

## EDMONTON PUBLIC SCHOOLS

January 17, 2006

TO: Board of Trustees

FROM: Edgar Schmidt, Acting Superintendent of Schools

SUBJECT: Community Access to Schools Consultation Group Findings Report

ORIGINATOR: B. Tams, Acting Executive Director

RESOURCE

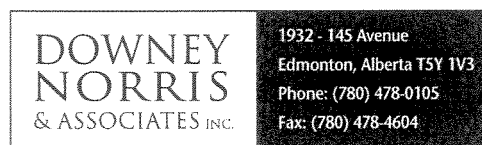
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### INFORMATION

On November 28 and 30, 2005, Anne Marie Downey of Downey Norris & Associates facilitated a stakeholder consultation process on behalf of the district. The consultation sessions explored the issues and concerns related to community access to schools. Ms. Downey's report, which outlines the findings from the consultation process, is attached as an appendix.

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APPENDIX I – Community Access to Schools Consultation Group Findings Report



**Edmonton Public Schools  
Community Use of School Facilities  
Consultation Group Findings**

**December 6, 2005**

## Table of Contents

Introduction .....	3
Background .....	3
Approach/Methodology .....	4
Key Findings .....	5
What Currently Works .....	7
Issues and Challenges .....	8
Directions Edmonton Public Schools Should Consider Pursuing .....	10
The Ideal Situation .....	11
Appendix I: What Currently Works .....	12
Appendix II: Issues and Challenges .....	13
Appendix III: Directions Edmonton Public Schools Should Consider Pursuing .....	17
Appendix IV: Describing the Ideal .....	18

## Introduction

In October 2005, Edmonton Public Schools retained *Downey Norris & Associates Inc.* to design and facilitate a consultation process to gain a better understanding of the challenges and opportunities for community users of Edmonton Public Schools' facilities. At the same time, the process was intended to help community users and Edmonton Public Schools better understand the challenges and opportunities for school administrators and staff in their joint efforts to help meet the recreation and leisure facility needs of the Edmonton community.

This endeavor is a first step in Edmonton Public Schools' efforts to prepare for and provide meaningful input that reflects the needs of its schools and community users of those schools, into the upcoming Joint Use Agreement Review process.

## Background

Providing access to recreation and leisure activities and facilities to Edmontonians is the mandate and responsibility of the City of Edmonton. The City is strongly supported by Edmonton Public Schools and Edmonton Catholic Schools through a Joint Use Agreement (JUA) designed to address community use of school facilities, school use of City facilities, and matters pertaining to joint land use. Under this agreement, the Edmonton Public Schools offers approximately 75,000 hours of school facility time, about 36,000 of which are used by sports teams, at no or nominal cost to accommodate community needs each year -- a demand that continues to grow.

In early 2006, the City of Edmonton, Edmonton Public Schools and Edmonton Catholic Schools will launch a comprehensive consultation process as part of an examination of the current JUA to determine how that agreement might be modified to better meet the needs of a growing and changing community.

In preparation for this exercise and in light of recent concerns raised about convenient access to school facilities in some areas of the city, Edmonton Public Schools decided it should hear directly from schools and community organizations that use school facilities, such as sports associations and other recreational and leisure users. The intent was to help Edmonton Public Schools better understand the issues, challenges and opportunities facing all parties related to the use of schools for community recreation purposes, and thus be well prepared to ensure that Edmonton Public Schools' participation in the upcoming review of the JUA would be able to best represent the needs and priorities of community user groups and the district's school facilities.

## Approach/Methodology

A total of 37 representatives from the following community organizations and Edmonton Public Schools were invited to participate in the consultation group:

### Community User Group Invitees:

- Baldwin & Edmonton Sabers Marching Band
- Edmonton Basketball Association
- Edmonton District Badminton
- Edmonton Federation of Community Leagues
- Edmonton Interdistrict Youth Soccer Association
- Edmonton Minor Soccer Association
- Edmonton Rhythmic Gymnastics
- Edmonton Sport Council
- Edmonton Volleyball Association
- Edmonton Youth Basketball
- Etudes Dance Studio
- Girl Guides of Canada
- Millwoods Volleyball Association
- Northern Alberta Volleyball Association
- The Fog Volleyball Association
- Thorncliffe Community League
- Tiger Taekwon Do
- 186 Knottwood Scouts

### Edmonton Public Schools Invitees:

- Six school principals
- EPS Custodial Services
- EPS Consulting Services
- Five EPS Planning Department representatives involved in JUA related activities

### Parent Invitees:

- Parent representatives from six Edmonton Public Schools

Two facilitated three-hour consultation meetings were held on November 28 and 30, 2005 involving a total of 18 community user group and parent representatives, and 12 Edmonton Public Schools representatives. A combination of qualitative and quantitative data collection was undertaken.

