

EDMONTON PUBLIC SCHOOLS

March 25, 2008

TO: Board of Trustees
FROM: E. Schmidt, Superintendent of Schools
SUBJECT: Delegation – Rethink Ritchie
ORIGINATOR: B. Coggles, Assistant Superintendent
RESOURCE
STAFF: Anne Sherwood

INFORMATION

Mr. Nick Morra has requested an opportunity for a delegation of parents and community members of Ritchie School called “Rethink Ritchie” to make a presentation to the board with respect to Ritchie School.

Representatives of the delegation met with the administration in accordance with the requirements of Board Policy [JAB.BP](#) - Formal Delegations, Presentations and Comments to the Board. Arrangements have been made for the delegation to make its presentation to the board on Tuesday, March 25, 2008. The delegation has been advised of the board’s procedures with respect to delegations.

The delegation has provided the attached information (APPENDIX I to III) in support of their presentation.

Mr. Nick Morra and Ms Cynthia Stobbe will speak on behalf of the group.

AS:mmf

APPENDIX I – Ritchie Junior High – The Case Against Closure
APPENDIX II – Ritchie Jr. High School Marching Band Program
APPENDIX III – EnRitchie Arts Collaborative

Ritchie Junior High: The Case Against Closure

1. Academic Research on Community Schools

What is a small school? Here is one definition, from the Small Schools Project:

1. **They are small.** Few effective small schools serve more than 400 students, and many serve no more than 200 students.
2. **They are autonomous.** The school community—whether it shares a building, administrator, or some co-curricular activities with other schools—retains primary authority to make decisions affecting the important aspects of the school.
3. **They are distinctive and focused** rather than comprehensive. They do not try to be all things to all people.
4. **They are personal.** Every student is known by more than one adult, and every student has an advisor/advocate who works closely with her and her family to plan a personalized program. Student-family-advisor relationships are sustained over several years.
5. **They are committed to equity in** educational achievement by eliminating achievement gaps between groups of students while increasing the achievement levels of virtually all students.
6. **They use multiple forms of assessment** to report on student accomplishment and to guide their efforts to improve their own school.
7. **They view parents as critical allies**, and find significant ways to include them in the life of the school community.
8. **They are schools of choice** for both students and teachers, except in some rural areas, and are open, without bias, to any students in a community.

(Source: <http://www.smallschoolsproject.org>)

A “small school” is not simply small based on its student population. A small school can also be termed a community school based on the criteria above.

Research shows that small schools

- Raise student achievement
- Reduce incidents of violence or disruptive behaviour
- Combat student anonymity and isolation
- Increase attendance and graduation rates
- Elevate teacher satisfaction
- Improve school climate
- Be more cost effective
- Be as good or better than big schools

(Source: <http://www.smallschools.com/research.html>)

While some of the evidence is inconclusive and at times conflicting, this is the nature of the scientific approach to academic research. A critical dialogue is essential to a better understanding, and a clearer truth emerges as evidence mounts. For example, our knowledge of human impacts on global warming has evolved over time as more and more research tended to show increasing evidence for this thesis. Likewise, the majority of the research currently available provides evidence for the benefits of small schools listed above, including many of the most recent studies. The body of knowledge is not unanimous, but the trend is certainly in favour of small schools.

Many jurisdictions across North America are already putting this research into action. The province of Ontario has recently mandated greater community collaboration in school closure matters. In American cities such as New York, Chicago and Oakland, smaller, community-based schools are being purposely created to enhance student outcomes.

The Edmonton Public School Board has been a leader in many ways ever since its implementation of the district of choice decades ago, and as recently as its decision to foster healthy students by eliminating the sale of junk food in schools. The weight of evidence in support of small school cannot be ignored, but merits serious consideration if the district is to continue to have a progressive vision for public education in Edmonton.

A list of research documents and resources can be found at <http://www.rethinkritchie.org/research.html>.

2. Flaws with Current Sustainability / Closure Process

A school closure is unquestionably a drastic action with serious consequences. Not every school can be sustained forever, and from time to time schools need to close. But the way in which the closure decision is made must be thorough, fair and valid; to close a school based on faulty logic and/or inaccurate or incomplete data is not acceptable.

