the decision.	<i>Openness, transparency and accountability</i> – in reporting “what was said” and also in reflecting how that input is presented to decision makers for consideration.
	<i>Building capacity to participate</i> – Bringing people together to build their skills and knowledge to engage in “hard” conversations in a different way, we will build long term capacity for participation.
	<i>Embracing emotion</i> – Throughout the process, we will create space for people’s emotion, and in a respectful and caring way, engage people in values based dialogue so that they can then engage in a constructive process that weighs both facts and values.

Part 1C – Development of the Engagement and Communication Process

Prior to developing the Public Engagement Plan, we conducted a series of interviews with a sampling of staff, elected officials, and stakeholders to gather information. This information was related to issues, concerns, suggestions, a general level of awareness and/or understanding, and other issues that may impact the public engagement program. We asked specific questions used in a conflict or issues assessment to gather information that provided us with an understanding

of areas of agreement or disagreement, and opportunities for a path forward.

We also provided parents, staff, community and organizations the opportunity to answer the questions by distributing them throughout the schools under review, sending backpack letters and electronic newsletters, and posting the questions on the website.

We heard from 416 participants, and that information formed the foundation of the public engagement plan that was developed.

Overall Impressions from interview and survey responses

The sheer volume of responses was an indicator of the passion, energy and interest of people in this conversation. In addition, it was an indicator of the heightened awareness on the part of many stakeholders that this conversation was about to commence.

There were a number of initial themes that emerged from the responses as the project commenced, and this information was very helpful in the development of the public engagement plan.

These themes include:

- Distrust, fear and anxiety about the upcoming process and potential results;
- Complexity of the facts and issues related to sector planning;
- Caring and compassion for children, families and communities;
- Desire for Edmonton Public Schools to listen, consider and care about the input of the public;
- Desire for strong schools and strong communities;
- Hope that the District, City and Province (and other organizations) will collaborate and work together in the interests of the community; and
- Wish to move forward and get on with the discussion.

Some “hard” questions

We’re grateful to participants who asked “uncomfortable” questions or made pointed comments, as our experience is often that they are voicing questions or concerns that others may not be comfortable doing so. Many of these were emotional and we expect they required courage as they related to personal experiences, disappointment or concerns.

Some participants referenced a desire and intention to “fight” or “battle” to save their school, and that they are starting to plan their strategies to that end. These respondents expressed the feeling of being under siege, and the need to save their communities and protect the future of their children.

A number of other participants expressed discomfort, sadness and anxiety that participants (parents, community groups and the District were cited) would enter this conversation like a “war” and all be equally unwilling to listen to or hear each other’s viewpoints in the best interests of children.

Some participants expressed sadness, grief and even hopelessness at the conversation to come, worrying for themselves and their children, and the impact on students.

This heightened fear and anxiety, polarization, anger and militaristic approach was concerning to many.

From participants:

The review engagement process needs to break people up. It can't be just about manipulating the answers to serve self interests.

Group discussions are necessary. Asking individuals to do workbook independent of others doesn't facilitate discussion which can lead to understanding of different ideas and perspectives.

The issues are complex and will require all to work together. Thank you for being so transparent with the information you provide.

As a parent just coming in to the school system with a kindergarten student I knew very little about what was going on. The information you provided and the individuals available to answer questions were fantastic.

As the project commenced: Interests, issues and concerns important to people

Respondents were generous with their comments, and readily identified the issues that were important to them, as well as the interests they thought might be held by others.

Themes that emerged included:

- Viable, vibrant communities
- Safety and/or crime
- Densification, revitalization and “smart growth”
- Property values
- Environmental sustainability and impact
- Physical health
- Childcare
- Traffic
- Heritage and history

- Culture, arts, religion
- Financial viability (related to development and/or impact on business)
- Efficient use of resources (of Edmonton Public Schools, long term)
- Quality education
- Organizational viability (community leagues, organizations and school tenants)
- Social supports for family and children
- Job security
- Safe and effective learning space close to home
- Special needs supports and programs
- Preservation of Logos Program and other programs (language etc)
- Need for Information
- Emotional needs of students
- Recognition of diversity and difference (of communities and student needs)
- Fear of change
- Right to have a voice and be heard
- Transparency, criteria for and accountability of process and decision-making
- Collaboration between the District, the City (and other organizations) in the interests of all residents

Background and experience with school review or school closure process

The majority of respondents had not had experience with a school review or school closure process, but expressed fear and anxiety related to the upcoming reviews. As a result of the sector planning review process and decisions in Greater Hardisty and City Centre Education Partnership Areas, there was a heightened awareness and concern about what would happen in the sectors under review.

Some participants welcomed the reviews as an opportunity to talk about what is working in the schools, to identify where schools should be versus where they should close, and to initiate an important discussion with others in the community.

Information and knowledge about sector planning review

Many respondents indicated they had a high level of understanding about sector planning. However the variety of information and facts referenced by participants needed to be explored further, as the complexity of the issues under consideration were significant and far beyond the “numbers.” Also, there was visible disagreement and misunderstanding of some of the facts.

A number of comments related to the data. Respondents questioned the numbers related to enrolment, and asked that multiple sources of statistics be made available, for a complete picture of the situation. Some participants noted that the data should reflect space required for children with special needs, and that quality education requires more than classrooms, and should

consider music, art, drama, study rooms etc. A few participants asked for more information about the premise that small class or school size does not contribute to a quality education.

Respondents were aware of sector planning review from a number of sources, primarily the media, through the school, word of mouth, and the District website. Some noted they have received information on the engagement process and facts about sector planning from their School Board Trustee.

Some respondents wondered why we were asking these questions and if we were actually going to listen to the answers.

A number of respondents expressed concern about opening new schools while closing other ones, and wondered if the process penalizes old schools because of the way the numbers are calculated.

Suggestions for the public engagement process

A number of detailed ideas, suggestions and comments were provided related to the upcoming public engagement process. This input was used to develop the Public Engagement and Communications Plans for the process.

1. Communicate, Communicate, Communicate – Keep the community, parents, organizations and all stakeholders informed and involved in a number of ways, using multiple avenues to share information (email, flyers, portable signs, posters, School Zone, community leagues, ads in local papers etc). Provide the information in advance so people can plan to participate, and use groups like community leagues and parent councils to help get the word out. Don't use the words "sector planning" and be sure to explain that schools might close.

2. Provide multiple opportunities for input and dialogue – Ensure multiple avenues to come together and discuss the issues, both online and face-to-face (small group breakouts, discussions, web streaming of meetings, online forums, with enough space so everyone can participate, with more than one meeting in each sector, door to door campaigns, focus groups, surveys etc.). Give people a place to speak, be heard and then "move on". Let people talk about things that are important to them and recognize they might be emotional, just make sure it is respectful. Make sure school staff can participate and provide input too. Make sure there is enough time for people to talk and understand the issues, and hold meetings at accessible times.

3. Listen to people and be clear about expectations – Don't just pay lip service to what people say, really consider their input and tell them what happened. Concern was raised that some participants have an expectation if people say something, then that means it must be done. Balance this expectation with being clear about what will happen with the input and how much influence people can have. A few participants suggested that the IAP2 Spectrum of Public Participation or the City of Edmonton Public Involvement Continuum be used as a reference.

4. Bring people together, instead of pitting people against each other – Help all participants see the bigger picture, and to work together. Why do people have to fight and schools be turned against each other? Don't let this be a "bitch and moan" session, or "us vs. them". Have breakout groups and help people really talk about things. Show caring and concern for everyone.

5. Be creative, focus on solving problems together and change the conversation – Help people have a voice in solving problems, and maybe this conversation should be more about where schools should be rather than what schools should close. Other respondents suggested it might be nice to have a conversation about what is working in schools and how to build on that, instead of identifying issues or concerns. A number of participants suggested that the process needs to be creative and not what people usually expect, and it should be focused on "out of the box" thinking instead of "saving schools". Have people consider the pros and cons of all ideas, not just their own.

6. Be honest, sincere and inclusive – Many respondents expressed a desire for this to be a meaningful process, with all voices in discussion, and opportunities to rebuild trust, provide open, honest and accurate information, with time to talk, and to make sure that those who are quiet, speak other languages, or are busy with their lives are encouraged to participate. Explain the assumptions that have been made about the public engagement process and sector planning issues; explain what will happen with the information.

7. Work with other organizations – Work with the City of Edmonton, the Province, other school boards and community organizations in order to make sure communities remain healthy and vibrant. Think long term and don't come back in three years with another review.

From a participant:

There is no transparency about the board or administration processes, data collection or decision processes. Clearly a disconnect between the organization who believes we are at "involve" stage and our feeling that it is only a consultation.



Part 1D – Engagement Goals

Public Engagement Focus:

How do we make the best possible use of available resources so that all students have access to vibrant schools and a range of quality programs in their sectors?

From that focus, we identified a number of overarching goals that guided the public engagement project:

- Raising awareness and increasing understanding about the complexity of issues related to sector planning;
- Providing people with the information they need to participate in a meaningful way;
- Providing multiple opportunities to engage parents, community members and other interested stakeholders in constructive dialogue about issues in the three sectors under review;
- Using a values based approach that embraces and allows for emotion, empathy and respectful participation on issues of high importance and emotion;
- Delivering a transparent, accountable and inclusive engagement process that allows all stakeholders to share what is important to them; and
- Gathering input that will be used in drafting recommendations, decision-making and implementation.



Part 1H of this report outlines in detail the engagement events, activities and participation rates of the project.

Part 1E – Commitment to participants and level of involvement

Noted below is a Public Participation Spectrum developed by the International Association for Public Participation (IAP2). This Spectrum outlines five possible levels of involvement, each with an associated goal and promise / commitment. The Spectrum helps define the level of impact the public will have on the various issues, and clarifies the expectations for involvement.

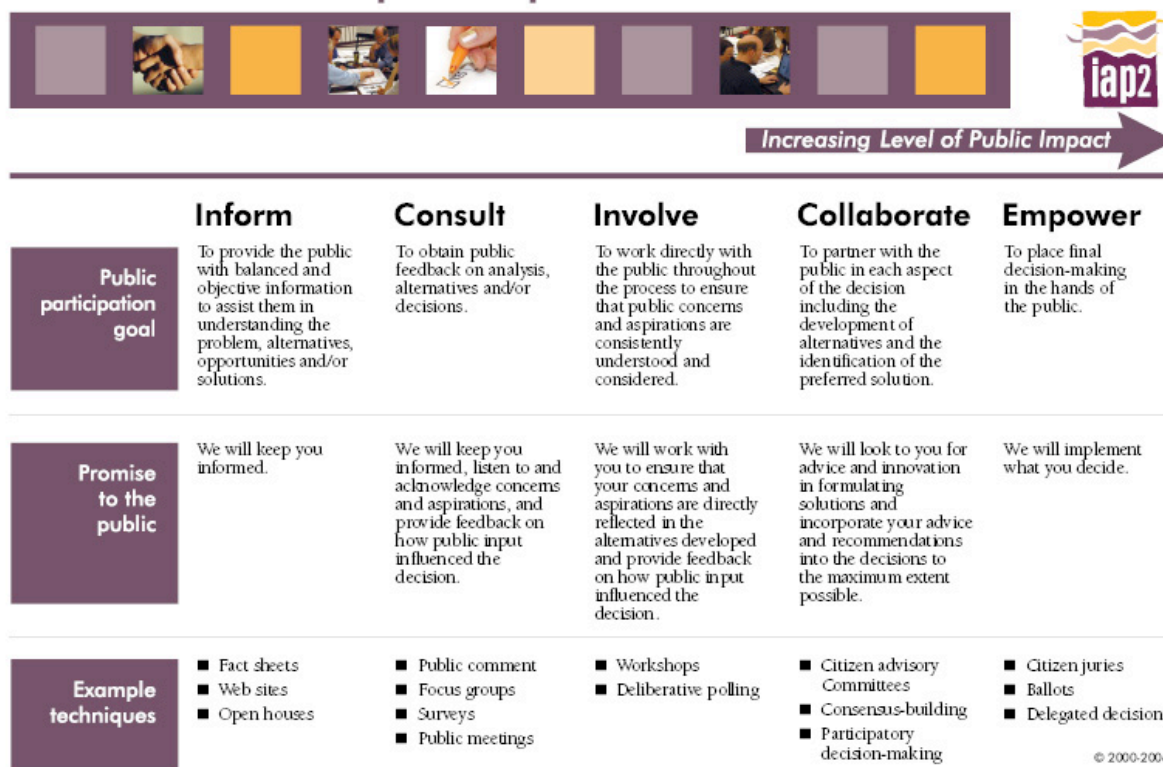
For this Public Engagement Project, the **INFORM** level applied to all phases and activities, with a focus on providing participants with balanced and objective information so that they understand – both their opportunities to participate and the substantive issues.

Phase 1 of the project was at the **CONSULT** level with all stakeholders, and **INVOLVE** with the Public Engagement Advisory Committee for Sector Planning. Interviews and survey submissions were at the **CONSULT** level.

Phase 2 of the project was at the **INVOLVE** level overall, with specific activities at the **CONSULT** level. Community Forums and Workbooks were at the **INVOLVE** level. YOUth Talk and Online Discussion Forums were at the **CONSULT** level. The Public Engagement Advisory Committee for Sector Review was at the **INVOLVE** level. As in Phase 1, the **INFORM** Level applied throughout Phase 2. As well, the Public Engagement 101 Workshop and the Reporting and Updates on the City and EPSB working together were at the **INFORM** level.

Phase 3 of the project was at the **INVOLVE** level overall, with specific activities at the **INFORM** level. Community Workshops were at the **INVOLVE** level. The Public Engagement Advisory Committee for Sector Review was at the **INVOLVE** level. As in Phase 2, the **INFORM** level applied throughout Phase 3. This final report is at the **INFORM** level as the information is disseminated back to participants.

IAP2's Public Participation Spectrum



Throughout the public engagement process, we reiterated our commitment to participants about the level and influence of their input and participation.

In 2009, the Edmonton Public School Board Trustees approved the Sector Planning approach to managing school space. The public engagement processes for sector planning review were initiated at the direction of EPSB Trustees, and implemented on the direction of EPSB Administration.

As noted in the IAP2 Code of Ethics referenced earlier in this report, Dialogue Partner's role as public engagement practitioners includes the following standards:

- Defining the Public's Role. We will carefully consider and accurately portray the public's role in the decision-making process.
- Commitments. We ensure that all commitments made to the public, including those by the decision-maker are made in good faith.

Based on the decision to initiate sector planning review by Trustees, and the subsequent implementation of that decision by staff and their direction to us in the public engagement process, we made the following commitment to participants:

Edmonton Public Schools administration has made a commitment that the public engagement process is at the Involve level (of the IAP2 Spectrum), where issues, concerns and values will be considered and understood, and reflected in the recommendations from EPSB administration to Trustees. Our role, at Dialogue Partners, is to reflect the voice of all participants to administration and trustees, and to honour and acknowledge the diversity and perspectives of participants.

A motion was passed by Edmonton Public Schools Trustees on November 30, 2010, as follows:

"That the Board impose a renewable two year moratorium on school closures, and that during this time the board seek to further understand the issues and impacts surrounding school closures. During the moratorium, the board will also identify a number of ways to support schools instead of close them."

Our ability to keep commitments and honour the input of all participants about their role and level of influence in this year long project have been impacted by this motion, made prior to consideration of the input of thousands of participants, made over eight months.

This is discussed in more detail of this report in Part 4 – Conclusions.

From participants:

I do have trust in this process and must say that my suspicion of Dialogue Partners has been eased. Thank you for helping me shift that paradigm. The trust evaporates when it comes to the Board, their ability to listen to other stakeholders, and their motivations for the decisions they make. What bugs me and perhaps other parents is the perception that the Board doesn't really care if we trust them or not.

I was with people from another school. It was difficult to express opinions as they are very focused on how to manipulate answers to save their school. People should listen to all viable options.