Through a series of steps and exercises participants worked to achieve the following objectives:

- Better understand users' expectations for access to school facilities.
- Better understand what works for both users and schools under the current Joint Use Agreement and processes.
- Identify the issues and challenges recreation users face in trying to meet the needs of their communities.
- Identify the issues and challenges the District faces in trying to meet community needs.
- Describe what "ideal" access looks like from the perspectives of both users and schools.
- Explore potential directions Edmonton Public Schools might pursue on behalf of community users and itself through the JUA Review.

This report's findings reflect the views of Consultation Group participants and should not be assumed to represent the views of the broader school and recreation user communities.

## Key Findings

The findings of this consultation are based on the perspectives and opinions held by the individuals and organizations that attended Consultation Group meetings, as interpreted by the consultant, *Downey Norris & Associates Inc.* They cannot be assumed to accurately reflect the views of the broader recreation user and Edmonton Public School communities. The views of the broader community will be solicited during the formal Joint Use Agreement Review process. However, it is reasonable to accept the outcomes of this consultation as representing views that are more broadly held in the recreation user and schools communities.

- There was clear recognition of, and support for, the value of sports, recreation and leisure activities in improving the health and quality of life for Edmontonians of all ages and in strengthening Edmonton as a community.
- There was a clear recognition that there is an increasing need for prime time and local access to recreation facilities to meet the demands of a growing population and increasing number of sports and recreation organizations.
- Edmonton Public Schools demonstrated a desire to facilitate, wherever possible, community access to its school facilities.
- Participants from both community organizations and Edmonton Public Schools demonstrated a very strong spirit of collaboration and cooperation during the consultation process, seeking to understand the needs and concerns of all parties.
- Community user organizations demonstrated a strong commitment to respect and protect Edmonton Public Schools' staff and physical facilities while using those facilities.
- Gaps in knowledge and understanding by users and schools of processes, systems and challenges related to access to school facilities is identified as an impediment to clear and consistent communication between and among parties. Efforts to facilitate clear, accurate and timely communication are advocated by the Consultation Group.
- There was a high level of agreement that fees are generally low for users and that genuine efforts are made to match the specific needs of users with suitable facilities.
- More than 75% of participants felt there is convenient access to local school facilities for many community organizations and that the system respects historical use of facilities by community groups from year-to-year.
- More than 70% of participants felt that having principals decide on the availability of their schools in the context of programs and budget priorities currently works, as does the early identification of school space availability and understanding by Edmonton Public Schools users' needs.
- All participants recognize there is a financial cost to Edmonton Public Schools and to individual schools in providing community access its school facilities.
- Most participants felt that compensation to schools to cover the costs associated with community use of schools was inadequate and that compensation from the Alberta Government to the district to recognize the associated costs of community use of school facilities was also inadequate.

- Lack of funding to cover costs was recognized as a significant factor that limits community access to Edmonton Public Schools and one that the organization should work with its partners during the Joint Use Agreement Review process to improve.
- The system currently in place for identifying useable space and time in local schools, and allocating and scheduling that space, has worked relatively well. However, there are a number of shortcomings to the current system from the perspective of both users and schools that need to be further examined and addressed during the Joint Use Agreement Review process. *These are further detailed under the Issues & Challenges section on page eight.*
- Wherever feasible community users want more access to the schools in their local areas, and want to the extent possible access to school facilities and time slots that are appropriate to the age of the participants and the nature/season of the activity being undertaken. This is another priority area Consultation Group participants feel Edmonton Public Schools should work with its partners to address during the Joint Use Agreement Review process.
- Community users desire more comprehensive, timely and easier-to-access information from Edmonton Public Schools on the availability of school space/time and information on why some schools/space are not accessible to community use.
- Participants felt that it would be beneficial if the formal Joint Use Agreement Review process also brought to the table other key partners in providing access to recreation and sports opportunities, including the Alberta Government, Edmonton Community Leagues and perhaps organizations such as the YMCA/YWCA and indoor soccer facilities.
- Participants from both schools and community groups acknowledged the benefits of the consultation process and community groups recognized the benefit of the opportunity to discuss the issues and challenges directly with “front-line” school staff, e.g., principals. However, community user organizations indicated they want continued involvement in the formal consultation process as part of the next steps of the review of the Joint Use Agreement and that at some stage they would want the opportunity to communicate directly with Edmonton Public School Trustees regarding their needs and priorities.