The parents and community members who comprise “Rethink Ritchie” feel the current EPSB sustainability review and closure processes are significantly flawed. The reasons include a narrow focus on simply closing schools instead of trying to find solutions, mistaken assumptions about costs and educational outcomes in smaller schools, incorrect demographic data, a lack of meaningful collaboration with the community, a steep learning curve for those unfamiliar with the process, and extremely tight timelines that leave no opportunity for real action. Most community groups involved in school closures all have similar complaints. There are too many common issues raised by these groups to ignore any further.

The current board has acknowledged this by its creation of the Ad Hoc Committee to review the school closure process and sustainability process and all matters relating to this issue. There is room for improvement, and it will take time to do justice to such a complex and important matter. Given the potentially serious flaws with the current closure process, it would be a regrettable mistake to continue to use this same process to close even one more school. The committee deserves the opportunity to perform its task.

3. Demographics

When targeted for a closure review, much of the proof offered for a school’s declining enrolment is based on the demographic data for the city and the community. Population projections compiled by EPSB too often seem at odds with other data sources, as well as incongruent with the personal experiences of those in the community. Both the Ritchie neighbourhood and the city are portrayed as stagnating in terms of population growth of school-aged children, and EPSB projects a declining enrolment for its own district.

Recent forecasts from Alberta Education suggest that the number of K-12 students will grow by 18% by 2020, adding 110,000 to school board enrolment across the province. The same forecast has Edmonton Public growing by 4% over the next three years.

And this growth is not all in the suburbs. A City of Edmonton study from February 2008 projects that children aged 0-17 represent one-quarter of Edmonton’s growth. Current birthrates in Edmonton are at their highest level since 1999, and are projected by the Capital Health Authority to continue rising in the next few years. But most relevant is the forecast that the inner city sector will experience the most growth by far in elementary and junior high school aged children through 2016. The additional 5,479 students in the central sector represent an astounding 90% of the total increase in K-9 students over ten years. The continued closure of schools in mature, central communities is a large part of the problem.

Turning from projections to quantifiable data: the enrolment trend at Ritchie has shown a clear decline over five years. But a closer look at the numbers reveals some interesting and important details. Enrolment dropped from 186 in 2002, to 167 in 2003, to 137 in 2004, a strong downward trend. However, as of 2004 the enrolment stabilized for several years, right around the acceptable benchmark level of 150. Only in 2007, when the school was under the threat of closure and an entire grade level was cancelled *against parent wishes* by the administration, did the school suffer its worst decline ever losing one-third of its population. This bears repeating: following several years of stable enrolment, a sudden loss of one-third of the student population coincided with the closure review and unilateral decision to cancel grade seven in 2007. The causes behind the recent decline in enrolment at Ritchie have nothing to do with demographics, and everything to do with administrative actions.

Finally, a look at the total population of the Edmonton Public system reveals some fundamental problems with the district. Over the past five years, EPSB enrolment has steadily declined from 82,010 in 2002 to 79,333 as of September 2007. A further decline of 622 students is projected for 2008. Again, are demographics to blame, or are there other reasons? Over the same five-year period, the Edmonton Catholic School Division grew its enrolment from 31,006 to 32,499 – an increase of 4.8% versus a decline of 3.3% in the public system. For context, the total population of Edmonton grew by roughly 8% during this period, and the number of school-aged children was up only slightly.

The conclusion is that EPSB is not a victim of population patterns, but rather is simply losing market share. Something is causing families to increasingly choose alternatives to Edmonton Public. School closures contribute directly to this slippage: many families from closed schools become disenfranchised and opt for a different school district. Others may see the thin commitment that EPSB has demonstrated to the stability of its schools, particularly in older buildings and communities, and decide to avoid becoming a victim of a future closure. Whatever the root causes, the loss of 2,677 students over five years has had a much greater negative impact on utilization rates and the financial bottom line than any school closures.

4. School Capacity

A school's capacity is one of the most fundamental pieces of data in assessing how sustainable a school is, and yet the way in which this key data is calculated is very problematic.

The provincial utilization rate simply takes the area of a building and applies a ratio to determine the capacity of a school (or an office, or a warehouse). This oversimplified approach creates a bias against older schools, which tend to have less compact space. For instance, wider corridors, larger rooms and more space required for mechanical use all have a negative impact on the utilization rate under this formula.