I appreciate the gesture, but it seems a stretch to expect us to propose "solutions" to this difficult issue, that has so many variables that we can't know or understand. None of us want our neighbourhood school to close. I want to feel like I can trust school trustees to explore more creative solutions. It strikes me that the biggest problem here has to do with the enormous draw the suburbs have for young families. The School Board needs to work with City Councillors on these questions and present thoughtful options to the public.



Part 1F – Communication Goals & Objectives

The ultimate goal of the Communications aspect of the project was to have a well-informed public that understands the issues related to sector planning and recognizes the opportunity for individuals and/or organizations to offer input.

Overall communication goals for the process included:

- Creating awareness and understanding among parents and other stakeholders about the project by providing easy to understand, easy to access, accurate, and timely information;
- Ensuring internal stakeholders are kept informed throughout the public engagement process and are aware of all opportunities to be involved;
- Building good community relations and support for the process by being open, honest and transparent, as well as responsive to issues that arise as part of project development;
- Building support for the public engagement process by encouraging open lines of communication between EPSB and process participants;
- Building understanding of EPSB's story and presenting the human face of the organization by sharing the complexity and emotion of the issues;
- Providing information about how the public's input has been used in the decision making process; and
- Providing relevant and easily understandable information about the issues impacting the Central, South Central and West 1 Sectors.

A number of communication tools were used to meet these goals. The specific communication activities that were undertaken are outlined in the project are outlined in Part 1H of the report.

Part 1G – Diversity and range of views and perspectives

A wide variety of participants were involved in the sector review public engagement project, and many took their time to provide thoughtful, considered input on the challenges that were present.

As part of the planning of the engagement and communications aspects of the project, stakeholders were identified through research, survey and inquiry. The stakeholder database and outreach contact lists were added to over the course of the project, and stakeholder participation was monitored throughout the project. Participants were asked to identify their role or perspective in the various engagement activities.

Stakeholder groups included:

- Parents of children attending EPSB schools in sectors under review

- Community league members or representatives in sectors under review
- Principals, teachers and/or school staff in sectors under review
- Residents in sectors under review (without children in EPSB schools)
- Students in schools under review
- Parent Council representatives
- Daycare, child care and early education organization representatives
- Parents of children attending EPSB schools in sectors not under review
- Arts, cultural, heritage, social service and/or religious organization representatives
- EPSB employees general and/or Trustees
- City or Provincial representatives

Excerpt from the Summary of Input report, April to June 2010 outlining the diversity of perspectives:

- *Participants expressed concern that the decision has already been made and that ideas and suggestions are not valued.*
- *Participants expressed frustration with the ongoing review process over a number of years and encouraged EPSB to make long-term decisions that do not require additional review in coming years.*
- *Some participants expressed a desire to work directly with EPSB to problem solve and develop solutions together; while others expressed concern that the most vocal participants were being listened to over others.*
- *Some participants noted that questions being asked presuppose that schools will close, adequate information has been provided, and that the process discourages involvement by lower income families.*

Thousands of participants provided input over the eight months of the project, and there was a wide diversity of perspective, viewpoint, ideas, suggestions and values presented by a wide range of passionate, caring, thoughtful participants. This report summarizes the themes, perspectives and views from all participants over the course of the project, not just one group or kind of stakeholder.

Input provided by type of stakeholder

Stakeholder Group Identification <i>(based on participants self-identifying themselves in the following groups)</i>	Percentage of participants
Parents of children attending EPSB schools in sectors under review	38%
Community leagues in sectors under review	5%
Principals, teachers and/or school staff in sectors under review	8%
Residents in sectors under review (without children in EPSB schools)	4%

Stakeholder Group Identification (based on participants self-identifying themselves in the following groups)	Percentage of participants
Students in EPSB schools under review	11%
Parent Council representatives	3%
Daycare, child care and early education organization representatives	1%
Parents of children attending EPSB schools in sectors not under review	.03%
Arts, cultural, heritage, social services and/or religious organization representatives	2%
EPSB employees (general) and Trustees	.04%
City or Provincial representatives (<i>not including staff discussions between organizations</i>)	.03%
No identified stakeholder group	28%

Percentage of participation by sector

Sector	Percentage of participants
Central Sector	14%
South Central Sector	41%
West 1 Sector	19%
Outside of sectors under review	7%
No sector identified	12%

Percentage of participation by individuals with children in schools under review

Type of EPSB school students attend	Percentage of participants who responded to question
Community school, within neighbourhood boundaries	53%
School with specialized program, outside neighbourhood boundaries	36%
Not identified	11%

Note: all data presented about participant stakeholder group or relationship with EPSB is based on information provided directly by participants in engagement submissions. Not all participants answered all questions, and some provided multiple answers.

Participation by schools under review

Participants from all 70 schools in the 3 sectors under review participated in the public engagement process.

More detail on the results of the input can be found in Part 2 of this report, and information on participation rates for specific events can be found in Part 1H of this report.

Part 1H – Engagement and Communication Events, Objectives and Participation Rates

Communication Activities

Communication Activity	Number of Participants Contacted or Participating
<p>Interviews and/or Survey Submissions</p> <p><i>Objective:</i> To fully understand the issues and perspectives from multiple viewpoints, and to use this information to develop a comprehensive Public Engagement Plan.</p>	<p>Invitations to participate and survey questions distributed via backpack letter to all 70 schools in the three sectors (<i>sent home with approximately 5,635 children in Central Sector, 7,310 children in South Central Sector and 6,610 children in West 1 Sector</i>).</p> <p>Letters and survey questions were also sent to all partners leasing school space, community leagues and organizations. The information was also distributed via electronic newsletter.</p> <p>Information posted on www.sectorreview2010.com and EPSB website.</p> <p>Stakeholders could respond to survey questions by fax, email, or drop off at schools.</p> <p>15 interviews were conducted and 401 survey submissions via email, hard copy or fax comments were received.</p>
<p>Database of contacts</p> <p><i>Objective:</i></p>	<p>The comprehensive database of contacts includes over 1000 contacts of community organizations, leagues, associations and</p>

Communication Activity	Number of Participants Contacted or Participating
<p>Ensure a comprehensive contact list of stakeholders and organizations for the project can be used to share information and encourage participation.</p>	<p>stakeholder groups. The list also includes elected officials and administration from the school districts, City and the Province.</p>
<p>Facebook and Twitter</p> <p><i>Objective:</i> To raise awareness of the project, its objectives and approach, and to prepare stakeholders for upcoming opportunities to participate.</p> <p>To communicate with and through an existing network of interested stakeholders – parents, students, community members.</p>	<p>At the start of the project (April / May 2010), a sector planning engagement message was placed on many of the Facebook pages of schools in sectors under review, including:</p> <ul style="list-style-type: none"> • 36 in Central Sector (and unable to post to 3 pages); • 13 in South Central Sector (and unable to post to 21 pages); and • 11 in West 1 Sector (unable to post to 24 pages). <p>Facebook interpreted our similar messages as spam, and that made it difficult to post a related message to many of the pages, and over time we created a sector planning page. Membership on many of the school facebook pages is inactive.</p> <p>In the fall, tweets were issued using the #EPSB and #YEG hashtags, in order to encourage participation in the workshops and online worksheet.</p>
<p>Project website, website news items and site visits</p> <p><i>Objective:</i> To raise awareness of the project, its objectives and approach, and to prepare stakeholders for upcoming opportunities to participate. To provide an open, transparent place to share all the project information, as well as report on public engagement activities and events. To share information about the issues affecting the sectors.</p>	<p>Between April and October 2010, 35 news items / updates were posted to the www.sectorreview2010.com website.</p> <p>In that time period there were 5,212 unique visitors to the site, who viewed 70,462 pages. Most visitors downloaded documents concerning dates of events, workshop documents and media stories.</p> <p>Website traffic increased after each electronic newsletter was issued. In addition,</p>

Communication Activity	Number of Participants Contacted or Participating
	after new documents were posted, downloads increased dramatically, indicating some participants were using the RSS feed to be kept up to date.
<p>Connect2Edmonton (C2E)</p> <p>Objective: To provide information on the sector planning project and gather input from participants via an alternative vehicle to face-to-face events on the same questions being asked in other activities.</p> <p>Connect2Edmonton was used instead of a separate discussion forum on the project website in order to maximize the pre-existing online community of 8,350 members, 60,000 unique visitors each month, and a well-known credible discussion forum.</p>	<p>There are 14 threads in the section entitled EPSB sector review on C2E. Of these, 11 threads relate to the sector review process and 3 do not. The most viewed thread is <i>“Share your thoughts on the possibilities and challenges of school space”</i> with a gain of 1,118 views from the previous sector planning process.</p> <p>A guest column by Stephani Roy McCallum entitled <i>“Change is Coming – Be a part of it”</i> was posted to the C2E opening splash page on June 8, 2010. The text and questions reflected the lines of enquiry in the engagement process. This column received 1,272 views.</p>
<p>E-newsletters</p> <p><i>Objective:</i> To raise awareness of the project, its objectives and approach, and to prepare stakeholders for upcoming opportunities to participate.</p>	<p>Ten issues of the electronic newsletter were sent to 1000+ email contacts between May and October 2010 (approximately 60% of the contacts in the database are organizations, community leagues and other interested groups and 40% are individuals).</p> <p>The combined average “open” rate of the electronic newsletter was 39.2%, considerably higher than the industry average of 14-20%.</p> <p>The list grew by 320 individuals over the course of the Sector Review process.</p>
<p>Flyers sent door to door</p> <p><i>Objective:</i> To raise awareness of the project, its</p>	<p>In May, 5,000 hard copy printed flyers were distributed to residences throughout the three sectors, focused on streets around the 70 schools under review.</p>

Communication Activity	Number of Participants Contacted or Participating
<p>objectives and approach, and to prepare stakeholders for upcoming opportunities to participate.</p>	<p>Electronic flyers were also distributed to all community leagues, community organizations, parent councils and in-school partners in May and September.</p>
<p>Backpack letters</p> <p><i>Objective:</i> To provide updates on the project, its objectives, approach, and opportunities to participate.</p>	<p>Three separate backpack letters sent home with children in all 70 schools under review in the three sectors (<i>sent home with approximately 5,635 children in Central Sector, 7,310 children in South Central Sector and 6,610 children in West 1 Sector</i>).</p> <p>Letters were sent in April, May and September, and all letters included updates and news on project input and activities as well as information on upcoming opportunities to participate.</p>
<p>Trustee Updates</p> <p><i>Objective:</i> To provide updates on the project, its objectives, approach, and opportunities to participate. To share information and progress about input from the engagement process.</p>	<p>Four email updates were sent to EPSB Trustees between April and November, providing information on activities, results of input and offering information about upcoming meetings.</p>
<p>Staff and Principal Updates</p> <p><i>Objective:</i> To provide updates on the project, its objectives, approach, and opportunities to participate. To share information and progress about input from the engagement process.</p>	<p>Five email updates sent to principals in all 70 schools under review in April, May, June and twice in September.</p> <p>Four email updates were sent to staff contacts responsible for distribution of material to all school staff over the course of the project. (Privacy provisions precluded us from having access to their contact information directly). They were sent in April, May, June and September.</p>
<p>Parent Advisory Council Updates</p> <p><i>Objective:</i> To provide updates on the project, its</p>	<p>Two electronic notices and/or flyers were sent specifically to Parent Advisory Councils.</p> <p>Parent Council members were also asked to</p>

Communication Activity	Number of Participants Contacted or Participating
objectives, approach, and opportunities to participate	join our contact list for information and updates through the electronic newsletter, backpack letters and through notices to principals. (Privacy provisions precluded us from having access to their contact information directly).
<p>City of Edmonton contacts</p> <p><i>Objective:</i> To discuss opportunities and challenges of working together, and to respond to participant requests for discussion with the City about the issues being raised.</p>	<p>A city representative was a member of the Public Engagement Advisory Committee.</p> <p>Multiple city contacts were included in the contact database, including Community Recreation Coordinators, who attended and participated in engagement activities.</p> <p>City staff and EPSB Planning staff met throughout the project to coordinate and liaise on projects and to share information. The results of these meetings were reported to participants in the electronic newsletters issued during the project.</p> <p>In addition, some EPSB Trustees and senior staff, the Mayor and senior staff and the Minister of Education met in the spring to discuss issues affecting schools in communities.</p>
<p>Advertisements in community newspapers</p> <p><i>Objective:</i> To provide information about upcoming opportunities to participate to a wide range of participants.</p>	<p>In the spring, one advertisement was placed in the Vue weekly with a circulation of 25,000.</p> <p>Three ¼ page advertisements were placed in the Edmonton Examiner in 6 of 7 of their zones for publication, on May 19, May 26 and June 2.</p> <p>In the fall, four ¼ page advertisements were placed in the Edmonton Examiner, covering 6 of 7 of their zones for publication, over 4</p>

Communication Activity	Number of Participants Contacted or Participating
	<p>weeks (Sept. 15, Sept. 22, Sept . 29 and Oct. 4).</p> <p>We used multiple zones of the Edmonton Examiner in order to ensure blanket coverage of the 3 EPSB sectors under review. Circulation of each advertisement reached over 131,000 people, for a total of 917,000 potential contacts.</p>
<p>Signage in communities (Mini Bill Boards)</p> <p><i>Objective:</i> To provide information about upcoming meetings to a wide range of participants.</p>	<p>In the spring, 4 billboards with permanent banners were placed in high traffic locations in the 3 sectors under review and in front of the school where the Community Forum was being held.</p> <p>Signs were rotated: 2 signs were placed in each of South Central and West 1 Sectors leading up to the May Community forums.</p> <p>These 4 signs were then relocated to Central Sector and placed in high traffic locations, prior to the June Central Sector community forum.</p>
<p>Distribution of information through community organizations and community leagues</p> <p><i>Objective:</i> To provide information about upcoming opportunities to participate to a wide range of participants, using existing networks and contacts.</p>	<p>The Edmonton Federation of Community Leagues, and all community leagues in the 3 sectors (with available contact information), were provided with flyers, electronic newsletters and sector planning review information for distribution to their contacts and networks throughout the project.</p> <p>Fourteen community leagues inserted materials directly into their newsletters, while many included basic information and links on their websites.</p>
<p>Media releases</p> <p><i>Objective:</i> To provide information about upcoming</p>	<p>Four Media releases were issued during the project:</p> <ul style="list-style-type: none"> To encourage involvement in the sector planning review process;

Communication Activity	Number of Participants Contacted or Participating
opportunities to participate.	<ul style="list-style-type: none"> To encourage participation in the community forums in the spring; To encourage participation in the workshops in the fall; and To provide results of the evaluation of participant input and decision-making in sector planning reviews in the Greater Hardisty and City Centre Education Partnerships areas.
<p>Phone calls</p> <p>Objective: To encourage participation and identify any needs for inclusive engagement, by contacting community leagues and community organizations to personally invite them to community forums in the spring, and workshops in the fall.</p>	<p>In the spring, 52 community organizations and community leagues were contacted directly by phone to encourage participation and to identify any needs they might have for inclusive participation.</p> <p>In the fall, 105 specific community organizations were contacted to encourage participation in the workshops and talk about interpretation or other needs.</p> <p>All community organizations and leagues were provided with information following the phone calls related to sector planning workshop information for distribution to their contacts and networks.</p>
<p>Questions and Answers</p> <p>Objective: To respond to stakeholder inquiries and questions in a transparent, accountable and open way so that all participants receive the information at the same time, in the same way.</p>	<p>Over the course of the project, six editions of the Questions and Answers document were prepared and posted to the www.sectorreview2010.com website. All editions responded to distinctly different questions, although over the course of the project, some of the questions were asked multiple times.</p> <ul style="list-style-type: none"> June 1 edition = 48 questions and answers June 15 edition = 20 questions and answers August edition = 68 questions and answers

Communication Activity	Number of Participants Contacted or Participating
	<p>answers</p> <ul style="list-style-type: none"> October 1 edition = 19 questions and answers October 6 edition = 6 questions and answers October 14 edition = 2 questions and answers <p>(Total 163 questions and answers)</p>
<p>Totals: 20 different communication tools used to share information and encourage participation in the project (many of these tools were used multiple times, like the newsletters, updates, backpack letters, facebook postings, advertisements etc).</p>	<p>Totals: Approximately 321,000 contact points were made over the course of the project. This relates to conservative estimates of information provided through direct or indirect contact. See below for a breakdown of this number.</p> <p>This number refers to:</p> <ul style="list-style-type: none"> An estimate of 20% of readers of the newspaper circulation for the 7 advertisements in the Edmonton Examiner (183,400) and 1 in Vue Weekly (5,000). 1000 views per bill board location (8 locations = 8,000) Backpack letter distribution to parents / guardians of students in all 70 schools (Approximately 19,500 students x 4 letters = 78,000) Updates to Trustees, principals, staff (approximately 1,700 people x 11 updates = 18,700) 10 electronic newsletter editions to 1000 contacts = 10,000 Over 2000 views of discussion forums and columns on Connect2Edmonton 5000 “friends” on facebook pages 400 twitter followers of the #EPSB and #YEG hashtags 5000+ visitors to the website

Communication Activity	Number of Participants Contacted or Participating
	<ul style="list-style-type: none"> 5000 flyers distributed to homes <p>What is NOT included in this count of contact touch points:</p> <ul style="list-style-type: none"> This count does not include Community League advertisements or newsletter circulation This count does not include newspaper articles or other media coverage in the Edmonton Sun, Journal or other publications. Blogs, community organization meetings or information distributed by groups like the Community Schools Coalition or their website are not included.