## What Currently Works

Consultation Group participants were asked to identify aspects of the current system that work well in terms of accommodating community use of Edmonton Public's school facilities. Participants were then asked to determine their individual level of agreement with the sixteen points identified. It is important to note that not all participants felt they had the knowledge needed to indicate their level of agreement with some of the statements developed by the group. See *Appendix I* for additional detail.

The following points developed by consultation group participants received the highest level of agreement:

Currently Works Well	% who agree
There are generally low fees for users.	90%
There is an attempt made to match the specific needs of users with suitable facilities.	89%
There is convenient access to local school facilities for many community organizations.	78%
The current system enables carry-over of historical use of facilities by community groups from year-to-year.	77%
Principals in local schools have the opportunity and ability to determine the availability of their local school to community groups in the context of school programs and budget priorities.	73%
The availability of facilities for the coming year is identified early.	73%
There is some financial compensation provided to individual schools for the cost of making facilities available to the community.	73%
There is an understanding by Edmonton Public Schools of the needs of users.	72%



## Issues and Challenges

Consultation Group participants were asked to identify and theme the issues and challenges faced by community user groups, local schools and the Edmonton Public Schools in meeting needs and expectations in terms of access to the district's school facilities. The following issues and challenges were identified under a number of overall "themes". Participants then rated how significant a challenge or barrier each issue area is for schools and community users in achieving ideal access by community groups to school facilities. See *Appendix II* for further detail.

The following are the issue themes and a summary of related challenges developed by consultation group participants:

<b><i>Issue Theme</i></b>	<b><i>Specific Issues &amp; Challenges</i></b>
<b><i>Funding Adequacy</i></b>  95% highly significant; 5% moderately significant	<ul style="list-style-type: none"> <li>▪ No funding from the provincial government to compensate school districts for expenses related to opening schools in support of healthy communities</li> <li>▪ Insufficient operation and maintenance budgets to cover custodial, security and other related costs</li> <li>▪ School district funding shortages limit funds for the retro-fitting and construction of schools to make them suitable for a variety of community uses</li> <li>▪ District allocation to local schools in support of community use of school facilities is not enough to cover school costs</li> </ul>
<b><i>Space and Time Booking</i></b>  60% highly significant; 35% moderately significant	<ul style="list-style-type: none"> <li>▪ Bookings are confirmed too late into the year</li> <li>▪ Cancellations to accommodate school, City of Edmonton or unpredicted events such as elections, cause rescheduling and financial problems for users</li> <li>▪ Lack of advance detailed information about school use of facilities, e.g., for practices, games, tournaments, etc., unnecessarily reduces availability of space</li> <li>▪ Edmonton Public Schools and user group data is not always current and accurate, and errors are also a problem</li> </ul>
<b><i>Access to Local Schools</i></b>  45% highly significant; 50% moderately significant	<ul style="list-style-type: none"> <li>▪ Some schools provide limited or no access to the community</li> <li>▪ Some schools are in extremely high demand, limiting access by local users while other schools are considered less desirable because of the facilities offered and/or their locations</li> <li>▪ Local access is impeded by city-wide distribution of space without consideration for the City's quadrants</li> </ul>
<b><i>Space/Time Appropriateness and Usability</i></b>  45% highly significant; 40% moderately significant	<ul style="list-style-type: none"> <li>▪ Much of the time/space made available by Edmonton Public is not considered useable by some user groups, e.g., not during prime time or days, not in peak season, inadequate space</li> <li>▪ Time and space allocated is not always appropriate for the users' ages and/or the activity being undertaken</li> </ul>