The ACOL school capacity is the product of the recommended maximum class size and the number of rooms in a school. Regular classrooms are included in the calculation; spaces such as mechanical rooms are not. But there is a grey area of spaces that appear to be included in the calculation even though their ability to be fully occupied during the school day is questionable. Ritchie has an ACOL capacity of 500, which translates to 20 rooms. This includes a wrestling gym, a home economics space, an industrial arts shop, a library, and one room about half the size of the regular classrooms labelled "Staff workroom" on the floor plan. It is doubtful that all of these rooms could be 100% occupied during the entire school day. A more realistic assessment of Ritchie's capacity would be between 350 and 400, which is between 25% and 42% less than the "official" statistic. Other schools known to be at or near capacity have ACOL percentages between 80% and 90%.

A third measure of a school's capacity is the optimal enrolment limit. It is unclear to our group how this number is calculated. A request was made for more information, but this request has not been met as of the time of this writing.

The ramifications of a margin of error in the official school capacity are significant. The "Student Space and Cost" benchmark depends heavily on this calculation, including figures for percentage of space occupied and funded, as well as the cost of unfunded student space. Overstating the capacity results in a lower utilization percentage and higher cost of unused space on paper.

Even more significantly this raises questions about the overall surplus of space in the district. The district has an official total capacity of 102,318 spaces for 80,263 students enrolled this year. If the actual capacity is 10% less than the ACOL calculation, the number of surplus spaces is cut in half. The rationale to close schools due to too many spaces becomes questionable if this key capacity data is incorrect.

5. Need for New Schools

Although the provincial utilization rate no longer appears on the school profile page, it is still considered by the school board to be the driving criteria behind the provincial allocation of infrastructure funding for new schools. In the past, new schools were not considered when the overall utilization rate was below 85%. [Note that is not clear whether this 85% applied to the entire district, or to the sector in which the new school was proposed. This is seemingly a central piece of information that remains unknown at this time.] This assumption has motivated the district to close schools in order to improve its utilization rate and increase its odds in securing new schools.

However, in the past year nine new schools have been announced for Edmonton Public alone. The motivation behind the provincial decision is unclear. However, it does not appear to be based on any improvement in the utilization rate, but is more likely the result of unpredictable political policies.

Which begs two questions: the first is why does ESPB continue to pursue an outdated policy of improving utilization rates through school closure when this no longer appears to be a determining factor for new schools? Do we really know anymore whether school closure is a pre-requisite for new schools?

The second question is how many more new schools does ESPB need in the foreseeable future? After these nine schools are built, does the district need to continue working towards even more new schools? Between the additional 5000 spaces created by these new schools, and a declining overall enrolment, the amount of surplus space is increasing. To maintain a constant utilization rate across the city will require schools to be closed at an accelerating pace in years to come if nothing is done to grow total enrolment. In this respect, the current policy of school closure is itself not sustainable.

6. Quality of Education

Small schools are generally assumed to offer a substandard quality of education, due to limited options, mixed grades and other factors. But the academic research does not indicate this – smaller schools more often provide a better educational environment, especially with children in special programs or from disadvantaged families.

The student experience at Ritchie strongly supports the research. Ritchie's particular strength is the way in which the special program students are integrated with the regular program, in a supportive and caring environment. On March 25th at the EPSB board meeting, several individual testimonials will address the positive impact Ritchie Junior High has had on students and families, in both programs. For many students, Ritchie may be the very best choice in the entire city, due to its small size and integrated programming.

In addition, several options are in fact available, made possible through the creativity and dedication of the Principal and Vice-Principal. While there may be less variety of options compared with a larger institution, families at Ritchie have chosen to weigh this against the various other benefits the school offers, and are happy with their choice. Parents are the most qualified and knowledgeable advocates for their child's education, so their decision to enrol at Ritchie must be respected.

Regardless of what the statistics and research have to say, real children from real families are thriving at Ritchie right now. It would be a disservice to them and others in the future to dismantle this institution that is able to make such a difference in their lives.

7. Cost Savings

The perceived cost savings is a major criterion for closing a school. Schools with smaller populations, especially those in older buildings, have a difficult time maintaining their facilities on a limited budget. The goal of closing a school and consolidating with another is intended to achieve economies of scale.