From participants:

After seeing statistics on school size, I have a better understanding of why sector review is necessary.

This was great to allow us to be informed and given an opportunity to dialogue with Planning staff. Planning staff were very helpful and generous with patience. Well done to our own EPSB staff.

This just helped me see how corrupt this process is and very political.

The engagement with fellow concerned parents, educators and community members has helped me to understand the issues at hand.

Extremely helpful for my understanding of the process being undertaken by EPSB and providing facts to make informed suggestions and comments. This is a good opportunity for us to voice our opinions and have our concerns brought forth.

Engagement Activities & Participation Rates

In a similar way to the communication activities noted in the previous section, a large number of engagement activities were held, to gather input, comments, and suggestions from participants on maximizing resources so that all students have access to quality programs in their sectors.

As noted earlier, the engagement process was developed so that the input, understanding, and dialogue process built on itself. It was phased so that participants first talked about what was important to them, then built the capacity to engage on the issues in a different way, and finally deliberated on the facts and values in order to propose options for the future.

Outlined below are the details of each engagement activity along with the participation information for each event.

Engagement Activity	Participation Rates
<p>Interviews and/or Survey Submissions</p> <p><i>Objective:</i> To fully understand the issues and perspectives from multiple viewpoints, and to use this information to develop a comprehensive Public Engagement Plan.</p>	<p>Fifteen interviews were conducted and 401 survey submissions via email, hard copy or fax comments were received = 416 submissions</p>
<p>Public Engagement 101 Workshops (2 workshops)</p> <p><i>Objective:</i> To provide information to assist parent councils, community leagues and partner organizations to understand the events, objectives and process of the sector review planning public engagement process.</p> <p>The agenda covered the values and foundations of a meaningful public engagement process, the results of interviews and survey submissions, and information on the proposed sector review engagement opportunities.</p>	<p>May 19, 2010, morning session = 32 participants</p> <p>May 19, 2010, evening session = 21 participants</p> <p>Total participants in Public Engagement 101 Workshops = 53 participants</p> <p>Workshop slides, agendas, meeting notes and evaluation report results were posted to the www.sectorreview2010.com website at the request of parent council and community organization participants.</p>
<p>Link to decision-making report (from City Centre Education Partnership and Greater Hardisty areas sector review public engagement)</p>	<p>A comprehensive review of the link between what participants said, what was recommended to Trustees, and what was decided by Trustees was written and shared with the public.</p>

Engagement Activity	Participation Rates
<p>Objective: To conduct an evaluation of the link between participant input in the public engagement process from Greater Hardisty & CCEP, the recommendations submitted to Trustees for consideration and the final decisions made re: sector planning in these areas.</p>	
<p>IAP2 Training: Emotion, Outrage and Public Participation 2 day training course (for EPSB staff)</p> <p>Objective: Increasing the knowledge and skills for district staff to build capacity for continued meaningful public engagement.</p>	<p>May 20 & 21, 2010 = 12 participants</p>
<p>IAP2 Training: Public Participation for Decision Makers</p> <p>Objective: Engage senior management and Trustees in discussion to build capacity and understanding for continued meaningful engagement.</p>	<p>May 19, 2010, afternoon session = 10 participants</p>
<p>Community Forums (4 forums: 1 in each sector, plus 1 forum for school staff in sectors under review)</p> <p><i>Objective:</i> To gather input on the principles and values of sector planning, with a focus on identifying suggestions and strategies for space configuration and allocation.</p> <p>Participants gathered in small and large group discussion to identify issues, concerns and ideas most important for</p>	<p>May 29, 2010 with a focus on South Central Sector = 81 participants</p> <p>June 3, 2010 for school staff in sectors under review = 30 participants</p> <p>June 5, 2010 with a focus on West 1 Sector = 56 participants</p> <p>June 19, 2010 with a focus on Central Sector = 44 participants</p> <p>Total participants for forums = 211 participants</p>

Engagement Activity	Participation Rates
consideration in sector planning.	What was said and evaluation reports from each session were posted to the www.sectorreview2010.com website.
<p>Workbooks</p> <p><i>Objective:</i> To raise awareness about space issues, allocation, configuration, and challenges affecting communities. To create a “frame” for a value based discussion on the issues. To provide a flexible tool for participants to provide input, depending on their preference for hand written, online, or group submission.</p> <p>The workbooks were also used by conversation hosts to hold their own discussions as well posted online and distributed in hard copy so individuals could complete them.</p> <p>The workbooks included factual information and examples, outlined some of the issues affecting the sectors, and then asked participants to consider the information and respond to a number of questions.</p>	<p>May 10, 2010 – June 25, 2010. 500 workbooks for each sector were printed and distributed (total 1,500).</p> <p>Workbooks were available in hard copy, downloadable and printable online, online fillable pdf and collected at drop-off points in all 70 schools under review.</p> <p>The workbook was also translated into Mandarin by a generous parent at Dovercourt School. After extensive discussion with the Multicultural Health Brokers and other organizations representing new immigrants, it was determined the best approach would be to offer language interpretation rather than translation of the workbook materials. This offer was made many times throughout the project to community organizations, by letter, phone and email.</p> <p>609 completed workbooks were returned, including approximately 100 workbooks that represented group discussions with 275+ participants.</p> <p>61% of these workbooks were from participants in the South Central Sector, 18% of participants were from West 1 Sector, and 13% of participants were from Central Sector. 8% of participants did not identify a sector, or identified a sector other than the three under review.</p> <p>68% of workbook respondents indicated they had children in a school under review, and 19% of workbook respondents indicated they did not have children in EPSB schools.</p>

Engagement Activity	Participation Rates
	<p>48% of workbook respondents with children in EPSB schools noted that their children attended their local neighbourhood school. 31% of workbook respondents with children in EPSB schools noted that their children attended a school outside their neighbourhood boundaries.</p> <p>21% of workbook respondents noted that they were completing the workbook as a representative of a community organization, and 49% of workbook respondents indicated they were answering the questions as individuals.</p>
<p>YOUth Talk sessions (16 sessions held in schools under review)</p> <p><i>Objective:</i> Hearing what youth have to say, by reaching out to them and gathering their input, ideas and suggestions directly.</p> <p>After a discussion about the role of interested and affected people in issues that matter to them, and a discussion about sector planning, students were asked to work in small groups to identify what is important to them about their school and community. Groups presented this information, and then each student was given 3 “votes” to post on those items that are a priority. If time allowed, students were also asked to identify what is working well at their school, and what can be improved.</p>	<p>May 28 – June 18, 2010</p> <p>Letters were sent to school principals, asking them to identify grade 6 or 7 classes who would participate in the YOUth Talk sessions. Sessions were booked on a first come, first served basis, and all school principals were called to follow-up on the offer for a YOUth Talk session.</p> <p>A total of 16 (out of 70) schools participated in the YOUth Talk sessions, as follows:</p> <ul style="list-style-type: none"> • Central Sector: Balwin, Princeton, Inglewood, McArthur. • South Central Sector: Malmo, Waverley, Clara Tyner, Forest Heights, Avalon, Lendrum, Kenilworth. • West 1 Sector: Coronation, Westlawn, Glendale, Dovercourt, Stratford. <p>Total participants = 335</p> <p>What was said reports (including evaluation summaries) were posted to the www.sectorreview2010.com website.</p>

Engagement Activity	Participation Rates
<p>Workshops (7 workshops in total: 2 per each sector and 1 for school staff in schools under review)</p> <p><i>Objective:</i> To create an opportunity for community and stakeholders to work through ideas and suggestions for space allocation and configuration in a hands on way, with a focus on both the community and individual schools.</p> <p>Workshop materials provided the factual and technical information requested by participants in previous engagement activities (budget, enrolment, facility information, etc.) along with input on what had been heard to date, and asked them to consider this information and input and to propose options for the future.</p> <p>Maps also depicted the information graphically, and worksheets were provided so participants could record their answers at the sessions.</p>	<p>September 21, 2010 with focus on Central Sector = 31 participants from 9 schools, community members, Trustees and Trustee candidates.</p> <p>September 22, 2010 with focus on school staff = 53 participants from 19 schools.</p> <p>September 23, 2010 with focus on South Central Sector = 126 participants from 24 schools, community leagues and organizations, Trustees, City Councillors and Trustee candidates.</p> <p>September 25, 2010 with focus on West 1 Sector = 40 participants from 13 schools, community groups, Trustees and City Councillor and Trustee candidates.</p> <p>October 4, 2010 with focus on Central Sector = 28 participants from 12 schools, community organizations, school staff, Trustee and Trustee candidates.</p> <p>October 5, 2010 with focus on South Central Sector = 112 participants from 21 schools, community leagues and organizations, school staff, Trustee and Trustee candidate and MLA.</p> <p>October 9, 2010 with focus on West 1 Sector = 72 participants, from 13 schools, community groups and organizations, Trustee and Trustee candidates.</p> <p>Total participants for workshops = 462</p>
<p>Workshop worksheets (submissions received other than at the workshops)</p> <p><i>Objective:</i></p>	<p>The worksheets (and materials) from the workshops were distributed to parent council and community organization representatives, and provided to participants who attended workshops.</p>

Engagement Activity	Participation Rates
<p>To allow maximum participation and permit participants to answer the worksheet questions on their own time, in groups or after reflection.</p>	<p>The worksheets could be submitted via fax, email or dropped off at any school under review for pick-up. The worksheet questions were also posted to an online survey for online completion.</p> <p>Online worksheet submissions = 356 Worksheets submitted through schools, and/or mailed, faxed or emailed = 158</p>
<p>Online survey</p> <p>Objective: Understand the reasons for lower than expected participation at the first round of workshops in the fall.</p>	<p>An online survey was launched, with questions distributed via the electronic newsletter and website, to ask participants to comment on their reasons for participation (or non-participation) at the first round of workshops.</p> <p>Survey responses = 76</p>
<p>“Other” input comments, phone calls, emails, letters</p> <p>Objective: To provide an alternate vehicle for participants to provide their input.</p>	<p>71 “other” comments were received (including voice mail, emails, faxes and letters) with comments on sector planning. This does not include questions, which were responded to individually or through the compiled Questions and Answers documents.</p>
<p>Presentations to EPSB Trustees (4)</p> <p>Objectives: To provide input and/or updates on the progress or results of the public engagement process and allow opportunities for questions and/or comments by Trustees.</p>	<p>Four presentations were provided to EPSB Trustees on the public engagement process: 1 on project initiation in April; 1 at the conclusion of the Community Forums/workbooks in the spring; 1 via video-conference in November 2010 to provide a project update; and 1 in January 2011 on the results of the public engagement process.</p>
<p>Public Engagement Advisory Committee</p> <p>Objective: To provide input and advice on the public engagement process for sector planning.</p> <p>Committee representation included 25 participants from a wide variety of perspectives and organizations.</p>	<p>Three meetings of the Public Engagement Advisory Committee were held over the course of the project.</p> <p>In addition, members commented on materials, engaged in discussion or provided input via email, online discussion forum or via phone call.</p>

Engagement Activity	Participation Rates
<p>Visits to schools under review</p> <p>Objective: EPSB Planning staff made visits to 69 schools in the three sectors under review, to share information on sector planning.</p>	<p>EPSB Planning staff made visits to all 70 schools except Scott Robertson, under review to make presentations and provide information on sector planning, facts, figures and updates, and to encourage participation in sector planning engagement for school staff.</p>
<p>Total Events = 42 events or activities</p>	<p>Total participants = 3,120+ participants (not including visits to school staff at all schools under review, development of the link between input and decision-making report from the previous sector planning review and presentations to Trustees)</p>

Total Project Communication and Participation Rates

<p>Event Totals:</p> <ul style="list-style-type: none"> • 20 different communication tools used to share information and encourage participation in the project, most used multiple times • 42 different engagement events, opportunities or activities to gather input, ideas, concerns and suggestions 	<p>Participation Totals:</p> <ul style="list-style-type: none"> • Approximately 321,000 contact points made to provide information • Approximately 3,120+ participants attending events or direct input
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Part 11 – Adjustments to the Process

With responsiveness and flexibility as cornerstones of meaningful engagement and good process, we made a number of adjustments to the Engagement and Communications Plans throughout the sector planning public engagement process in order to respond to input, comments, activities, or new information.

In addition, we conducted an evaluation after face-to-face events and activities, and reviewed our communications and engagement objectives and materials on an ongoing basis to identify where we were succeeding and where we needed to adjust the process.

The Public Engagement Advisory Committee also provided comments, suggestions, and input over the course of the project about adjustments that could be considered to improve the process. In addition, the Committee provided comprehensive review of materials, documents and workbooks used to engage participants.

We were able to implement the following changes to the Public Engagement Process:

Additional Public Engagement 101 Workshop

A Public Engagement 101 Workshop was planned early in the process to share information with Parent Council, community league and community organization representatives. The session was scheduled to take place on a weekday morning. A small number of participants contacted us expressing concern that the session was being held at a time that would preclude their participation. As a result, we added an additional Public Engagement 101 Workshop in the evening.

Translation / Interpretation

To understand the demographics of the areas we were working in, early on we asked about the possibility of providing translation or interpretation services. During the sector planning public engagement process in the City Centre Education Partnership and Greater Hardisty areas, we were advised by the CCEP principals that many of the new immigrants and refugee families did not read their first language, and translation would be an ineffective tool.

In the sector planning process in Central, South Central and West 1 Sectors, we contacted The Multicultural Health Brokers organization who recommended that translation of the sector planning materials would not be effective due to literacy challenges and other barriers. The Multicultural Health Brokers suggested we make use of community animators to support engagement of multicultural and new immigrant communities. Throughout the process, we sent information, made phone calls and discussed with Multicultural Health Brokers and other organizations how we could support involvement.

Multicultural Health Brokers offered the option of them providing community animators to develop materials, facilitate and report on a session with community members on this issue, for a cost of approximately \$5,000. With no additional budget in the project, we did not pursue this option. As well we had some concerns about the integrity of the process, with different questions being asked of some stakeholders.

We also made follow-up phone calls to some multicultural and immigrant support organizations to encourage participation prior to events. We worked with the District interpreters and had them “on call” to attend events and provide interpretation, should we receive a request for language support. We communicated this offer through the electronic newsletters, updates, and phone calls. We were not asked to provide interpretation at any events.