<p><b><i>Implementation of Joint Use Policies</i></b></p> <p>45% highly significant; 35% moderately significant</p>	<ul style="list-style-type: none"> <li>Decisions by Edmonton Public Schools and, in particular, school principals sometimes seem arbitrary and without supporting rationale</li> <li>The spirit of the district's policy to accommodate community use of school facilities does not always seem to be adhered to by principals, with some principals allowing use of facilities that does not go through the Joint Use Agreement (JUA) allocation process and others not participating in the JUA</li> </ul>
<p><b><i>Facility Use Limitations</i></b></p> <p>50% highly significant; 25% moderately significant</p>	<ul style="list-style-type: none"> <li>Facilities are not always ready for users, e.g., dirty gym floor, door to school or gym not open for use at prescribed time, groups run over time, access denied because there are no available custodial staff</li> <li>The provision of appropriate supervision to ensure the safety and security of school staff and facilities is limited by a collective agreement, cost, insurance and safety codes</li> <li>High costs/fees for user groups accessing schools on weekends</li> </ul>
<p><b><i>Facility Design Suitability</i></b></p> <p>25% highly significant; 55% moderately significant</p>	<ul style="list-style-type: none"> <li>School facilities not designed for some of the activities being undertaken by users, and the growing demand for space that can accommodate activities such as soccer</li> </ul>
<p><b><i>Communications Concerns</i></b></p> <p>16% highly significant; 63% moderately significant</p>	<ul style="list-style-type: none"> <li>Community/user groups want to discuss community use of school facilities directly with Edmonton Public Schools Trustees</li> <li>Centralized booking means limited communication between schools and users, but principals are expected to communicate and/or mediate when issues arise between users and residents, e.g., parking, noise and vandalism</li> <li>Inadequate communication between schools and Edmonton Public Schools central booking system regarding changes to school availability</li> </ul>
<p><b><i>Behaviours of Some Users</i></b></p> <p>20% highly significant; 50% moderately significant</p>	<ul style="list-style-type: none"> <li>Non-adherence to local school policies and/or JUA requirements, e.g., self-supervision, parking restrictions, in/out times, inconsistency attendance, etc.</li> <li>Lack of care/respect for school equipment and facilities</li> </ul>
<p><b><i>Historic Rights</i></b></p> <p>26% highly significant; 42% moderately significant</p>	<ul style="list-style-type: none"> <li>Protection of historic uses does not reflect/consider increases in population, community groups and recreation activities</li> <li>Current policy can result in loss of historic use without provision of a suitable replacement time and space</li> </ul>
<p><b><i>Transparency &amp; Accountability by EPSB</i></b></p> <p>26% highly significant; 37% moderately significant</p>	<ul style="list-style-type: none"> <li>Users would like a public accounting of how user group fees are used by Edmonton Public in supporting community access</li> <li>No rationale has been provided by Edmonton Public Schools for why access to its facilities has decreased, while access to Edmonton Catholic facilities has increased</li> <li><b>Edmonton Public Schools' statistics show there is more 'useable' time available to groups than there actually is</b></li> <li>When and where space is available should be transparent</li> </ul>

## **Directions Edmonton Public Schools Should Consider Pursuing**

Consultation Group participants were asked to identify overall directions they felt Edmonton Public Schools should consider pursuing during the upcoming Joint Use Agreement Review process to better meet needs and priorities of schools and community users. See *Appendix III* for further detail.

The primary areas of direction that emerged were:

- Pursue additional sources of funding to cover costs associated with the use of school facilities by community groups. Seeking funding from the Alberta government was highlighted by a number of participants who used the Ontario government, which apparently provides a special allocation to schools to facilitate community use, as their example.
- Advocate for an easy to access, real-time, online space/time booking system.
- Support broadening the range of organizations and facilities as partners in the JUA, e.g., Alberta Government, community leagues, YWCAs/YMCAs and indoor soccer facilities. Consider expansion of the Joint Use Steering Committee membership to include organizations such as the Edmonton Federation of Community Leagues or a large “city-wide” recreation user group.
- Support and facilitate all district schools serving as community facilities, with increased access to prime time and space.
- Increase awareness and understanding of all partners, including schools and community users of the processes, issues and challenges associated with community use of school facilities.

## The Ideal Situation

Consultation Group participants were asked to identify the features of the “ideal situation” from the perspective of both community users and schools, with respect to community access to Edmonton Public’s school facilities. See *Appendix IV* for further information.