On the school profile there is a calculation for the “cost of unfunded school space”, which is \$185,591.40 for Ritchie this year. This amount is the number of unused spaces – ACOL capacity of 500 less the actual enrolment of 92 for a total of 408 – times the plant operation and maintenance allocation per student of \$454.88. There are two problems with this figure. The first was discussed in the School Capacity section: errors in determining the ACOL capacity result in exaggerated dollar amounts. Using an ACOL capacity of 350 results in an unused space cost which is almost \$70,000 less than the stated amount.

The second is that this dollar figure does not represent actual money, but rather a theoretical loss of revenue. There is a potential to receive more PO&M funding with increased enrolment, but the lack of it does not equate to a loss. As an analogy, if a house was appraised at \$400,000 last year, but sold this year for \$350,000, this does not mean the seller is \$50,000 poorer. It is a paper loss only. The administration similarly claimed that the district will save \$16.5 million by not modernizing Ritchie. This claim would be true only if EPSB had \$16.5 million and had committed to spending it on such a renovation. There was in fact no such commitment – the request to add the Ritchie modernization to the Capital Plan was rejected by the board last spring – and the modernization funds are controlled by the province, not the school board.

Referring to the trustee request for information #68 (“what would the net savings be to the district if Woodcroft School or Ritchie School was closed?”) provided at the March 11 board meeting (http://www.epsb.ca/board/mar11_08/item09.pdf), there are three categories of savings identified. The first is additional funds to deploy in the amount of \$288,396. The document states, “the funds are not saved but reallocated or redeployed to other schools”. Whether these monies are spent at Ritchie or at another school, there is no cost savings or efficiencies realized. The second category relates to staffing costs of \$157,732 for one custodian, one administrative assistant, and 0.5 FTE principal positions. Again, these staff positions will be redeployed, so there is no actual cost savings.

The third category addresses additional costs that would result from the closure of Ritchie. This includes \$100 per student for the designated receiving school (for a total of \$5,600 based on the current grade 7/8 enrolment) and lost lease revenue of \$2,160. The total cost to close Ritchie will be \$6,760, with no cost savings to offset this amount, only funds being redeployed.

Concerning the lost lease revenue, this \$2,160 amount is for a single office leased full-time by the Edmonton Hispanic Bilingual Society. However this same organization rents the entire school after hours every Wednesday evening and Saturday morning for its popular Spanish classes. The director of EHBS, Juan Espinaco-Virseda, has confirmed that the cost of the after-hours space is over \$20,000 per year. This amount does not appear anywhere as lost revenue. The explanation provided was that this is a different type of rental and is accounted for separately. Regardless of any creative accounting, it is revenue generated by Ritchie and should properly be included in the costs of closure. Unlike the unfunded space amount, this is real revenue currently being paid to EPSB that would likely be lost in the event of the closure of Ritchie.

In short, if Ritchie were to close, there have been no specific cost savings identified, and the lost revenues would amount to over \$20,000 per year.

8. A Positive Plan for Ritchie

The parent and community members of “Rethink Ritchie” have a simple and achievable three-point plan for Ritchie:

- Give Ritchie the same opportunities as other schools
- Add a new Marching Band option at no cost
- Establish an artists' cooperative

Give Ritchie the same opportunities as other schools

Ritchie has been subject to many disadvantages over the past few years, culminating in the threat of closure and the cancelling of entire grades. Ritchie has not only survived, but continues to provide an exceptional education and environment for its students. What could the school achieve if it were treated equal to other district junior high schools?

- Reject the recommendation to close Ritchie
- Restore all regular program grade levels
- Assign a dedicated principal like most other schools
- Invest in the same advertising and marketing opportunities other school have
- Give Ritchie a grace period to re-establish itself after years of being threatened with closure

Add a new Marching Band option at no cost

The Edmonton Crusaders Marching Band is looking for a new home. Full details are in a separate document, but this organization brings a complete package of experience, history, expertise, funding and even equipment to the table. A marching band option similar to ones operating in Calgary could be established at no cost to the district. The Crusaders even have all the instruments required: this is needed since Ritchie's band instruments were sold in 1996.

Establish an artists' cooperative

EnRitchie is a new concept created to address a significant shortage of studio space in Edmonton. The unused 1913 wing of Ritchie might be the ideal location for this project. More than just a rental, EnRitchie includes the interaction of various different artisans and craftspeople with the junior high students at Ritchie. After-school workshops, full day- and week-long camps, and a possible beautification mural project for the exterior of the 1913 building are just some of the ideas EnRitchie has to offer. In addition, the group will work with the community and the school board to explore ways of modernizing the 1913 structure. The EnRitchie project requires no financial investment from the district, and will provide lease revenues on top of its cultural, educational and community benefits.