From a participant:

This process continues to exclude and alienate minority families and ESL families by producing verbose documents only available in English. This process is biased against low income families and visible minorities. It is a travesty that EPSB offers English, Mandarin, French, Spanish, German but can only communicate in English. It is extremely dangerous for EPSB to make assumptions that reflect an attitude of exclusion.

Changes to timelines

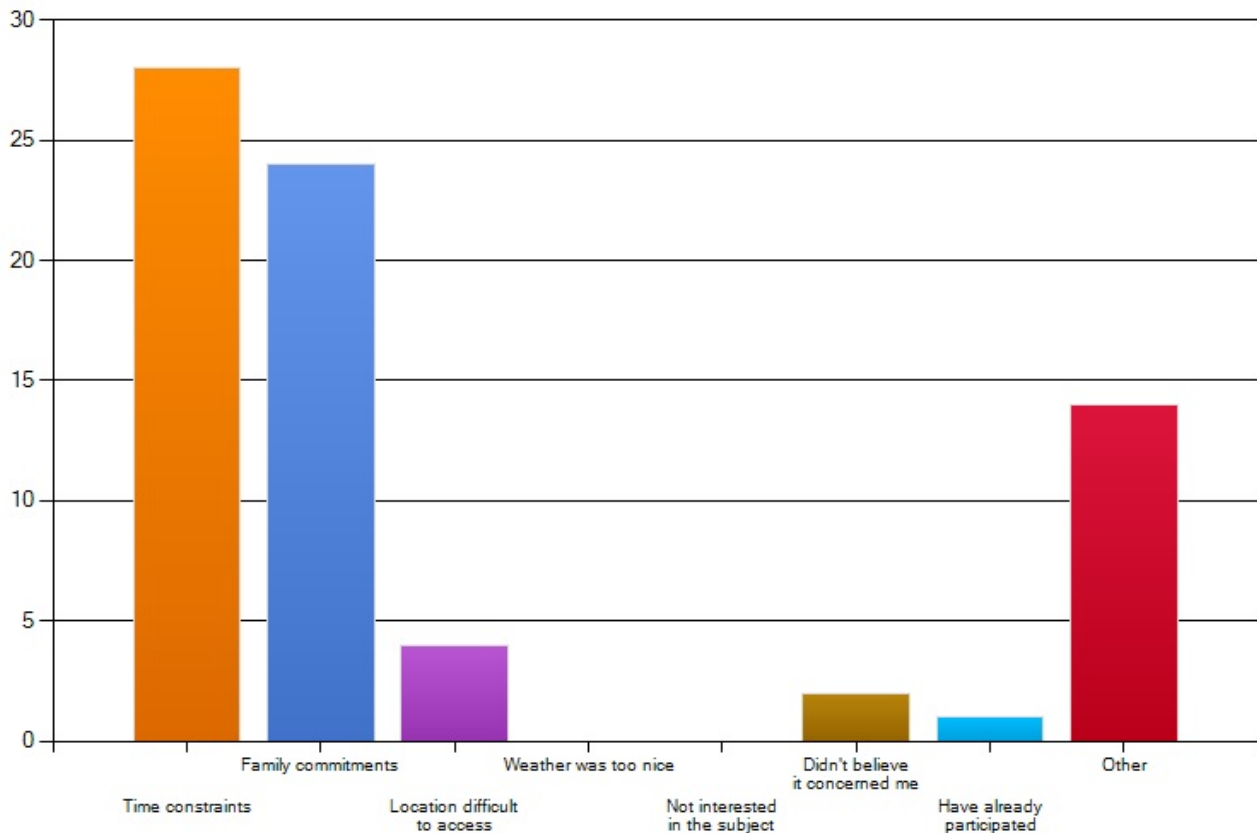
Since the overall timelines for decision making could not be changed, we worked to be as flexible as possible within the overall timeframe to accommodate participant's desire for more time to provide input. We extended the deadline for submission of workbooks by one week to June 25, 2010. We extended the timeline to provide input from the workshops by one week, from October 15 to October 22, 2010 as well.

Additional online input and surveys

In response to requests from participants, we created an online survey with the worksheet questions from the workshop, so participants could complete the worksheet online.

In addition, we created and distributed an online survey to ask participants for input related to their attendance (or non attendance) at workshops. Respondent results related to the question of why they did or did not attend the first round of fall workshops are provided in the table below.

If you were unable to attend a workshop, could you please describe why you did not participate?



Cancellation of Think Thank Workshop

The public engagement process for sector planning was to have included an event on October 16th, designed to bring together a variety of participants from different organizations to discuss creative ways to work together going forward. We heard from many participants that they had concerns with the timing of this meeting, which was to have been held two days before the civic election. We also received complaints from participants about Trustee Candidates and an existing Trustee campaigning and/or attempting to lead and influence discussion at the workshops. Based on this input, the Think Tank session was cancelled.

Contracted versus actual events and activities

When the public engagement process for sector planning was implemented, Dialogue Partners was contracted to plan, implement and report on a public engagement process with a specific number of events and activities. The table below outlines the number of contracted events versus actual events, delivered with no increase to contract budget.

Contracted number of events	Actual events designed, planned and implemented
Interviews / surveys = 60 participants	Interviews / surveys = 416 participants
Public Engagement Advisory Committee meetings = 3 meetings	Public Engagement Advisory Committee meetings = 3 meetings plus between meeting support and online discussion forum
Development and Implementation of Public Engagement, Communications and Evaluation Plans	Development and Implementation of Public Engagement, Communications and Evaluation Plans
Community Forums = 4 forums	Community Forums = 4 forums
Additional meetings = 3	Public Engagement Workshops = 2 workshops
Workshops = 5 workshops	Workshops = 7 workshops plus online worksheet
Workbooks	Workbooks
Reporting of planned number of events	Reporting of planned number of events (increased number of reports due to increased number of events)
	Presentations to Trustees = 4 presentations
	Writing of the evaluation report on Link between participant input and decision-making of the sector planning public engagement process in Greater Hardisty and City Centre Education Partnership areas
	YOUth Talk sessions = 16 sessions

	IAP2 Public Participation for Decision Makers workshop – no charge
	IAP2 Emotion, Outrage and Public Participation 2 day training course – no charge

From participants:

This is a process that I feel does not need to continue. Decisions should be made on the previous meeting's outcomes and communicated.

This is not an easy process, but well worth the effort. The information guide has good information.

I could care less about sector planning. I'm more concerned with doing what is best for my school rather than pitting neighbourhood against neighbourhood.



Part 2 – Results of Engagement Process and Participant Input

Part 2 A – Participant Suggestions, Recommendations and Options re: Values & Guiding Principles for Sector Planning

Sector Planning Principles

In 2009 the Edmonton Public School Board Trustees approved the Sector Planning approach to managing school space. As part of that approach, Sector Planning Principles were adopted to guide the planning and implementation of sector planning. Participants in sector review public engagement in Central, South Central and West 1 were asked to share their views and values on these Sector Planning Principles, as noted below.

Overall participants supported the principles guiding the sector planning approach. Their comments that relate to adjustments, additions or refinements are noted below along with additional guiding principles that should be used as the lens for decision-making on these issues.

Sector Planning Principle	Summary of Participant Input
<p>1. All children are able to attend a good school that offers a variety of quality programs. <i>Students at all grade levels are entitled to equal access to high quality, modern facilities and a balanced range of regular, alternative and special programs regardless of where they live in the City.</i></p>	<p>Participants suggested that quality education should be added as a factor in this principle.</p> <p>Participants expressed a diversity of views on this principle, focusing on:</p> <ul style="list-style-type: none"> a. access to safe and caring community schools close to home with strong core programming; or b. access to a variety of schools with a range of programs that expose children to many opportunities to meet their needs and expand their potential. <p>Participants encouraged EPSB to ensure adequate resources are provided to meet special needs and programming for all students. Some suggested that all schools include second language programming.</p> <p>Participants suggested a variety of programs should be available in each sector, rather than in each school.</p> <p>Participants requested that EPSB define the term “good school”, and emphasize quality programs versus quantity of programs.</p> <p>Suggestions were made for flexible programming and configuration</p>

Sector Planning Principle	Summary of Participant Input
	<p>such as twinning schools, Kindergarten to Grade 9 or combining grades in sector areas. Questions were raised about the use of “modern facilities” placing higher value on suburban areas than mature neighbourhoods.</p>
<p>2. If there is extra space in schools, it is used in creative and valuable ways. <i>School space that is not needed for instruction still has value to the community. The District will continue to seek out tenants and partners for the use of surplus space that supports the community in areas of child and family services, and the not-for-profit sector. Examples include early learning partners such as Head Start groups, immigrant services, child care providers, etc.</i></p>	<p>Participants expressed support for this principle, encouraging EPSB to involve partners and tenants who enhance learning, the school environment and support the community.</p> <p>Participants encouraged EPSB to make child care a priority for partnerships, and to include this type of space use in the formula for calculating school space.</p> <p>Some participants suggested that a focus on community needs is not the primary function of a school, and this principle should be secondary to educating children.</p>
<p>3. An adequate amount of schools exist in older neighbourhoods to meet student needs. <i>By reducing the amount of unused and unneeded space, the District will continue to work toward retaining schools in mature neighbourhoods.</i></p>	<p>Participants encouraged EPSB to recognize and support those community schools that are already serving local populations.</p> <p>Participants suggested EPSB maintain school buildings in mature areas until demographics change in the neighbourhoods, so that space is preserved when required for future school growth.</p> <p>Participants expressed concern with the terms “adequate” or “enough” and asked for definition of this measure.</p>

Sector Planning Principle	Summary of Participant Input
<p>4. Each sector of the District can meet student needs. <i>The District will ensure that there are sufficient schools and programs in each sector to accommodate student demand. This will eliminate the need for students to travel great distances to access programs.</i></p>	<p>Participants encouraged EPSB to match programs with appropriate space and geographic need, considering proximity to feeder schools and where attendance draws from.</p> <p>Participants expressed support for availability of a variety of programs in specific locations at the sector level, rather than at each school.</p> <p>Some participants expressed concern with the artificial boundaries created by the sector planning approach.</p>
<p>5. If the District is sure that the school will continue to have enough students in the future, it will apply for funds to renovate or change school buildings. <i>Upgrades will focus on schools where the long-term viability of programming and student enrolment has been confirmed. The District will continue to responsibly maintain existing schools in order to ensure all matters of life, health and safety are fully addressed.</i></p>	<p>Participants suggested that this principle should be linked to the ability of a school facility to meet current and future needs. It was suggested that more focus should be placed on EPSB’s vision for education and then subsequently align resources and actions with that vision.</p> <p>Participants referenced the importance of undertaking maintenance, upgrades and renovations in a fiscally responsible way.</p>
<p>6. The District will be environmentally responsible in everything we do. <i>The District will consider environmentally responsible approaches</i></p>	<p>Participants suggested that retaining community schools in mature neighbourhoods is linked to this principle, as are community revitalization and walking and biking to school. Active and healthy lifestyles were seen as part of this principle.</p> <p>Participants encouraged EPSB to implement comprehensive in-school composting, recycling and energy efficiency programs. Some</p>

Sector Planning Principle	Summary of Participant Input
<p><i>to the distribution of space and resources. The District will promote a proactive strategy to environmental awareness and stewardship of buildings and land.</i></p>	<p>suggested that the materials and supplies required by the school and the amount of paper generated is excessive and environmentally irresponsible. Additional suggestions included idle free zones at schools and use of alternative energy sources like solar panels.</p>
<p>Additional principle: Maximize resources and act with fiscal responsibility</p>	<p>Participants expressed support for responsible management of public funds including balanced budgets, creative management of resources and acknowledgement of the reality of finite resources.</p> <p>Participants offered suggestions including closing some schools, going “back to basics” with the curriculum, charging for Busing across the District, implementing the Kindergarten to Grade 9 model to share administration and improve efficiencies, twinning schools and marketing elementary schools internationally to attract foreign students (e.g. to China).</p> <p>Participants also indicated that EPSB’s mandate is quality education rather than saving money, so emphasis should be placed on spending funds responsibly to achieve that goal.</p>
<p>Additional principle: Academic excellence and quality education for all students</p>	<p>Participants referenced the importance of educational outcomes including academic achievement, quality education and an emphasis on learning.</p> <p>Participants suggested “great teachers” are critical to achieve this goal and EPSB should measure teachers on this ability, and potentially reduce staff who do not achieve desired learning outcomes for students.</p>
<p>Additional principle: Inclusion, respect for diversity and celebration of multiculturalism</p>	<p>Participants expressed support and appreciation for respect and value of diversity and difference, the importance of inclusion and tolerance and learning about multiple cultures in a rich cultural environment.</p> <p>Participants expressed support for equality and inclusion and recognition of needs of all students, families and community members regardless of race, socio-economic class or culture.</p>

Sector Planning Principle	Summary of Participant Input
<p>Additional principle: Recognize and nurture the social, emotional, physical and psychological needs of children</p>	<p>Participants expressed the importance of ensuring that all children are healthy and well-adjusted, in safe, caring and stable school environments.</p> <p>Support for children in transition in times of change was viewed as important.</p> <p>Some participants suggested that “the future is bright” should be true for every child in Edmonton.</p>



Participant Suggestions, Recommendations and Options Re: Values

There were a number of core themes that emerged from the input submitted by all participants. These 13 themes reflect a summary of that input, grouped by values that indicate what participants indicated was most important to them. More details on each theme are provided below, with specific suggestions and recommendations under each theme.

1. The importance of community schools and “core” programming

Participants who placed high value on community schools expressed appreciation for the role of schools as an anchor of a community, where children and community members build connections and relationships, a sense of citizenship, pride of community, social cohesion and belonging. Safe and effective learning space close to home was referenced. They stressed the importance of walking and biking to school as well as community health, and the positive environmental impact of reduced vehicular transportation.

Participants suggested:

- That community schools benefit from parental and community volunteerism and community fundraising;
- That EPSB’s policy of choice and open boundaries creates an environment where schools and communities compete against each other;
- That EPSB focus on core programming in community schools only;
- Put specialized programs at the high school level only and focus on core programming in the elementary years;
- Too much focus on specialized programming has jeopardized core programming and student success; and
- A desire to be able to promote the quality and value of community schools.

From participants:

We must look beyond the simple measures of occupancy rates to determine the value of a school within a community. My option does not support closing schools in mature neighbourhoods, providing the community makes a commitment to get involved and engaged in the process.

I don’t think the Board can be all things to all people. I think they have allowed some specialized programs to start that perhaps ought not to have (i.e. an elementary school with a special sports program? They need to learn to read and write and use critical thinking skills, not feed dreams of multi-million dollar sports salaries in grade three. Also, do there need to be so many language-immersion specialized schools? It seems like they were implemented in an effort to stave off closure.) The Board needs to be concerned that our students get a good basic education that will prepare them for the 21st century. They need to allow parents to decide whether a small school or a large school could suit their needs best in that regard.

2. The importance of specialized programming, open boundaries and choice

Participants who expressed support for the value of diversity and range of programs offered by EPSB that meet a range of student, family and community needs.

Participants suggested:

- Language programs such as Mandarin, Spanish, German, French and Arabic were identified as important in an increasingly global environment, along with the diversity of programs that value different needs (e.g. aboriginal programming, International Baccalaureate, Arts, Logos);
- Special needs programs be available and integrated in all schools, so that all children have access to a variety of programs and opportunities beyond core programming;
- District Centre programs should be distributed at a 1:3 ratio of teacher to student;
- Specialized programs could be located in buildings closest to the areas from where they draw attendance;
- Each sector should have access to schools with specialized programs;
- That speciality programs should be located in the larger facilities first;
- Offer more diverse alternative programming in all sector schools to make them more attractive to people who live outside the neighbourhoods;
- Organize sectors so that they have one of each specialized program, and not multiple schools with the same program until those programs are completely full;
- With one specialized program in each sector, parents who want specialized programs should be required to send their children to the school in their sector;
- Put similar specialized programs together in one school, rather than with regular programs. Examples include heritage programs such as Bilingual German and French Immersion together;

There was a diversity of viewpoint on whether community schools should include alternative programs, or whether alternative programs should be located on their own.

