

CBE Impacted Schools Phase Two Engagement Roadmap



Calgary Board
of Education

dialogue)))

1. ENGAGEMENT TO DATE

With 16 new schools opening in the 2016-17 school year, additional space will be created in some existing schools. This will result in future changes for some of our schools.

From February to April (phase one), the CBE hosted several in-person opportunities for members of the CBE community to share their thoughts and ideas on the possibilities we should consider. Approximately 500 people participated in all of these events. In addition, there was an online survey available April 19 to May 31 that was completed by 529 people. The comments provided at the public open houses in April are posted on the CBE website. More information about what we heard on the survey will be posted by June 30, 2016.

2. ENGAGEMENT GOING FORWARD

With more students attending school closer to home and additional learning space being created in existing schools, thoughtful and thorough consideration needs to be given to how this space is used. Decisions will affect many of our families and that is why we are taking the time to listen to and understand the thoughts and perspectives of parents, students, staff and community members on the options we consider.

The following options, and others identified through the community engagement process, could be considered in utilizing available learning space at schools.

- Offering a language or non-language alternative program.
- Changing school boundaries.
- Changing the grade configuration (grades offered).
- Combining neighbouring community schools.
- Changes to programming for students with exceptional needs.
- Accommodating adult education.
- Closing program space and/or schools
- Adding before and after school and child care programs
- Changing optional programming for high schools

There are many inter-connected factors that will need to be considered. Changes made at one school will affect other schools throughout the system. The CBE will need to consider what is best for the system as a whole in the decisions that we make. The decisions we make through this process will be implemented in the 2017-18 school year or later.

3. WHAT IS TO BE DECIDED?

As the CBE moves through this engagement process we will seek to understand what is important to parents, students, staff, and community members. Input from these stakeholders will be considered in conjunction with CBE policies, government legislation and other important factors that play a part in the decision-making process. In all decisions we make, the CBE is guided by its values. The CBE values are as follows:

- Students come first.
- Learning is our central purpose.
- Public education serves the common good.

With this in mind, the CBE has decided that:

By March 2017 the Calgary Board of Education will communicate plans for the sustainable use of learning space across our system¹. Plans may be implemented for the 2017-18 school year or later.

1 The CBE has identified 80% as the target utilization rate necessary to optimize facilities for educational purposes while maintaining flexibility within the system to meet demand for other ongoing considerations such as: classes for students with complex learning needs, early development centres (EDC's), full day kindergarten for selected populations, and before and after school care leases in facilities. The CBE's overall utilization rate by enrolment for 2015-16 is 87%. With the opening of new schools over the next three years, the CBE's overall utilization rate by enrolment is projected to be 82%. A system-wide utilization rate of 80% is desired for not only the efficient use of space for learning and plant operations and maintenance but also to provide flexibility to be responsive to a variety of student programming and learning needs. Achieving this target utilization rate is a delicate balance between revenue, fixed costs, variable costs, and levels of service and facility functionality with respect to teaching and learning.

4. DECISION MAKER

The Director of Planning and Transportation and Area Director for the affected school have joint responsibility for recommendations and decisions with respect to program and grade configurations in CBE schools. Their focus in decision-making will be to make decisions that are best for the system as a whole.

If following public input and feedback, a recommendation is made to consider school closure then the Chief Superintendent decides whether or not to recommend a regulatory school closure process to the Board of Trustees.

5. PURPOSE OF ENGAGEMENT

The purpose of engaging stakeholders on this initiative is to ensure plans developed for the sustainable use of learning space best meet the learning needs of students across our system. It is important that parents, students, staff and community members have an opportunity to share perspectives on these important decisions.

6. WHAT'S IN AND OUT OF SCOPE

The factors of greatest significance in this engagement will vary from school to school and from one CBE Area to another, depending on the combined needs that have been identified and space available. Some common factors to be considered and discussed are as follows:

- Location of programs
- Timing of implementation
- School boundaries
- Grade configurations

For each Area and its schools, we will identify the factors that will be in scope and out of scope for discussion and feedback at the outset of the engagement opportunities provided in the fall of 2016. This will allow stakeholders to have a clear understanding of which aspects of decision-making they are able to influence and which they are not. Some factors that need to be considered in decision-making are as follows:

- There is a finite number of students in the CBE system – an increase in the number of students at one school means a decrease in the number of students at other schools.
- Proximity to other programs and students' homes.
- Decisions for one school community will also affect other schools.
- Provincial requests for school space.
- Availability of qualified teachers for some of our alternative programs.
- Long term sustainability of the opportunity.
- Need for specialized learning space from some programming.
- Funding is provided on a per student basis.
- Legislative and regulatory requirements.
- Other system needs - for example: accommodation of Syrian refugees, Chinook Learning Services.