Ritchie Jr. High School Marching Band Program

Intent: To introduce a music option to the students of Ritchie Jr. High School that is unique to all music programs offered at any school in the greater Edmonton area. This exclusive and rare opportunity for Edmonton Public Schools is a reality due to the Edmonton Crusaders Marching Band willingness to hand over the organization in its entirety to Ritchie Jr. High. This music program will commence in September 2008, only if Ritchie is to remain open and given time to prove its viability.

This generous donation would include a complete set of brass and woodwind instruments, a full compliment of percussion and colourguard equipment. Ritchie will also receive an equipment truck, uniforms, bingo and casino dates and licenses and a bank account which contains at least \$56,000.00.

Marching Band is a unique art form that combines musicianship and physical activity into a completely different learning experience for students. Students will learn to play a trumpet, baritone, trombone, tuba, clarinet, flute, saxophone, or a percussion instrument such as snare drum, tenor drum, bass drum, or a keyboard such as a marimba. To enhance the entire production, a full colourguard program will be offered where students will learn the art of twirling flags, rifles and sabres and will also learn to march, dance and use other forms of movement.

This activity not only teaches musicianship, marching, movement, dance and performance, but life skills as well: acceptance, confidence/self esteem, dedication, building life long friendships, perseverance, tolerance, hard work, responsibility and to be a team player.

The Edmonton Crusaders Marching Band has been in existence since 1976 and through the years has traveled and performed extensively throughout North America and Europe. Now that the Band is in-active, Patty Dabbs, Director of the Edmonton Crusaders decided that the only way to revive the activity in Edmonton and ensure younger marching band members can continue with the activity is to introduce a Marching Band Program into an Edmonton School system.

The plan is that Ritchie would be able to offer a Marching Band program consisting of a full compliment of brass, woodwinds, percussion and colourguard. This program would be offered as a music option during regular school hours. There would also be marching instruction with the goal of performing in a few parades each spring and one field show in the early summer.

Out of the Marching Band proper could stem a winter guard program. Winter guard consists of building a production to music, where the colourguard performs with the use of equipment and movement to interpret the music. Ritchie's first class gym would be their stage. A winter drumline could also evolve from the Marching Band program. This consists of a drumline performing drum music and marching a drill. Again, Ritchie's gym is an ideal stage.

Edmonton's Marching Band community is excited the activity will revive and that Edmonton Public Schools has the foresight and courage to explore new ways to deliver curriculum. The Marching Band community in Edmonton is a very close community comprised of hundreds of people who grew up in the activity and would offer their services to ensure this program is a success. There have already been offers to help instruct colourguard, percussion and marching.

Once the Marching Band Program is in full operation, then the plan would be to perform a field show and take this show on the road to enter competitions in Canada and the U.S.

The Marching Band experience will be a one of a kind program in Edmonton. It would allow Ritchie School to attract students from across the city who would like to perform in a unique environment

Looking further down the road, the program could evolve to include an after-school program for high school and university students, who have gone through the Ritchie Program and want to continue the Marching Band experience.

One only has to look at the success of Marching Band programs in Calgary to see that it is possible.

Edmonton Crusaders Marching Band has a long, successful history, but now must evolve into the Edmonton school system to survive. Ritchie Jr. High School is the perfect environment to begin a new chapter in the life of the Edmonton Crusaders Marching Band and a new beginning for Ritchie Jr. High School.



EnRitchie Arts Collaborative

Broadening the Vision of Public Education

The EnRitchie Arts Collaborative is broadening the vision of public education in Edmonton. Building with the Edmonton Public School Board (EPSB) and working with local artisans, EnRitchie aims to transform the vacant heritage building into a new center for artisans to both develop their own art as well as share their knowledge through an experiential education system.

Why is there a need for an Arts Collaborative near a Public School?

As the Alberta economy continues to boom, housing prices are soaring, creating a shortage of affordable spaces for artists and non profit organizations. Ritchie School is an ideal location for an arts collaborative, due to its location and size and is currently vacant. The empty rooms could be filled by artists' studios, not for profit organizations and alternative educational initiatives.