From a participant:

A bilingual program option will encourage diversity and inclusion. Education means offering specialized programming and choice. Academic excellence = program of choice.

3. Maximizing resources, adequate funding and fiscal responsibility

Participants offered a number of suggestions focused on maximizing resources and achieving efficiencies, including:

- reconfiguring schools to K-9 or other flexible configurations;
- sharing of staff and administration;
- twinning schools or having them share campuses;
- don't spend money to renovate schools and then close them later;
- co-location of shared services between schools (such as libraries);
- out-sourcing maintenance;
- increasing rental and lease rates for school space;
- improving energy efficiency to reduce heating, lighting and water use;

- attract private sponsorship from large private companies to support local schools;
- charge a small annual fee to those students attending new schools that were opened this year;
- allow parent groups to raise money that can be used for education so parents have a choice to supplement budgets that keep their community schools open;
- issuing a Request for Proposals for innovative ways to reduce costs; and
- decreasing teacher and school staff salaries.

Participants also suggested:

- That some schools should close, but that it should be done in creative and sustainable ways that consider long-term needs;
- Transportation costs should be factored in to any closure decision as these costs will increase;
- That resources were finite and should be used with care;
- That schools with enrolment under 200, 160 or 150 be closed, reconfigured or consolidated;
- Closing schools where enrolment falls below 17 students per class;
- Keep schools open until total enrolment in the school falls below 25% capacity;
- That all schools built prior to 1963 or 1968 should be sold; and
- That elementary schools should have between 300-500 students, Junior High should have between 500-900 students.

From a participant:

Honestly, I can't believe we are bickering over a couple million in operating cost shortfalls, and ready to put the axe to our kid's schools, pitting community against community, when the overall education budget in the Province is over 5 billion.

Participants expressed frustration and desire for change related to funding levels and funding formula used by the Province, including:

- Encouraging EPSB to develop an alternate funding formula that reflects quality education and includes staffing, operations, capital investment and administration;
- Lobby the Province to provide adequate resources;
- Close no schools until the provincial funding formula is re-calculated and school usage is relevant.
- Base school funding on socio-economic and learning needs versus number of students;
- Amalgamate the Catholic and Public school boards; and
- Schools must have a minimum guaranteed spending, not tied to enrolment.

Some participants suggested that a detailed analysis of financial impacts following a school closure be conducted to determine the “bottom line”

4. Support for community revitalization, mature communities and demographic shifts

Participants expressed support for the value of mature, inner city neighbourhoods, and the quality of life they embody.

Participants noted that:

- Changing demographics and a gradual but steady increase in young families in mature areas, the need to reinvest in these neighbourhoods and the role that schools play in keeping communities vital;
- That the cycle of building new schools in new areas and closing old schools in mature areas stop;
- That EPSB work with the City to address the impact of continued urban sprawl and growth in the suburbs;
- That patience and long term planning would result in changed demographics that will ensure schools are filled over time;
- Provide incentives to attract people to inner city areas;
- The value of reduced environmental footprints and the unique nature of inner city neighbourhoods;
- Fear and concern that closure of schools will negatively impact the community and/or property values;
- Seeking wraparound services to ensure neighbourhood schools serve the whole child, support families and make mature neighbourhoods more attractive to families; and
- Create community coalitions in neighbourhoods to work cooperatively with EPSB, located around groupings of community schools to identify programs, and community uses for school space.

A few participants proposed a moratorium on school closures and school openings until the longer-term impact of the City’s plans for development of mature neighbourhoods and curbing of urban sprawl have a chance to take effect.

From a participant:

My children attend schools outside our community in order to access specialized education (second language) that is not offered in our community. We still have an active interest in our own community.

5. Value of diversity, inclusion and multiculturalism

- Participants expressed support for the value of diversity, multiculturalism and the learning and understanding that results from diverse children, families and communities learning and being together.
- Inclusion and support for diverse cultural and socio-economic needs and languages was expressed, with a desire to create and support schools that incorporate such an environment.
- Some participants suggested that strong regular program schools build healthy multicultural communities.

6. Appropriate and adequate travel to school – transportation and safety

Participants suggested:

- A review of transportation to minimize the impact on children and the environment, so that busing is focused within sectors, if transportation is deemed necessary;
- That if schools close, EPSB should give careful consideration to appropriate transportation options to families that are impacted;
- Parents who choose schools outside their neighbourhood should have to pay the costs of transportation;
- That an increase in in-school child care would reduce the need for busing, and encouraged EPSB to pursue these partnerships as a priority;
- Safety of children walking to school is critical, especially if children are required to change schools; and
- Costs of transportation will increase with fewer schools.

7. Use of school space to address community needs, especially childcare and recreation, family & social services, culture and community activities

Participants supported the value of in school child care, day care, pre-school and before and after school care, noting the positive benefit to children, families, community and the environment.

- Participants encouraged EPSB to place in school child care partnerships as a priority in schools across the District.
- It was suggested that use of space for childcare should be included in the formula for space usage.
- Offer full day kindergarten, or provide childcare in the classroom for the other ½ day.
- Recognize all productive uses of school space explicitly and fairly (pre-schools and daycares are not just leases, they are feeder systems for the schools)

Participants expressed support for school space being used in ways that complement school uses and meet community needs such as collocated services like libraries, health care and/or family,

cultural, immigrant or refugee services. Additional valued uses include adult programming, recreation, sports and community events.

8. Putting children first

Participants expressed support for a process and decisions that focus on what most benefits children, quality education that meets their needs, and maximizing the potential of every child. Participants suggested that academic success, quality education and the “whole child” should be the primary lens for decision making. Participants encouraged Trustees to “do right by kids”.

9. The opportunities and challenges of small schools

- A wide range of viewpoints were expressed concerning small schools.

Participants who expressed support for small schools suggested that:

- Larger schools are scary for some children;
- Smaller schools create environments with vibrant, active volunteers and fundraising, where everyone knows and cares for each other;
- That quality education results from a small school environment with opportunities to support and intervene if needed;
- That small schools are economical to operate; and
- That no child should be in an overcrowded school and there should be no portables.

Participants who expressed concerns about small schools suggested that:

- Quality education is negatively impacted in small schools where teachers and school staff cannot adequately support children when their responsibilities are stretched to split classes, additional duties and demands;
- That small schools are not economical to operate;
- Disappointment about fewer extra-curricular activities and clubs for children being available in small schools; and
- That too many high income areas have small schools with high costs.

From participants:

I sincerely believe in the value of small schools. That being said, I do not believe that the district / sector needs to be comprised of only small schools. I think that the district needs to have a mix of small and “large” schools, as there are parents who probably value a larger schools as much as I value a small one.

Academic performance should be formally recognized and factored in.

A few participants suggested that the new model should include both large and small schools.

10. The importance of all levels of government and all organizations that serve the community to work together in a collaborative way

- Participants expressed a desire that the different levels of government work together to serve the community, noting that the Province is responsible for funding, the City for urban planning and growth, and EPSB for education.
- Participants suggested that the City should take responsibility for actions that have led to urban sprawl, and work with EPSB to change this trend. EPSB was encouraged to align with the City's vision of walkable, transit-oriented, connected communities.
- Some participants suggested the City should own all the school buildings and lease the required space for education back to EPSB, who would operate the programs.
- Participants encouraged EPSB and the Edmonton Catholic School Board to work together.
- The City and EPSB should share resources – for example libraries, recreation facilities, gyms, meeting space.

From a participant:

I feel Edmonton Public is missing the bigger boat here – I understand I'm being asked to solve small administrative problems (e.g. how many extra kids my school could handle). I want to focus on bigger issues – the fact that the promised funding issue is so poor and that EPSB, the Province and the City are not talking! It's incomprehensible that such major decisions are being made without all the big issues being addressed first.

11. A desire to see no changes made

- Participants expressed support for their individual schools, and for the status quo, encouraging EPSB to recognize great schools and teachers, parental support, and to replicate successful school models across the District.
- Participants expressed fear that closing schools will result in more crime, decreased safety and negative impacts on children if they are required to change schools or travel further. Some participants expressed concern that school closures are negatively impacting poor and marginalized children disproportionately.
- A few participants suggested this process should stop and noted that the uncertainty caused by the threat of closure has harmed schools.

12. Lack of transparency, adequate information or meaningful engagement

- Participants expressed concern that the decision has already been made and that ideas and suggestions are not valued.
- Participants expressed frustration with the ongoing review process over a number of years and encouraged EPSB to make long term decisions that do not require additional review in coming years.
- A few participants suggested that new Trustees will need to see this process through.
- Participants requested that the Board close all necessary schools at once and not prolong this process.

- Some participants expressed a desire to work directly with EPSB to problem solve and develop solutions together.
- Some expressed concern that the most vocal participants were being listened to over others.
- Some participants worried that energy is being put into closing schools when the focus should be on keeping them open.
- Some participants noted that the questions being asked presuppose that schools will close, adequate information has not been provided, and that the process discourages involvement by lower income families.
- Participants expressed concern with the various formulas used to calculate space.
- Some suggested that all information needed to be available up front so participants could propose realistic solutions, while a few suggested that the task of proposing solutions should be left to experts.

13. Flexible, creative school configuration

Participants made a number of suggestions about creative school configuration, including:

- K-9, K-3, 4-6 and 7-9 groupings of schools in areas that work together;
- Campuses of schools that use space creatively and share resources and facilities;
- Using the same building in different ways at different times, for example a large facility could house Junior High from 8:00am – 1:00pm each day, and Senior High from 2:00pm – 8:00pm each day;
- Grouping small schools together and closing one of the schools in the grouping and using it as a shared resource with library, gym, community space.

From participants:

I am finding it a bit frustrating when people are talking about funding and the process that we are going through. I feel most parents are being inflexible to change. Everyone is still in the mindset of my school is valuable and I won't be happy unless it stays open. I feel that a school needs a certain number of students to be sustainable.

I appreciated the opportunity however there was a lot of lobbying that obstructed the conversation.



Tensions in participant input

Areas of difference

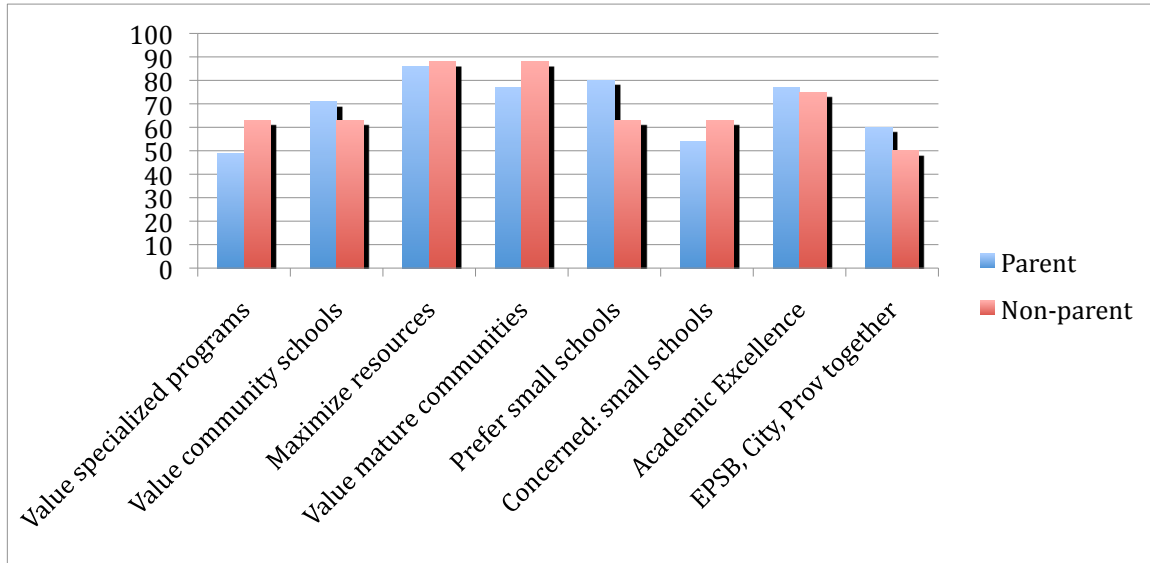
The themes that emerged were repeated throughout the variety of opportunities and avenues for involvement, and were reflected in many conversations. There exists however, a tension and diversity of perspective in three key areas:

- The importance of community schools and core programming AND the importance of specialized programming, open boundaries and choice;
- *How* resources are maximized and used effectively; and
- The opportunities AND challenges of small schools in contributing to quality education.

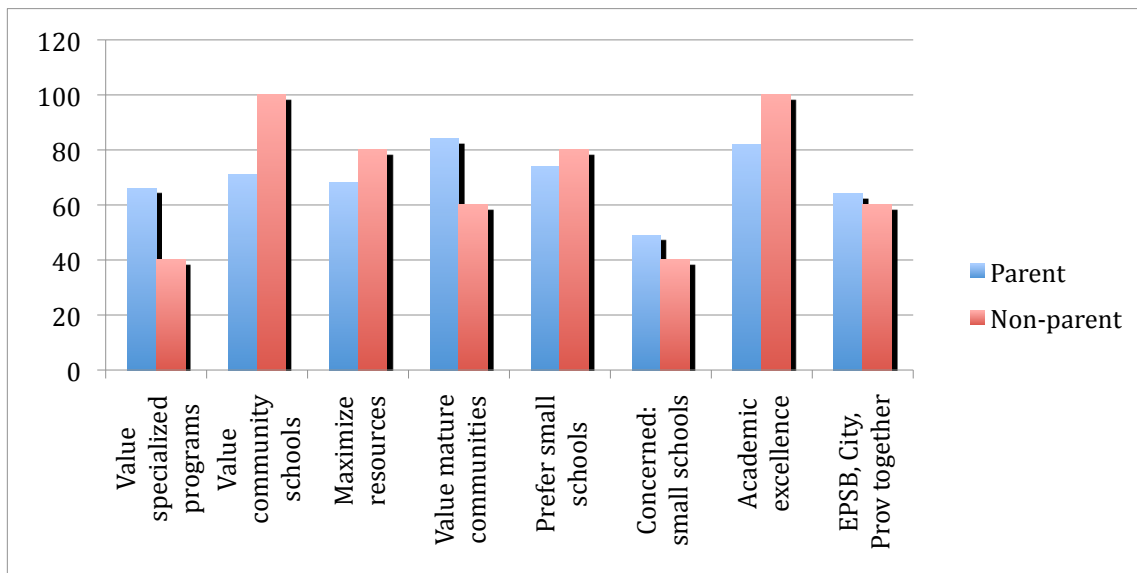
These differences in views are reflective of personal values of the participants involved, and there is no single “right” answer to these items. For each of the participants involved, the answer is different. It should be noted that extensive emphasis was placed by participants on their *right to choose* the type of school that is best for them.

The tables below reflect the differences in participant input from workshop sessions in the fall, and are broken down by input provided by those who identified themselves as a parent of a child in a school under review, and those who identify themselves as a resident without children in a school under review. Participants were asked to rate the values that were most important to them, and were allowed to choose as many values as they felt applied to the future options they would like to see.