The key features that were identified were:

- Schools are appropriately compensated for costs associated with community use of school facilities, e.g., wear and tear, custodial services and equipment, and users replace damaged equipment.
- Provincial government recognizes the value of schools access in facilitating healthy lifestyles and compensates schools, e.g., dollars for every hour offered.
- User fee structure is expanded, but fees remain affordable, uniform and consistent.
- All schools are open for a specified minimum number of hours that are provided consistently and more prime time hours are available throughout the entire week.
- Community users have access to the hours needed to run community/sports programs on a regular basis that match seasonal play.
- Community league facilities are identified and included/used in the JUA.
- JUA Steering committee includes principals, user groups, broader range of community representatives and elected officials, e.g., City Councilors and School Board Trustees.
- School facilities have gym spaces and ancillary/learning spaces for flexible use that can be separated from the rest of the school for security purposes.
- Who can supervise and under what circumstances is clearly understood and current limitations are eased, e.g., hosts/hostesses and/or custodians.
- Standards of play include time divisions so that minor groups and younger children get early time slots in local facilities.
- Schedules for historical users are in place prior to summer vacation.
- “Casual” users are more appropriately labeled and provided access to schools in newer areas and facilities close to users.
- New developments address community recreation and leisure needs, e.g., community recreation centres, schools, community centers, and Community Leagues in new areas are considered a user group.
- There is a cap on bookings of school space by schools to ensure there is always some community access.
- Citizens get a tax break for the dollars they spend on pursuing healthy life styles, as is apparently done in Quebec.
- An ombudsman is appointed to deal with issues/concerns between partners.

## APPENDIX I

### ***What is working well in accommodating community access to Edmonton***

#### ***Public Schools?***

Consultation participants were asked to identify aspects of the current system that work well in terms of accommodating community use of Edmonton Public's school facilities. The following is a list of those positive features identified by consultation process participants and the percentage of participants either agreeing or disagreeing with the success of those features.

	<b><i>Strongly Agree</i></b>	<b><i>Agree</i></b>	<b><i>Disagree</i></b>	<b><i>Strongly Disagree</i></b>	<b><i>Don't Know</i></b>
The "CLASS" software booking system functions effectively in supporting centralized booking of Edmonton Public School's facilities.	11%	44%	17%	0%	28%
The centralized booking system works well.	28%	39%	28%	0%	6%
Edmonton Public Schools makes available more hours of access to its facilities than is requested/needed by community recreation and sports organizations.	28%	17%	39%	6%	11%
There is convenient access to local school facilities for many community organizations.	6%	72%	11%	11%	0%
Many excellent relationships have been established between community groups and local schools.	11%	50%	11%	0%	28%
There is a well-established and understood routine and process for using school facilities.	11%	56%	22%	11%	0%
Principals in the local schools have the opportunity and ability to determine the availability of their local school to community groups in the context of school programs and budget priorities.	50%	33%	6%	0%	11%
The availability of facilities for the coming year is identified early.	17%	56%	11%	11%	6%
There is some financial compensation provided to individual schools for the cost of making facilities available to the community.	6%	67%	0%	6%	22%
The current system enables the carry-over of historical use of facilities by community groups from year-to-year.	33%	44%	6%	0%	17%
There is a clear process for dealing with "no shows" – those who reserve time and do not use it.	11%	50%	17%	0%	22%
The process allows for some negotiation in terms of accessing space and time.	11%	39%	17%	0%	33%
There are generally low fees for users.	53%	37%	5%	0%	5%
In the majority of situations, once time is scheduled it is not changed.	0%	67%	6%	0%	28%
There is an understanding by Edmonton Public Schools of the needs of users.	22%	50%	17%	0%	11%

## APPENDIX II

### ***What are the issues and challenges faced by community users and schools in meeting the needs and expectations of their communities?***

Consultation participants were asked to identify the issues and challenges faced by both community user groups, local schools and the Edmonton Public School District in trying to meet the needs and expectations in terms of access to Edmonton Public Schools' facilities. The following issues and challenges were identified under a number of overall "themes". Participants also rated how significant a challenge or barrier each issue area is for schools and community users in achieving ideal access by community groups to school facilities.