Schools are a natural focus of a community. By partnering artisans and schools, there is great potential to provide meaningful opportunities for youth and community members. Engaging youth in enhanced programming results in a deeper connection to their school, thereby creating a stronger, safer community. EnRitchie can facilitate cooperation between the community and EPSB to broaden the vision for public education.

Current Tasks:

The EnRitchie Arts Collaborative will be accomplished through building relationships with EPSB, the City of Edmonton, the arts and community-based organizations as well as partnering with local artisans and craftspeople of all mediums. EnRitchie will be directed by the needs of the school, the artists, the Ritchie community, and the lease agreements made with EPSB.

1. The EnRitchie Arts Collaborative actively attends meetings with Ritchie community members to discuss the hopes for their children and their community.
2. Work is currently underway to advance partnerships with artists and craftspeople.
 - EnRitchie hopes to offer affordable rental space to artists with the agreement that they give time to mentor and educate students. This could be in the form of evening or weekend workshops, or summer programs.
 - EnRitchie could act as a business incubator: an affordable space for artisans to learn the skills of their trades and eventually break out in new and innovative directions.
 - By using a cooperative model, people involved would have a strong sense of autonomy, helping people to become leaders in their pursuits.



3. Meetings are needed with Edmonton Public School Board to establish the enRitchie Arts Co-op.
4. EnRitchie is also interested in forming relationships with other potential stakeholders such as the City of Edmonton, Alberta Craft Council and Edmonton Arts Council.
5. Form a non-profit organization under the Societies Act to allow for more streamlined organization, as well as better directed growth and development.

Benefits of Initiating EnRitchie:

1. Upkeep of 1913 Building
 - Leasing the Old Ritchie School will help to maintain the building with an eye to renovations and a ten-year vision
 - Green and Net-zero philosophies will be followed in further renovations, making Ritchie campus and the EPSB models for sustainable public development
2. Revenue
 - Rental of unused space will contribute revenue to EPSB for the continued maintenance of the building
3. EnRitchie will draw students to Ritchie Junior High
 - An arts and crafts coop on the site of Ritchie Junior High will attract new students
 - Out of school arts programming will enhance the learning opportunities of Ritchie students
4. EnRitchie will help EPSB realize its Ten-Year Facilities Plan Principles:

A. Equitable access to quality learning environments and choice of programs.

-EnRitchie is the first project of its kind. Once established, the model could be tweaked and replicated in other areas of the city

B. Creative re-use of surplus space.

-EnRitchie has been conceived with exactly this use in mind.

C. Efficient use of school space in sectors and retention of schools in aging neighbourhoods.

-Allowing EnRitchie to grow in this space provides a reason to retain the Ritchie School space as both educational and community-based.

D. Accommodation and program needs met within sectors.*



-Students in the Ritchie area are already travelling great distances to find quality, reliable program. With EnRitchie operating, there would be more reason for those students to go to the school in their own neighborhood.

E. Capital investment contingent upon confirmation of long-term viability.

-By endorsing EnRitchie, the EPSB is helping to maintain the long-term viability of an existing space by encouraging enrollment and decreasing unused space.

Along with the specific possibilities for Ritchie, the EnRitchie Arts Coop concept could be replicated in other sectors. This is key in helping the EPSB meet planning principles A, D and E from above.

<http://www.epsb.ca/datafiles/TenYearFacilitiesPlanboard.pdf>

5. EnRitchie will build community and expand the vision for public education
 - Schools are a natural focal point in a community, by having artists and crafts people inhabiting the same building as school children both groups have much gain
 - An arts coop will act as a hub for the community
6. EnRitchie will offer greater learning opportunities for youth
 - Artists may act as a volunteer resource for teachers
 - Youth will have insight into the reality of working artists
 - Youth will have the chance to take classes and workshops
 - Youth will be less likely to become involved in crime because they will feel more confident and engaged in the community, and they will simply have something to do in their neighborhood

What the EnRitchie Arts Collaborative Needs from EPSB:

The intention and commitment to keep Ritchie Junior High open is needed for EnRitchie to proceed. EnRitchie must enter into negotiations with the EPSB for long-term lease agreements for shared space in the Ritchie School.

Dialogue with stakeholders including EPSB, the City of Edmonton, the Ritchie community and artist-tenants is necessary to nurture an evolving partnership. A true community solution!