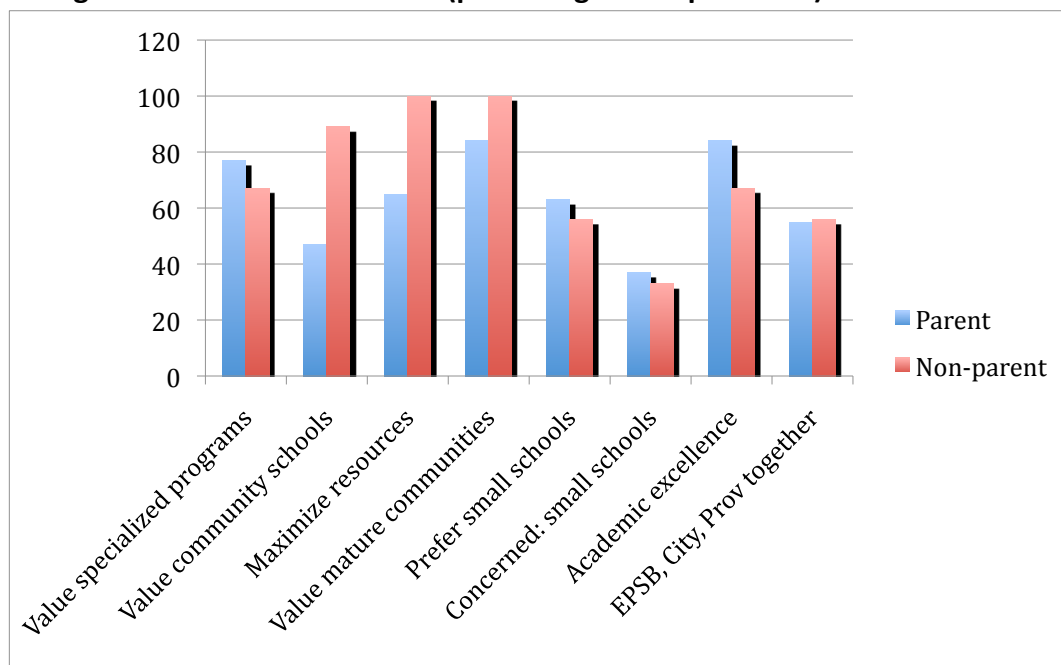
Rating of values in Central Sector (percentage of respondents)



Rating of values in South Central Sector (percentage of respondents)



Rating of values in West 1 Sector (percentage of respondents)



Part 2B – Central Sector: Options for the future that affect buildings and/or programs

What is important to people about when, where, how, and by whom school space should be used, can be considered as a lens through which to view what happens to the collective group of schools in the sector. The sector planning principles (existing and new ones) referenced above serve as that lens for decision-making.

The values that have been identified by participants and the specific suggestions made by participants relate to the whole system within which EPSB exists and operates. The options for going forward in Central Sector should be viewed first with the lens of the sector planning principles and participant values. How do these principles and values apply to the proposed option?

Specific suggestions, options and ideas were provided by participants that would potentially impact or change buildings, school configuration, allocation or programs. It is recognized that all proposed changes for the future will impact students, families, community, staff and residents not just buildings or programs.

Changes that affect buildings and/or programs (including configuration)

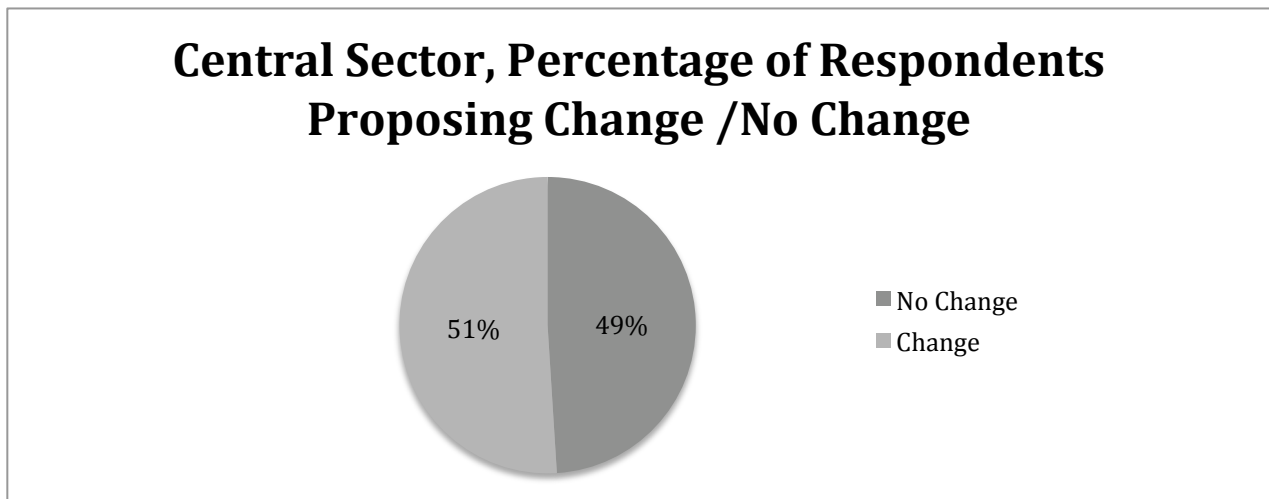
Central Sector School / Building	Proposed Change
Athlone	<ul style="list-style-type: none"> • See impact of proposed closure of Kensington, McArthur and Scott Robertson. • Merge McArthur and Athlone and build the 7, 8, 9 program year over year.
Balwin	<ul style="list-style-type: none"> • See impact of proposed closure of Belvedere, Princeton.
Belvedere	<ul style="list-style-type: none"> • Close Belvedere and move students to Balwin. • Close Belvedere and move the Literacy Program and Childcare centre to Balwin.
Calder	<ul style="list-style-type: none"> • Combine Lauderdale and Calder schools, closing one of them. • See impact of proposed closure of Kensington. • Close Calder and turn it into a library. Move the regular program to Lauderdale. • Offer Bilingual Arabic Program and put in place community services such as United Way or family services centre. • Offer Spanish Program and full day Kindergarten, and increase middle year program.
Delwood	<ul style="list-style-type: none"> • See impact of proposed closure of Princeton school.
Glengarry	<ul style="list-style-type: none"> • Close Glengarry and move K-9 students to Killarney where there is a Bilingual Arabic Program.
Inglewood	<ul style="list-style-type: none"> • Close Inglewood and move students to Westmount in a K-9 configuration (instead of 7-9). Upgrade the school. This would mean children do not have to cross 111 Avenue.
Kensington	<ul style="list-style-type: none"> • Close Kensington as it has poor joint use of facilities and poor facility conditions and implement one of the following: <ul style="list-style-type: none"> • Move regular program to Calder and move alternative and Logos Programs to

Central Sector School / Building	Proposed Change
	<p>Athlone.</p> <ul style="list-style-type: none"> • Move all students to Calder and create a new First Nations Program. • Move all students to Athlone.
Killarney	<ul style="list-style-type: none"> • See impact of proposed closure of Glengarry.
Lauderdale	<ul style="list-style-type: none"> • Combine Lauderdale and Calder schools, closing one of them. • See impact of proposed closure of Scott Robertson and Mee-Yah-Noh schools.
McArthur	<ul style="list-style-type: none"> • Merge McArthur and Athlone and build the 7, 8, 9 program year over year. • Close McArthur and move K-4 to Athlone and 5-9 to Rosslyn.
Mee-Yah-Noh	<ul style="list-style-type: none"> • Close Mee-Yah-Noh and move to Scott Robertson which would become a District Centre for the sector. Move the regular program to Lauderdale.
Oliver	<ul style="list-style-type: none"> • Move Bannerman's Nellie McClung Program to Oliver.
Prince Charles	<ul style="list-style-type: none"> • Increase size of Nellie McClung Program. • Oliver would be a great location for an Awasis Alternative Program similar to the one at Prince Charles.
Princeton	<ul style="list-style-type: none"> • Close Princeton and move students to Delwood. • Close Princeton and move students to Balwin.
Riverdale	<ul style="list-style-type: none"> • Close Riverdale and move students to Oliver and John A. MacDougall. • Close Riverdale and move students to Forest Heights (in South Central Sector). • Add specialized programs such as French or Spanish in grades K-7. • See impact of proposed closure of Avonmore school (South Central Sector) and move of Waldorf Program to Riverdale.

Central Sector School / Building	Proposed Change
	<ul style="list-style-type: none"> Put special needs programs into Riverdale.
Rosslyn	<ul style="list-style-type: none"> See impact of proposed closure of McArthur.
Scott Robertson	<ul style="list-style-type: none"> Close Scott Robertson and move students to Lauderdale. Create a District Centre at Athlone for grades 7-9. See impact of proposed closure of Mee-Yah-Noh.
Westglen	<ul style="list-style-type: none"> Close Westglen and move students to Westmount in a K-9.
Westmount	<ul style="list-style-type: none"> Close Westmount and move students to Westminster (in West 1 Sector). Make Westmount K-9 and close Westglen and Inglewood, sending students to Westmount. Start I.B. Program.
EPSB Administration Building at One Kingsway.	<ul style="list-style-type: none"> Close building and relocate staff to surplus space in existing schools.
Central Sector buildings in general	<ul style="list-style-type: none"> Keep schools with good local attendance, then look at all others to close. If the others have good leasing potential then seek 3rd party leasing. If not, sell the building.
Central Sector programs in general	<ul style="list-style-type: none"> Offer more robust sports and instrumental music Programs. Run pilot programs in schools with declining enrolments. North Edmonton needs new specialized programs such as Spanish, Arts and Science. North West area of the City needs a language Immersion Program. Limit the enrolment of Arts at Victoria K-12 so community students can attend.
Bannerman (outside of sectors under review).	<ul style="list-style-type: none"> Close Bannerman's Nellie McClung Program and move to Oliver.

Participants who proposed options that included change for the future vs. no change

In the sector review public engagement process participants were asked to propose options for the future that addressed the complexity of the facts and the values of people in their community. Some options that were presented proposed no change to the status quo, or expressed a desire for their school to be unaffected by the sector planning review. In Central Sector, the breakdown of participants who attended workshops in the fall who proposed options that included change for the future versus no change are reflected in the table below.



Part 2C - South Central Sector: Options for the future that affect buildings and/or programs (including configuration)

What is important to people about when, where, how, and by whom school space should be used, can be considered as a lens through which to view what happens to the collective group of schools in the sector. The sector planning principles (existing and new ones) referenced above serve as that lens for decision-making.

The values that have been identified by participants and the specific suggestions made by participants relate to the whole system within which EPSB exists and operates. The options for going forward in South Central Sector should be viewed first with the lens of the sector planning principles and participant values. How do these principles and values apply to the proposed option?

Specific suggestions, options and ideas were provided by participants that would potentially impact or change buildings, school configuration, allocation or programs. It is recognized that all proposed changes for the future will impact students, families, community, staff and residents not just buildings or programs.

South Central Sector School	Proposed Change
Academy at King Edward	<ul style="list-style-type: none"> • Close Academy at King Edward, Lendrum, Lansdowne and Belgravia and move regular program students from Lendrum and Lansdowne to McKee, Belgravia students to Parkallen and AKE students to King Edward. • Combine AKE and King Edward into one school. • Close AKE and King Edward and redirect students to Donnan.
Allendale	<ul style="list-style-type: none"> • Close Mount Pleasant and move students to Allendale in a K-9 Cogito Program. • Close Allendale and move the Interactions Program to Avalon. • Close the German Bilingual Program at Allendale and relocate to a school with another viable program (e.g. Forest Heights) • Close Allendale and move regular students to Donnan, District Centre students to Hazeldean and Nellie McClung and Waldorf Programs to a school with low enrolment where these programs can grow.
Avalon	<ul style="list-style-type: none"> • See impact of proposed closure of Malmo, Grandview Heights and Lendrum. • Add a Bilingual Arabic Program, and/or an Academic Challenge Program at Avalon. • Create Centres of Excellence with McKernan being a centre for second languages and Avalon/Lendrum being a centre for regular programming with enhanced art.
Avonmore	<ul style="list-style-type: none"> • Close Mill Creek and move regular students to Hazeldean and Spanish Program to Avonmore. • Close Avonmore and move regular program to Donnan, which would become a 2 track program (regular and specialized). Move the Waldorf Program to Riverdale (Central Sector). Move the Nellie McClung to the south side. • Move regular program from Avonmore to Donnan and focus on improving specialized programs at Avonmore (like Waldorf).

South Central Sector School	Proposed Change
Belgravia	<ul style="list-style-type: none"> • Close Belgravia and move students to McKernan and Parkallen. • Close Belgravia and Windsor Park and move students to Garneau, Parkallen, and McKernan. • Close Academy at King Edward, Lendrum, Lansdowne and Belgravia and move regular program students from Lendrum and Lansdowne to McKee, Belgravia students to Parkallen and AKE students to King Edward.
Clara Tyner	<ul style="list-style-type: none"> • Close Clara Tyner and move students to Ottewell in a K-9. • Close Clara Tyner and move students to Waverley.
Donnan	<ul style="list-style-type: none"> • Close Holyrood, Forest Heights and Donnan and move regular students to Waverley (which has daycare) and grades 7-9 go to Kenilworth. • See impact of proposed closure of Avonmore school, making Donnan a 2 track school with regular and specialized programming. • See impact of proposed closure of Rutherford, Academy of King Edward and King Edward. • Close Allendale and move regular students to Donnan, District Centre students to Hazeldean and Nellie McClung and Waldorf Programs to a school with low enrolment. • Receive Mill Creek Bilingual Spanish Program students. • Move regular students from Holyrood and Donnan to Rutherford.
Forest Heights	<ul style="list-style-type: none"> • Close Holyrood, Forest Heights and Donnan and move regular students to Waverley (which has daycare) and grades 7-9 go to Kenilworth. • See impact of proposed closure of Riverdale (Central Sector) and move of students to Forest Heights.

South Central Sector School	Proposed Change
	<ul style="list-style-type: none"> • Receive Bilingual Ukrainian Program from Holyrood. • Close Forest Heights and consolidate the German Bilingual Program at Rio Terrace (West 1 Sector). • Introduce alternative program at Forest Heights.
Garneau	<ul style="list-style-type: none"> • Close Belgravia and Windsor Park and move students to Garneau, Parkallen, and McKernan. • Close Garneau and move students to another similar program closer to them. • Add a French Immersion Program, and take students from McKernan. • Close Garneau and move students to Queen Alexandra or Windsor Park.
Grandview Heights	<ul style="list-style-type: none"> • Close Grandview and move students from grades 1-9 to Lendrum/Avalon and Lansdowne. Allow parents to choose which school children go to. • Make Grandview 7-9 only and relocate K-6 to Lansdowne.
Hazeldean	<ul style="list-style-type: none"> • Close Mill Creek and move regular students to Hazeldean and Spanish Program to Avonmore. • Close Allendale and move regular students to Donnan, District Centre students to Hazeldean and Nellie McClung and Waldorf Programs to a school with low enrolment.
Holyrood	<ul style="list-style-type: none"> • Close Holyrood, Forest Heights and Donnan and move regular students to Waverley (which has daycare) and grades 7-9 go to Kenilworth. • See impact of proposed closure of Rutherford. • Move Bilingual Ukrainian Program to Forest Heights. • Move regular students form Holyrood and Donnan to Rutherford.