<i>Highly Significant</i>	<i>Moderately Significant</i>	<i>Low Significance</i>	<i>Issue Theme</i>	<i>Specific Issues &amp; Challenges</i>
95%	5%	0%	<b><i>Inadequate Funding</i></b>	<ul style="list-style-type: none"> <li>Inadequate provincial government funding to school districts to compensate for community use of schools</li> <li>Provincial restrictions on expenditure of PO&amp;M (operations &amp; maintenance) dollars by districts/schools</li> <li>Overall school district funding shortages</li> <li>No specific provincial funding is available for making schools accessible for community use</li> <li>Inadequate financial compensation by the school district to local schools for community use of school facilities</li> <li>Lack of funding for "retro-fitting" of schools to make suitable for community use</li> <li>Lack of funding for construction of "desired" gymnasium spaces in new schools</li> <li>Inadequate funding to operate &amp; maintain school facilities for community use</li> <li>Limited funds for custodial support to facilitate community use of schools</li> </ul>
45%	50%	5%	<b><i>Limited Access to Some Local Schools</i></b>	<ul style="list-style-type: none"> <li>Some local schools provide no access at all to community groups thus requiring users to access schools in other neighborhoods in the city</li> <li>Local users often do not have access to local schools</li> <li>Safety concerns when access provided to schools located in what may be perceived to be unsafe neighborhoods, especially for younger children</li> <li>City-wide space distribution system does not work well and needs to be based on "quadrants" of the city rather than city-wide</li> <li>Limited access to schools in specific areas of the city</li> <li>There is an imbalance of demand on some schools and a mismatch of available space with existing needs</li> </ul>

<i>Highly Significant</i>	<i>Moderately Significant</i>	<i>Low Significance</i>	<i>Issue Theme</i>	<i>Specific Issues &amp; Challenges</i>
45%	35%	20%	<b><i>Inconsistent Implementation of Joint-use Policies</i></b>	<ul style="list-style-type: none"> <li>Decisions by Edmonton Public and especially local principals on space availability often seem arbitrary, without supporting rationale</li> <li>Decisions by local principals on space availability sometimes seems inconsistent with overall District policy to accommodate community use of school facilities</li> <li>All Edmonton Public schools do not participate in community use of their facilities</li> <li>Some schools allow so-called “back-door use” of their facilities, i.e., use that does not go through the formal joint-use allocation process</li> </ul>
45%	40%	15%	<b><i>Space/Time Available Is Not Always Appropriate or Useable</i></b>	<ul style="list-style-type: none"> <li>Much of the time/space allocated as “available” by Edmonton Public is not useable for many community groups, e.g. not “prime time” or “prime days”, not in peak season, inadequate space, etc.</li> <li>Some of the time and space allocated is not appropriate for the age group of the user</li> <li>Allocation of time renders other time unusable, e.g., if 1.5 hours of a 2-hour slot is allocated, the other .5 hour becomes unusable for most purposes</li> <li>Time allocation should have a greater emphasis on what users need rather than what is available</li> </ul>
50%	25%	20%	<b><i>Facility Use Limitations</i></b>	<ul style="list-style-type: none"> <li>Facility floors sometimes not clean for user groups</li> <li>Why do schools need paid supervisors for user groups; can't user groups supervise themselves?</li> <li>Do supervisors of community groups at schools have to be custodians or are there less expensive options</li> <li>Groups sometimes denied access to a school because of a lack of custodial staff</li> <li>Custodial staff problems to ready schools for user groups and students</li> <li>Union collective agreements limit flexibility in use of facilities/maintenance/cleaning</li> <li>Concerns for safety of school custodial staff and the security of the facility if there is inadequate supervision of users, especially “arrival/departure” of users</li> </ul>

			<ul style="list-style-type: none"> <li>Problems with delayed starts of user group time due to previous groups running over-time or facility not ready/open for use at prescribed time</li> <li>High costs/fees for user groups accessing schools on the weekend</li> <li>Direct contact between users and custodial staff; sometimes lack of respect/courtesy by either/both parties</li> <li>Staffing issues related to managing user groups</li> </ul>
25%	55%	20%	<p><b><i>Facility Design not Always Suitable for Activities Undertaken</i></b></p> <ul style="list-style-type: none"> <li>School facilities not designed for the specific activities being undertaken by users</li> <li>Inadequate facility design to accommodate new and growing activities, e.g. soccer</li> </ul>
60%	35%	5%	<p><b><i>Booking Issues</i></b></p> <ul style="list-style-type: none"> <li>August confirmation of booking of facilities comes too late for many user groups</li> <li>Timing of booking confirmation does not work well for “non city-wide users”</li> <li>Identifying facility availability in Spring causes problems in Fall when space previously available is removed from joint-use by local schools as more details of the school year/school needs &amp; budgets are known</li> <li>Booking errors by Edmonton Publics’ booking clerks &amp; by user groups</li> <li>Cancellations cause user groups problems for rescheduling and sometimes money, especially last minute cancellations of space required for major events, e.g., tournaments</li> <li>Unpredicted cancellations, e.g., municipal, provincial and federal elections</li> <li>Cancellations caused by public or City of Edmonton meetings held in schools</li> <li>Lack of advance, detailed information about school use of facilities, e.g. for practices, games, tournaments, etc. unnecessarily reduces availability of space</li> <li>Edmonton Public facility availability data often inaccurate and out-of-date</li> </ul>