South Central Sector School	Proposed Change
Kenilworth	<ul style="list-style-type: none"> • See impact of proposed closure of Waverley, changing Kenilworth's configuration to K-9.
King Edward	<ul style="list-style-type: none"> • Close Academy at King Edward, Lendrum, Lansdowne and Belgravia and move regular program students from Lendrum and Lansdowne to McKee, Belgravia students to Parkallen and AKE students to King Edward. • Combine AKE and King Edward into school. • Close AKE and King Edward and redirect students to Donnan. • Combine regular program at King Edward with Millcreek Bilingual Spanish.
Lansdowne	<ul style="list-style-type: none"> • See impact of proposed closure of Lendrum, Grandview Heights. • Close Academy at King Edward, Lendrum, Lansdowne and Belgravia and move regular program students from Lendrum and Lansdowne to McKee, Belgravia students to Parkallen and AKE students to King Edward. • Close Lansdowne and move students to Malmo. • Add a French Immersion Program (as Mckernan is at its limit) that feeds into Avalon. • Move Malmo preschool and Montessori Programs to Lansdowne. • Make Grandview 7-9 only and relocate K-6 to Lansdowne.
Lendrum	<ul style="list-style-type: none"> • See impact of proposed closure of Malmo, Grandview Heights. • Close Lendrum and move students to Avalon which would become a K-9 school. • Close Lendrum and move students to Malmo or Lansdowne. • Close Academy at King Edward, Lendrum, Lansdowne and Belgravia and move regular program students from Lendrum

South Central Sector School	Proposed Change
Lendrum (continued)	<p>and Lansdowne to McKee, Belgravia students to Parkallen and AKE students to King Edward.</p> <ul style="list-style-type: none"> • Create Centres of Excellence with McKernan being a centre for second languages and Avalon/Lendrum being a centre for regular programming with enhanced art.
Malmo	<ul style="list-style-type: none"> • Close Malmo and move regular program students to Lendrum, Arabic Program to McKee or to Avalon. • See impact of proposed closure of Lendrum, Mount Pleasant and Lansdowne. • Add the Cogito Program to the existing Bilingual Arabic Program. • Move Malmo preschool and Montessori to Lansdowne. • Move Malmo Bilingual Arabic Program to Queen Alexandra. • Add French Immersion to Malmo. • Move Malmo's Bilingual Arabic Program closer to where students reside and add another language program at Malmo.
McKee	<ul style="list-style-type: none"> • See impact of proposed closure of Malmo, and move of Arabic Program to McKee. • Close Academy at King Edward, Lendrum, Lansdowne and Belgravia and move regular program students from Lendrum and Lansdowne to McKee, Belgravia students to Parkallen and AKE students to King Edward. • Add a Bilingual Arabic Program.
McKernan	<ul style="list-style-type: none"> • See impact of proposed closure of Belgravia and Queen Alexandra. • Close Belgravia and Windsor Park and move students to Garneau, Parkallen, and McKernan. • Make McKernan a 7-9 with a French and English IB Program.

South Central Sector School	Proposed Change
McKernan (continued)	<ul style="list-style-type: none"> • Move French Immersion Program to Garneau. • Enrolment and class sizes in French Immersion are too high: need to address. • Create Centres of Excellence with McKernan being a centre for second languages and Avalon/Lendrum being a centre for regular programming with enhanced art.
Mill Creek	<ul style="list-style-type: none"> • Close Mill Creek and move regular students to Hazeldean and Spanish Program to Avonmore. • Close Mill Creek and move students to Queen Alexandra which has similar specialized programs and better condition. • Combine Mill Creek and Queen Alexandra. • Close Mill Creek and move program to Donnan. • Combine Mill Creek with King Edward.
Mount Pleasant	<ul style="list-style-type: none"> • Close Mount Pleasant and move students to Malmo. • Close Mount Pleasant and move students to Allendale in a K-9 Cogito Program with regular students going to Avalon.
Ottewell	<ul style="list-style-type: none"> • See impact of proposed closure of Clara Tyner.
Parkallen	<ul style="list-style-type: none"> • See impact of proposed closure of Belgravia. • Close Belgravia and Windsor Park and move students to Garneau, Parkallen, and McKernan. • Close Academy at King Edward, Lendrum, Lansdowne and Belgravia and move regular program students from Lendrum and Lansdowne to McKee, Belgravia students to Parkallen and AKE students to King Edward.
Queen Alexandra	<ul style="list-style-type: none"> • Close Mill Creek and move students to Queen Alexandra which has similar specialized programs and better condition. • Close Queen Alexandra and move students to Logos Program at Parkallen or Hardisty.

South Central Sector School	Proposed Change
Queen Alexandra (continued)	<ul style="list-style-type: none"> • Close Queen Alexandra and move students to another Logos Program closest to them. • Close Queen Alexandra and move students to McKernan. • Combine Mill Creek and Queen Alexandra. • Take Malmo's Bilingual Arabic Program. • See impact of proposed closure of Garneau and Rutherford. • Expand the Logos Program at Queen Alexandra.
Rutherford	<ul style="list-style-type: none"> • Close Rutherford and move students to Donnan and/or Holyrood and/or Avonmore. • Add a French Immersion Program. • Consolidate Waldorf Program in Rutherford. • Move regular students from Holyrood and Donnan to Rutherford. • Close Rutherford and move students to Queen Alexandra.
Waverley	<ul style="list-style-type: none"> • Close Waverley and move to Kenilworth, which should become a K-9. • Close Holyrood, Forest Heights and Donnan and move regular students to Waverley (which has daycare) and grades 7-9 go to Kenilworth. • See impact of proposed closure of Clara Tyner. • Add French Immersion and Early Education to Waverley.
Windsor Park	<ul style="list-style-type: none"> • Close Belgravia and Windsor Park and move students to Garneau, Parkallen, and McKernan. • Expand Windsor Park to EE-9. • Add a second story to Windsor Park to accommodate more K-6 students (don't increase to Grade 9).

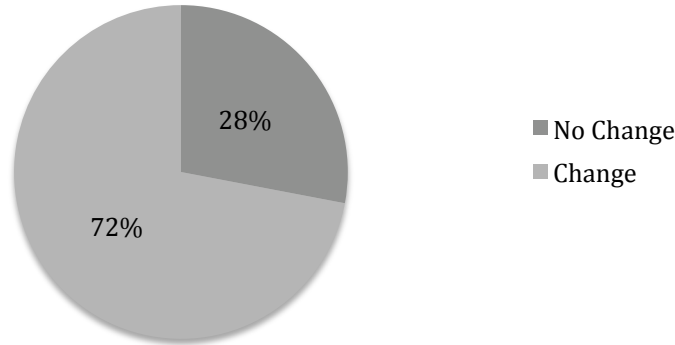
South Central Sector School	Proposed Change
Windsor Park (continued)	<ul style="list-style-type: none"> • See impact of proposed closure of Garneau.
Programs in South Central Sector in general	<ul style="list-style-type: none"> • Expand Bilingual Arabic Program in two sites. • Add a fine arts program to South Central Sector. • Create a literacy centre (LY Cairns North) that would be a draw for students and serve the whole community. • Look at K-9 school configurations with multiple specialized programs (e.g. Bilingual French, Logos). • If community schools and specialized programs are close together, consideration should be given to combining them – they are both important. • Regular and specialized programming should not be offered in the same schools as specialized programming takes emphasis away from regular programs. • Continue the German Bilingual Program in the sector, preferably in connection to other programs (and not in isolation). • Keep the Donnan Sports Program in the sector. • Move Cogito K-6 and 7-9 closer to the south, where the students who are attending presently live.
Buildings in South Central Sector	<ul style="list-style-type: none"> • Adjacent communities could share students (e.g. one building K-3, one 4-6, one 7-9) and share a principal and custodian. • Move in school daycare from classrooms to portables on the school property and then use in-school space for child study program (which has a waitlist). • Build more K-9 schools with after school and day care facilities which allow for future growth. • Make Avalon the designated Junior High for Lendrum, Malmo,

South Central Sector School	Proposed Change
Buildings in South Central Sector (continued)	<p>Mount Pleasant, Lansdowne, Grandview Heights, Windsor Park, Allendale and Parkallen.</p> <ul style="list-style-type: none"> • Have more K-6 schools than K-9 schools which create a better feeling for the community and a sense of belonging. • Develop new schools over the long term that replace some of the existing, aging infrastructure. • Close or demolish unused wings in schools. • Close some schools and use as long-term care facilities. • As the under-utilized schools reach the end of their life cycle, demolish them and rebuild smaller, more energy efficient schools with 50+ year life expectancy. • If a school is at the 80% Optimum learning and more than 80% of its population comes from the local community it should not be closed.
Capilano School (not under review)	<ul style="list-style-type: none"> • Close Riverdale and Capilano and move students to Forest Heights.

Participants who proposed options that included change for the future vs. no change

In the sector review public engagement process participants were asked to propose options for the future that addressed the complexity of the facts and the values of people in their community. Some options that were presented proposed no change to the status quo, or expressed a desire for their school to be unaffected by the sector planning review. In South Central Sector, the breakdown of participants who attended workshops in the falls who proposed options that included change for the future versus no change are reflected in the table below.

South Central Sector, Percentage of Respondents Proposing Change /No Change



Part 2D - West 1 Sector: Options for the future that affect buildings and/or programs

What is important to people about when, where, how, and by whom school space should be used, can be considered as a lens through which to view what happens to the collective group of schools in the sector. The sector planning principles (existing and new ones) referenced above serve as that lens for decision-making.

The values that have been identified by participants and the specific suggestions made by participants relate to the whole system within which EPSB exists and operates. The options for going forward in West 1 Sector should be viewed first with the lens of the sector planning principles and participant values. How do these principles and values apply to the proposed option?

Specific suggestions, options and ideas were provided by participants that would potentially impact or change buildings, school configuration, allocation or programs. It is recognized that all proposed changes for the future will impact students, families, community, staff and residents not just buildings or programs.

West 1 School	Proposed Change
Comprehensive option that affects multiple schools in West 1.	<ul style="list-style-type: none"> Move all EE students from Youngstown to Mayfield. Close Brightview and send regular students to Westlawn and Cogito students to Stratford. Close Grovenor and move K-4 students to Glenora and 5-6 students to Westminster. Make Glenora K-4 only, Westminster becomes 5-9, grade 6 IB goes to Coronation. James Gibbons: move the students to Lynnwood but keep the building open for tenants, joint use and community use and for

West 1 School	Proposed Change
	<p>Cogito overflow from Stratford. Westlawn becomes grades 5-9 and takes grades 5-6 from Glendale and Britannia students. Create Logos Junior High at Youngstown. Close Laurier Heights and make Parkview English K-9 with French Immersion K-6 at Elmwood, French Immersion 7-9 to Hillcrest. Elmwood becomes K-6 French Immersion, Rio Terrace becomes regular program only. Close Patricia Heights, move students to Rio Terrace, and Chinese Bilingual and German Bilingual programs move to Meadowlark with regular students to Sherwood.</p>
Afton	<ul style="list-style-type: none"> • None proposed.
Brightview	<ul style="list-style-type: none"> • Add a Cree program to support the First Nation population. • Close Sherwood and Brightview and move students to Glendale with more space and better building, and do some renovations to accommodate. • Close Dovercourt, Mayfield, Brightview and Youngstown and relocate students as an EE-9 school at Britannia. • Close Brightview and Glendale and move students to Sherwood.
Britannia	<ul style="list-style-type: none"> • Build a state of the art school on the Grovenor site and close Coronation, Dovercourt and Britannia. • See impact of proposed closure of Youngstown. • Close Dovercourt, Mayfield, Brightview and Youngstown and relocate students as an EE-9 school at Britannia.
Coronation	<ul style="list-style-type: none"> • Build a new green school at Grovenor and close Coronation and Glenora. Make Glenora a community art facility and Coronation a senior facility. • Make Coronation a 4-6 school and add an IB program. • Build a state of the art school on the Grovenor site and close Coronation, Dovercourt and Britannia.
Crestwood	<ul style="list-style-type: none"> • Consolidate Crestwood, Parkview and Laurier Heights into Laurier Heights as K-6 and Parkview as 7-9. • Make Crestwood K-6 and Parkview grades 7-9.

West 1 School	Proposed Change
Crestwood (continued)	<ul style="list-style-type: none"> Recognize the academic excellence program at Crestwood and use it as a model to implement across the sector and the District. Close elementary at Parkview, close Junior High at Crestwood and Laurier Heights. Leave Crestwood as an elementary English and French Immersion. Parkview becomes a Junior High with English and French Immersion.
Dovercourt	<ul style="list-style-type: none"> Build a state of the art school on the Grovenor site and close Coronation, Dovercourt and Britannia. Close Dovercourt, Mayfield, Brightview and Youngstown and relocate students as an EE-9 school at Britannia.
Elmwood	<ul style="list-style-type: none"> Combine Elmwood and Hillcrest as an EE-9 or K-9, closing one school.
Glendale	<ul style="list-style-type: none"> Close Sherwood and Brightview and move students to Glendale with more space and better building, and do some renovations to accommodate. Combine Glendale and Westlawn. Close Glendale and Sherwood and relocate students to Westlawn. Close Brightview and Glendale and move students to Sherwood.
Glenora	<ul style="list-style-type: none"> Build a new green school at Grovenor and close Coronation and Glenora. Make Glenora a community art facility and Coronation a senior facility. Add Bilingual Spanish and IB programs to Glenora. Expand and renovate Glenora. Amalgamate division 1 students from Glenora into Grovenor and keep Glenora open for division 2 students only. Renovate Grovenor and make it a model school for early learning. Close Grovenor. Make Glenora a centre for the arts and feeder to Victoria School (similar to a Bennett type centre with dance, painting, music, cooking, design and gardening).

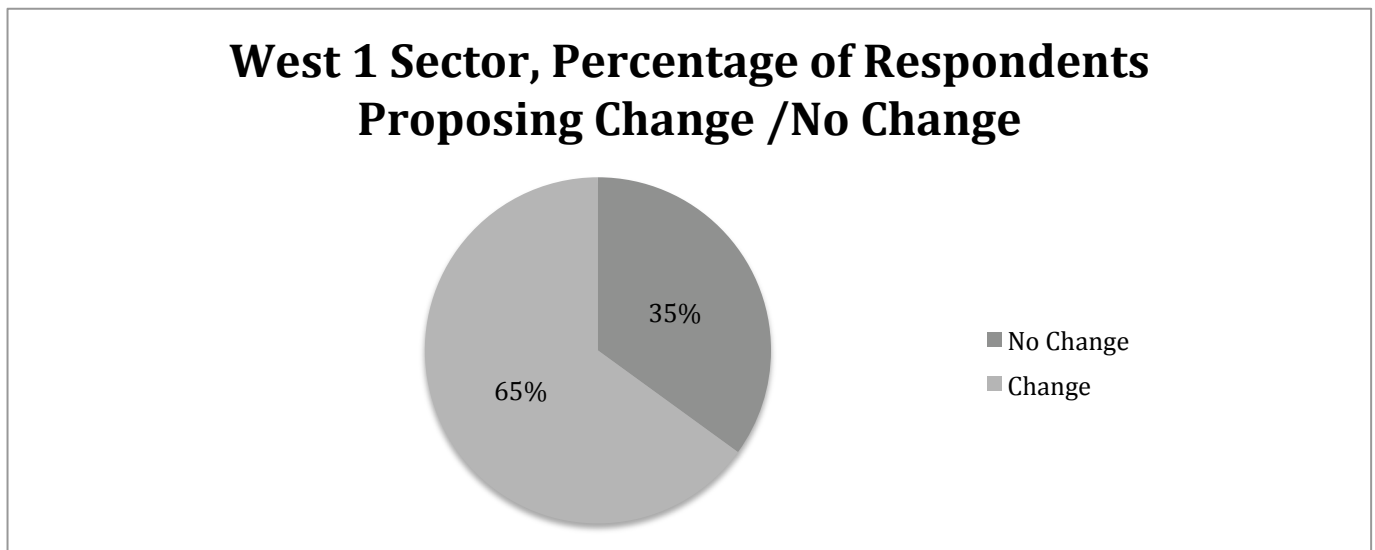
West 1 School	Proposed Change
Grovenor	<ul style="list-style-type: none"> • Build a new green school at Grovenor and close Coronation and Glenora. Make Glenora a community art facility and Coronation a senior facility. • Build a state of the art school on the Grovenor site and close Coronation, Dovercourt and Britannia. • Make Grovenor a K-3 school. • Develop Grovenor as a key school for early childhood education in West Edmonton, focusing on early years, using facility built for very young children, and aligning with Provincial whole child focus. • Close Sherwood, Grovenor and James Gibbons and relocate students to Lynnwood or Parkview. • Amalgamate division 1 students from Glenora into Grovenor and keep Glenora open for division2 students only. Renovate Grovenor and make it a model school for early learning. • Close Grovenor. Make Glenora a centre for the arts and feeder to Victoria School (similar to a Bennett type centre with dance, painting, music, cooking, design and gardening). • Value existing early learning centres at Grovenor and showcase the school.
Hillcrest	<ul style="list-style-type: none"> • Combine Elmwood and Hillcrest as an EE-9 or K-9, closing one school.
James Gibbons	<ul style="list-style-type: none"> • Close Sherwood, Grovenor and James Gibbons and relocate students to Lynnwood or Parkview.
Laurier Heights	<ul style="list-style-type: none"> • Move all French Immersion students from Rio Terrace to Laurier Heights. • Close Laurier Heights and relocate students to Parkview and Crestwood. • Move small English program at Laurier Heights to Parkview.
Lynnwood	<ul style="list-style-type: none"> • Combine regular programs at Lynnwood and Rio Terrace.
Mayfield	<ul style="list-style-type: none"> • Close Dovercourt, Mayfield, Brightview and Youngstown and relocate students as an EE-9 school at Britannia.

West 1 School	Proposed Change
Meadowlark	<ul style="list-style-type: none"> • Close Meadowlark and move students to Parkview (Bilingual Chinese).
Parkview	<ul style="list-style-type: none"> • See impact of proposed closure at Laurier Heights. • Close Sherwood, Grovenor and James Gibbons and relocate students to Lynnwood or Parkview. • Close Meadowlark and move students to Parkview (Bilingual Chinese). • Run a French Immersion program at Parkview. • Consolidate Crestwood, Parkview and Laurier Heights into Laurier Heights as K-6 and Parkview as 7-9. • Make Crestwood K-6 and Parkview grades 7-9. • Close elementary at Parkview, close Junior High at Crestwood and Laurier Heights. Leave Crestwood as an elementary English and French Immersion. Parkview becomes a Junior High with English and French Immersion.
Patricia Heights	<ul style="list-style-type: none"> • Combine Patricia Heights and Rio Terrace, closing one school.
Rio Terrace	<ul style="list-style-type: none"> • Move all French Immersion students from Rio Terrace to Laurier Heights. • Combine regular programs at Lynnwood and Rio Terrace. • See impact of proposed closure of Laurier Heights. • Combine Patricia Heights and Rio Terrace, closing one school. • Close Forest Heights (South Central Sector) German Bilingual program and consolidate at Rio Terrace. • Have all French Immersion K-6 at Rio Terrace (taken from Laurier Heights) and make Laurier Heights 7-9 English and French Immersion. • Combine German Bilingual program at Rio Terrace with Rideau Park program, strengthening both programs and integrate into

West 1 School	Proposed Change
Rio Terrace (continued)	Rio Terrace building, turning it into a K-9. Discontinue German Bilingual program at Allendale.
Sherwood	<ul style="list-style-type: none"> • Close Sherwood and Brightview and move students to Glendale with more space and better building, and do some renovations to accommodate. • Close Sherwood, Grovenor and James Gibbons and relocate students to Lynnwood or Parkview. • Close Glendale and Sherwood and relocate students to Westlawn. • Close Brightview and Glendale and move students to Sherwood.
Stratford	<ul style="list-style-type: none"> • None proposed.
Westlawn	<ul style="list-style-type: none"> • Combine Glendale and Westlawn. • Close Glendale and Sherwood and relocate students to Westlawn.
Westminster	<ul style="list-style-type: none"> • None proposed.
Youngstown	<ul style="list-style-type: none"> • Close Youngstown and move K-9 students to Britannia. • Close Dovercourt, Mayfield, Brightview and Youngstown and relocate students as an EE-9 school at Britannia.
Buildings in West 1 Sector in general	<ul style="list-style-type: none"> • Put K-6 and 7-9 schools in close proximity. • Set a percent limit for enrolment and if enrolment is below that level, close school and merge students into another school. • Keep one neighbourhood school in each community by combining schools that are together in one physical area. Make these schools K-9, EE-9, K-12 and EE-12.
Programs in West 1 Sector in general	<ul style="list-style-type: none"> • Limit the choices of alternative programs and have schools (particularly Junior High) focus their specialization of programs (e.g. Westminster, Parkview and Laurier Heights are competing for the same students as enrolments decline). • Diversity of programming must be maintained.

Participants who proposed options that included change for the future vs. no change

In the sector review public engagement process participants were asked to propose options for the future that addressed the complexity of the facts and the values of people in their community. Some options that were presented proposed no change to the status quo, or expressed a desire for their school to be unaffected by the sector planning review. In West 1 Sector, the breakdown of participants who attended workshops in the falls who proposed options that included change for the future versus no change are reflected in the table below.



Part 3 – Project Evaluation

When the engagement plan was developed, an evaluation plan was also created. Prior to initiating the project, it was important to identify what success would look like when we were complete. In order to do that, we identified a number of Evaluation Success Indicators:

- Participants understand and are more aware about the complexity of issues, values, perspectives and facts related to sector planning;
- Participant satisfaction that the project goals and objectives and the role of stakeholders in the process have been clearly defined and understood;
- A transparent and accountable public engagement process that allows easy access to information and material by all interested parties;
- An open and accessible public engagement process that allows for equitable participation in constructive dialogue by all stakeholders through a variety of appropriate methods;
- Participants are satisfied that the process allowed for emotion and respectful participation on issues of high importance;

- Participant input is considered and/or used by decision-makers in recommendations, decisions and implementation; and
- A broad diverse range of stakeholders representing the demographics of the area are engaged in an inclusive process.

Measuring Success

We used a number of sources of data to measure success, including:

- Baseline analysis of stakeholders, and ongoing review to determine if stakeholder list has expanded and who is being engaged;
- Evaluation surveys conducted at individual events or activities to determine satisfaction levels with information provided, the process, meaningful dialogue etc.;
- Qualitative evaluation at events or activities (e.g., visual assessment of participants in terms of whether or not they represent target audiences, numbers, level of engagement in the discussion, informal chats with participants, team debriefs, etc.);
- Monitoring of online discussion forums, other social media;
- Phone calls, online surveys and interviews with participants (and non participants);
- Requests or suggestions to amend the process and subsequent changes and/or adjustments; and
- Monitoring and confirmation of sharing of information and reporting of “what was said”.

Formal evaluations were conducted at 4 Community Forums in the spring, 16 YOUTH Talk sessions, 2 Public Engagement 101 workshops, and 7 workshops in the fall. In addition, an online survey was used to evaluate input related to attendance and process at the fall workshops. The workbooks and worksheets were not formally evaluated. 30 out of 42 engagement activities were formally evaluated (71%).

Of these events, a potential 1,137 participants out of the total of 3,120 project participants (36%) could have completed an evaluation form. 815 completed forms were received and transcribed into reports used in the summary, resulting in 72% of participants who completed evaluation forms at events where they were available.

Different questions were asked at some events, depending on the purpose or objective of that specific event. All results were rated on the Likert scale from Strongly Disagree-Disagree-Neither Disagree nor Agree-Agree-Strongly Agree.

Success Goal or Indicator	Source of Results	Participant Evaluation Results
Raise awareness and increase understanding about the complexity of issues related to sector planning	Participants and workshops and in YOUth Talk sessions were asked to rate the statement “This session helped me understand the facts and information related to sector planning.”	<p>There were a total of 452 responses to this question. Strongly Disagree = 1% Disagree = 3% Neither Disagree nor Agree = 15% Agree = 54% Strongly Agree = 27%</p> <p>81% of respondents Agreed or Strongly Agreed that the sessions helped them understand the facts and information related to sector planning.</p>
Provide people with the information they need to participate in a meaningful way	Participants at Community Forums, Workshops and Public Engagement 101 sessions were asked to rate the statement “This session helped me understand some of the issues, perspective and views of other participants and/or of sector planning.”	<p>There were a total of 399 responses to this question. Strongly Disagree = 3% Disagree = 9% Neither Disagree nor Agree = 15% Agree = 55% Strongly Agree = 18%</p> <p>73% of respondents Agreed or Strongly Agreed that the sessions helped them understand some of the issues, perspectives and views of other participants and/or of sector planning.</p>
Provide multiple opportunities to engage parents, community members and other interested stakeholders in constructive and respectful dialogue about issues that are important to them	<p>Participants in the Public Engagement workshops and the Community Forums were asked to rate the statement “This session met my expectations for respectful and constructive dialogue.”</p> <p>Participants in the workshops were asked to rate the statement “This session met</p>	<p>There were a total of 174 responses to the question about respectful and constructive dialogue. Strongly Disagree = 4% Disagree = 21% Neither Disagree nor Agree = 20% Agree = 47% Strongly Agree = 8%</p> <p>55% of respondents Agreed or</p>

Success Goal or Indicator	Source of Results	Participant Evaluation Results
	<p>my expectations for development of options, suggestions and ideas for going forward.”</p>	<p>Strongly Agreed that the sessions met their expectations for respectful and constructive dialogue.</p> <p>There were a total of 226 responses to the question about development of options, suggestions and ideas for going forward.</p> <p>Strongly Disagree = 4% Disagree = 14% Neither Disagree nor Agree = 28% Agree = 48% Strongly Agree = 6%</p> <p>54% of respondents Agreed or Strongly Agreed that the sessions met their expectations for developing options for going forward.</p>
<p>Deliver a transparent, accountable and inclusive engagement process that allows stakeholders to share what is important to them</p>	<p>Participants at the workshops, community forums and YOUth Talk sessions were asked to rate the statement “I had an opportunity to talk about what was important to me.”</p> <p>Participants at the community forums, YOUth Talk Sessions and the workshops were asked to rate the statement “The facilitators encouraged everyone to participate and contribute to the discussion.”</p>	<p>There were a total of 612 responses to the question related to talking about what was important to participants.</p> <p>Strongly Disagree = 1% Disagree = 4% Neither Disagree nor Agree = 12% Agree = 57% Strongly Agree = 26%</p> <p>83% of respondents indicated they felt the sessions allowed them to talk about issues that were important to them.</p> <p>There were 570 responses to the question asking participants about the role of facilitators in</p>

Success Goal or Indicator	Source of Results	Participant Evaluation Results
		<p>encouraging inclusive participation. Strongly Disagree = 1% Disagree = 1% Neither Disagree nor Agree = 8% Agree = 45% Strongly Agree = 45%</p> <p>90% of respondents indicated they felt the facilitators encouraged everyone to participate and contribute to the discussions.</p>
<p>Provide info about how to get involved through easy to understand, accessible, timely information</p>	<p>Participants at the Public Engagement workshops were asked to rate the statement “This session helped me understand the public engagement process and how to participate.”</p> <p>Participants at the Public Engagement workshops were asked to rate the statement “I received the information I expected at this session.”</p>	<p>There were 36 responses to the question related to understanding of the public engagement process and how to participate. Strongly Disagree = 8% Disagree = 14% Neither Disagree nor Agree = 22% Agree = 51% Strongly Agree = 5%</p> <p>56% of respondents indicated they felt the session had helped them understand the public engagement process and how to participate.</p> <p>There were 38 responses to the question related to receiving the information that was expected. Strongly Disagree = 7% Disagree = 42% Neither Disagree nor Agree = 12% Agree = 39% Strongly Agree = 0</p> <p>39% of respondents felt they had received the information that was expected at the session.</p>

Success Goal or Indicator	Source of Results	Participant Evaluation Results
Gather input that will be used in drafting recommendations for decision-making and implementation	We are unable to measure the success of this indicator until EPSB Trustees have determined what they will do with the input from the public engagement process.	

From participants:

This process moved my thinking along – new ideas I never considered.

This discussion spurred a lot of out of the box ideas and I really enjoyed getting to hear other people’s concerns that I never thought of before. It helped broaden my perspective.

The dialogue might have been constructive and respectful, but will it make a difference?

Part 4 – Conclusions

The conclusion section of this report on the public engagement process for sector planning relates directly to the process, the public, and our role in developing, implementing and reporting on that process.

After eight months of engaging thousands of citizens, and conducting outreach to tens of thousands more, we would like to highlight some important results from the process.

1. This was a challenging task, and participants rose to the challenge.

Sector planning is a topic that brings into consideration multiple issues, and asks people to grapple with the realities and facts of a challenging situation. This is not a “blue sky” visioning process where the goal is to make everyone happy and imagine a rosy future. Instead participants are asked to bring what is deeply important to them to the table, to take the time to understand the views of others as well as their own, and to grapple with the realities and challenges of the situation and propose solutions. There are no “easy” answers to sector planning, and in the end there were few participants who offered easy solutions to this important challenge. We commented multiple times throughout the process that we believed if we asked more of people they would provide it, and that this important task was not beyond them. We are overwhelmed by the thoughtfulness, passion, creativity and the ideas presented by caring people.

2. The issues under consideration were complex and multi-faceted, and participants understood them.

Some participants were frustrated early on in the process when they felt there was an insufficient amount of factual information available, and we worked hard to be certain to provide participants with the information they requested, needed and that would be helpful in deliberating on the issue. We knew we could find the answers to the questions they asked, but we knew we couldn't tell them what was important to them – and we needed to hear their views and concerns so that we could give them what they needed. The large number of relevant and considered submissions and comments is proof of participant's ability to understand the issues and how they relate to their lives, community and children.

3. There was a wide diversity of views, perspectives and ideas, and we have tried to honour all of them.

Many participants expressed concern, fear and anxiety throughout the process that they wouldn't be listened to, or that their views would not be heard. Many other participants expressed concern that only the loudest, most organized stakeholders would be heard, and the views of others would fall on deaf ears. Our role has been to represent the views and perspectives of all participants, in all their diversity and richness to EPSB for consideration. We hope this summary report has honoured and acknowledged the things that were important to all of them.

4. Participants knew about the process and they took advantage of the opportunity.

The statistics in this report related to communications, outreach and engagement are comprehensive and factual. All potentially interested and affected stakeholders had multiple opportunities to understand how to participate, from us directly or through the multiple channels, networks or contacts who distributed the communication and information on our behalf.

5. Participants showed caring and respect for each other, for us and for EPSB staff, even though this was an emotional and passionate issue for them.

Talking about impacts to children, schools, jobs, and community are all emotional issues for people, and can result in behaviour that makes other participants uncomfortable, or that lashes out as a result of pent-up concern. With very few exceptions, the participants who participated showed caring and compassion for each other, and were respectful of us and EPSB staff.

6. We made commitments to participants in good faith.

Throughout the process we made commitments to participants about their role and influence in the process and what would be done with their input: that it would be considered in the drafting of recommendations to Trustees. We made those commitments in good faith, and confirmed and clarified the commitment we were publicly making over the eight months of the project. An election in the middle of a public engagement process is unusual, but not unprecedented, and we

recognize that some Trustees ran on platforms of no school closures. We find it unfortunate for the thousands of participants who took the time, effort and emotion to engage in the process that Trustees have made decisions related to sector planning prior to receiving their views and submissions. Many participants expressed anxiety and fear that after eight months of thought, consideration and effort that Trustees would do nothing, and then put them through a similar process again next year or the year after. We also have concerns that participants will be put through the heartache and effort of a future process when thousands have already provided thoughtful input that could be considered now.

7. The role of leaders is to listen, reflect and then have the courage to make the decisions that no one else will.

We have worked with many organizations and many leaders, and believe that the best of them listen intently to all stakeholders, seeking input from the vocal and organized, as well as those with quiet, silent, and divergent viewpoints. Those leaders reflect on all the voices and views, and then make decisions that others choose not to – the hard, challenging, important and sometimes unpopular decisions. Sometimes those decisions don't make everyone happy, but we think the goal of meaningful public engagement is to involve people on issues that are important to them, consider those views in making decisions and move forward in a way that considers the best interests of all, including the organization. We believe Trustees have a challenging task ahead of them, and encourage them to consider all views in their deliberations. We aren't advocating for schools closures in any way, but we are advocating that the diversity of viewpoint expressed by thousands of participants receive due consideration, and Trustees strive to rise to the same challenge participants took on.

8. Thank you.

Our final comment is to express gratitude and appreciation for being a part of this important conversation, and for having the opportunity to hear from the passionate, committed residents of Edmonton. It was an honour to hear their views, and to work with dedicated EPSB staff.