26%	37%	37%	<p><b><i>Need for Transparency &amp; Accountability by EPSB</i></b></p> <ul style="list-style-type: none"> <li>▪ Need a clear public accounting of how user group fees are utilized by Edmonton Public in supporting community access</li> <li>▪ Edmonton Public has reduced availability and community use without providing rationale, while the Edmonton Catholic has increased availability and use</li> <li>▪ Edmonton Public statistics show there is more 'useable' time available to groups than is really useable</li> <li>▪ Space available – when and when - needs to be more transparent and open</li> </ul>
20%	50%	30%	<p><b><i>Inappropriate Behaviors by Some Community Users</i></b></p> <ul style="list-style-type: none"> <li>▪ Some user groups do not follow the designated in/out times for facility use</li> <li>▪ Some users do not obey parking restrictions/instructions</li> <li>▪ Inadequate "self-supervision" by some user groups</li> <li>▪ Activities carried out by users that cause damage to the facilities</li> <li>▪ Lack of care/respect for school equipment and school facilities</li> <li>▪ Non-adherence to local school policies and procedures when using school facilities</li> <li>▪ Inconsistent attendance by some user groups of booked time</li> <li>▪ Conflicts/disrespect by some users to school custodial staff and vice-versa</li> </ul>
16%	63%	21%	<p><b><i>Communications Concerns</i></b></p> <ul style="list-style-type: none"> <li>▪ Community/user groups desire opportunity for direct input to Edmonton Public School Board Trustees regarding their needs/priorities in the new joint-use agreement</li> <li>▪ Lack of direct communication between community groups and local schools as a result of centralized booking of facilities</li> <li>▪ Inadequate communication between local schools and EPSB central booking system regarding changes to school availability</li> <li>▪ Principals expected to be the "communicator" and "mediator" when issues arise between community user groups and school area residents, e.g., parking, noise and vandalism concerns</li> </ul>
26%	42%	32%	<p><b><i>Historic Rights Issues</i></b></p> <ul style="list-style-type: none"> <li>▪ Allocation based on historical usage does not always reflect changing use patterns by user groups and decline or growth in certain activities, e.g., dramatic increase in soccer participation</li> <li>▪ Historic use does not reflect/consider overall increase in population, community groups, and recreation activities</li> <li>▪ Current process can sometimes result in loss of historic usage with no suitable replacement, e.g., when a user group or the school changes the historic scheduling of an activity</li> <li>▪ Lack of understanding about how the "historic rights" process works</li> </ul>

## APPENDIX III

### ***What directions should be pursued by Edmonton Public Schools in the upcoming Joint Use Agreement Review?***

Consultation Group participants were asked to identify overall directions that should be pursued by Edmonton Public Schools in the upcoming Joint Use Agreement Review process to better meet the needs and priorities of schools and community users. Participants then each identified the top six areas they would like to see Edmonton Public Schools pursue. They are listed below in descending order.

	<b># Votes</b>
More funding must be committed by users and the provincial government, e.g., Ontario provincial government commits \$20 million to schools in support of community use; no dollars committed for this purpose by the Alberta government	22
Website management of real-time booking	11
One online booking system	9
Adding of a fourth party to the steering committee beyond Edmonton Catholic, Edmonton Public and the City of Edmonton – a member-at-large from the Edmonton Federation of Community Leagues, ECL or a large city-wide user	8
Finding more affordable solutions to facilitate the opening of schools, e.g., hosts/hostesses versus custodial staff	8
Number of partners in the JUA must be increased to include the provincial government, community leagues and possibly other potential partners such as YMCA/Ms and soccer centres	7
City parks master plan must acknowledge the requirements of the JUA; recent partnerships between the City and third parties in the development and running of recreation facilities, devalues the JUA	7
General fact-based education regarding Joint Use through key communicators, principal support groups and user groups	7
Reaffirm principles that support active lifestyles	7
Reconfiguration of Steering Committee membership	5
Bring all stakeholders to the table	5
Put emphasis on schools as community facilities	4
Ensure clarity of what the Joint Use includes – principles versus specifics, e.g., standards of play – Specifics may be discussed at another level	3
Where would this money come from?	3
Edmonton Public Schools and other partners must acknowledge they are in a partnership with benefits and costs for all partners and users	2
Redefine the “casual” user label	2
What would it take to open all schools for evening weekend support of community needs?	1
Support for funding	1
Clarify issues around insurance, safety, security and occupational health and safety	1
Consider age appropriate hours and access (revisit standards of play to reflect users)	1

## APPENDIX IV

### ***From the perspective of both schools and community users, what features might be present if the “ideal situation” was achieved?***

Consultation Group participants were asked to identify the features of the “ideal situation” from the perspective of both community users and schools. The key features identified were:

Group 1
<ul style="list-style-type: none"> <li>▪ Schedules for historical users in place prior to summer vacation</li> <li>▪ Ideal facility would have gym space and ancillary/learning spaces for flexible use with separate access, etc. so that school is secured</li> <li>▪ Access to the hours needed to run community/sports programs on a regular basis that match seasonal play</li> <li>▪ “Casual” users may not be accurate label as these users would also like access to newer areas and facilities close to users</li> <li>▪ Community leagues in new areas being considered a user group (allow local access)</li> <li>▪ Schools/district compensated adequately for joint use activities; user fees should be nominal and consistent/uniform</li> <li>▪ Support active and community service lifestyle</li> <li>▪ Linking all partners in discussion, e.g., governments, community groups and schools districts</li> <li>▪ Easy access to up-to-date online data for users and planners</li> <li>▪ Provincial government should own facilities after 6:00 p.m. and weekends and fund accordingly – should not result in principals should losing the ability to manage their schools</li> <li>▪ Schools book through central booking system so that their bookings/space needs are known and documented consistently</li> </ul>
Group 2
<ul style="list-style-type: none"> <li>▪ City-wide booking system; one for all – user groups and schools</li> <li>▪ Identify community league facilities and how they could be included/used</li> <li>▪ Standards of play would include time divisions so that minor groups and younger children get early time slots in local facilities</li> <li>▪ Federal and provincial governments would provide funding for recreational and healthy living purposes</li> <li>▪ All school gyms and community halls available for community use</li> <li>▪ Consistent hours of use available and Prime time is expanded to include Friday, Saturday, Sunday and Monday nights</li> <li>▪ New developments consider community use needs, e.g., community recreation centres, schools, community centres</li> <li>▪ Steering committee members include principals, user groups and elected officials, e.g., City councilors and school board trustees</li> <li>▪ Funds are available for wear and tear, etc.</li> <li>▪ Users replace damaged equipment</li> <li>▪ Ombudsman for dealing with issues/concerns</li> <li>▪ User fee structure is expanded</li> <li>▪ Citizens get a tax break for the dollars they spend on pursuing healthy life styles, e.g., user fees as is done in Quebec</li> </ul>

Group 3	
<ul style="list-style-type: none"> <li>▪ Everybody gets everything they need/want</li> <li>▪ Improved booking process in place</li> <li>▪ Provincial funding cognizant of the value/importance of adequate opportunities for recreational use of schools; potentially a funding formula that recognizes schools for every hour they provide to the community with no restrictions on how schools spend those dollars</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Cap on school internal booking of facility</li> <li>▪ All schools should be open for a specified minimum of hours</li> <li>▪ Master list of opportunities and bookings publicly available specifying all space/time available plus rationale/explanation when exceptional circumstances a factor, e.g., renovations, elections</li> <li>▪ Review of change in who can supervise, e.g., hosts/hostesses, and the limitations contained in the custodial union contract</li> <li>▪ No additional cost to school for custodial expenses</li> <li>▪ No additional cost for user groups beyond time used</li> <li>▪ More prime time hours available</li> <li>▪ Divide available hours into early youth use, e.g., 6-8:00 p.m. and teen/adult use after 8:00 p.m.</li> <li>▪ Real-time website access in place as a means of monitoring use and availability</li> <li>▪ Privatize booking for all users – public/separate/private schools and community facilities</li> </ul>	