7. STRATEGY

The CBE is committed to delivering high-quality programs and services in a fiscally-responsible way. With this in mind, learning resources must be used in a sustainable and efficient way.

CBE parents, students, staff and other community members affected by potential changes in the use of learning space will have opportunities from September through December to form a clear understanding of the opportunities and challenges of the options being considered. The feedback received through engagement will be considered in decision-making.

Phase two will have various levels of engagement based on the level of impact on the school community. A number of design parameters will be chosen to guide the strategic approach to engagement for each situation:

- a. Engagement conversations will be values-based. That is, they will be framed by CBE values: Students Come First, Learning is our Central Purpose, Public Education Serves the Common Good.
- b. Communication of background information and engagement opportunities (times, dates and venues) will happen in a reasonable time prior to engagement.
- c. Existing communication channels and mechanisms will be exploited to the maximum degree. This includes communication through schools, the CBE website and social media.
- d. Both internal and external stakeholders will be engaged and have opportunities to provide input.
- e. Concerns and aspirations will be identified in order to formulate options for consideration.
- f. Online engagement opportunities will be provided.
- g. An advisory committee may provide guidance and input on the options for consideration where appropriate.
- h. Multiple formats and opportunities to provide feedback will be offered.

8. ENGAGEMENT GOALS AND OBJECTIVES

This dialogue seeks to achieve several objectives in order to support meaningful engagement. The engagement seeks to achieve three goals:

Goal #1: build understanding about the CBE school and program planning process.

Goal #2: facilitate inclusive conversations among stakeholders in order to document community concerns and aspirations.

Goal #3: use community input as part of a problem-solving process that involves all stakeholders.

This requires the CBE to meet several objectives, which will result in outputs (tangible deliverables) and outcomes (changes in understanding, perspective, relationships, level of trust, etc.). Both the outputs and outcomes will support the CBE in making school and program planning decisions now and into the future.

References in the objectives to *inform & communicate*, and *gather input* are explained in Appendix A.

Objective #1: To inform & communicate with stakeholders about the changes required to the use of learning space at several CBE schools.

- a. *Outcome: Stakeholders understand why changes are needed.*

- b. *Outcome: When scenarios are presented, stakeholders will understand the opportunities and challenges of each of the scenarios.*

Objective #2: To inform & communicate with stakeholders about the engagement process.

- a. *Outcome: Stakeholders know how to participate.*
- b. *Outcome: Stakeholders are motivated and participate in engagement activities.*
- c. *Output: An engagement plan that identifies the engagement process (this document).*
- d. *Output: An engagement process for each CBE Area is shared in advance of engagement opportunities (in-person sessions, surveys etc.) being provided.*

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

- a. *Outcome: Advisory committees, including parents and community members, are established when it's feasible.*
- b. *Outcome: Stakeholders say they have been meaningfully involved in the engagement process.*
- c. *Outcome: Stakeholders accept the changes as necessary.*
- d. *Output: Options are generated based on analysis and stakeholder input.*
- e. *Output: Detailed records of engagement activities.*
- f. *Output: Contact lists of stakeholders who wish to continue the dialogue on schools impacted by new school openings.*
- g. *Output: Stakeholder preferences are documented.*

Objective #4: To inform & communicate with stakeholders how their involvement led to changes in the use of learning space at CBE schools.

- a. *Outcome: Stakeholders understand and accept that changes are required.*
- b. *Outcome: Stakeholders can see they have influenced decision-making.*
- c. *Output: Appropriate communications to stakeholders summarizing input and how it influenced decisions.*
- d. *Output: A summary of participant evaluations of the engagement opportunities.*

9. COMMUNICATIONS & EDUCATION

A comprehensive communications and education effort is critical to the engagement's overall success. Stakeholders will need to understand why changes to the use of learning space are necessary in order to sustain school programs over the long-term. In phase one of the engagement process awareness was a focus. This will continue to be important through the second phase of engagement as well as ensuring people are aware of the opportunities available for them to get involved.

KEY MESSAGES

- The CBE is committed to providing quality education to all students.
- Changes to the use of learning space are required to ensure CBE students across the system have the best possible learning opportunities available to them now and into the future.
- The input and feedback gathered from stakeholders will be considered in the decision-making process.

CHANNELS

We will communicate regularly and consistently through multiple communication channels. Information will be prepared to support the advisory committees, community engagement sessions, online engagement and other activities.

AUDIENCES

- Parents
- Students
- Staff
- The public
- Board of Trustees
- Government

10. TECHNIQUES & TIMELINE

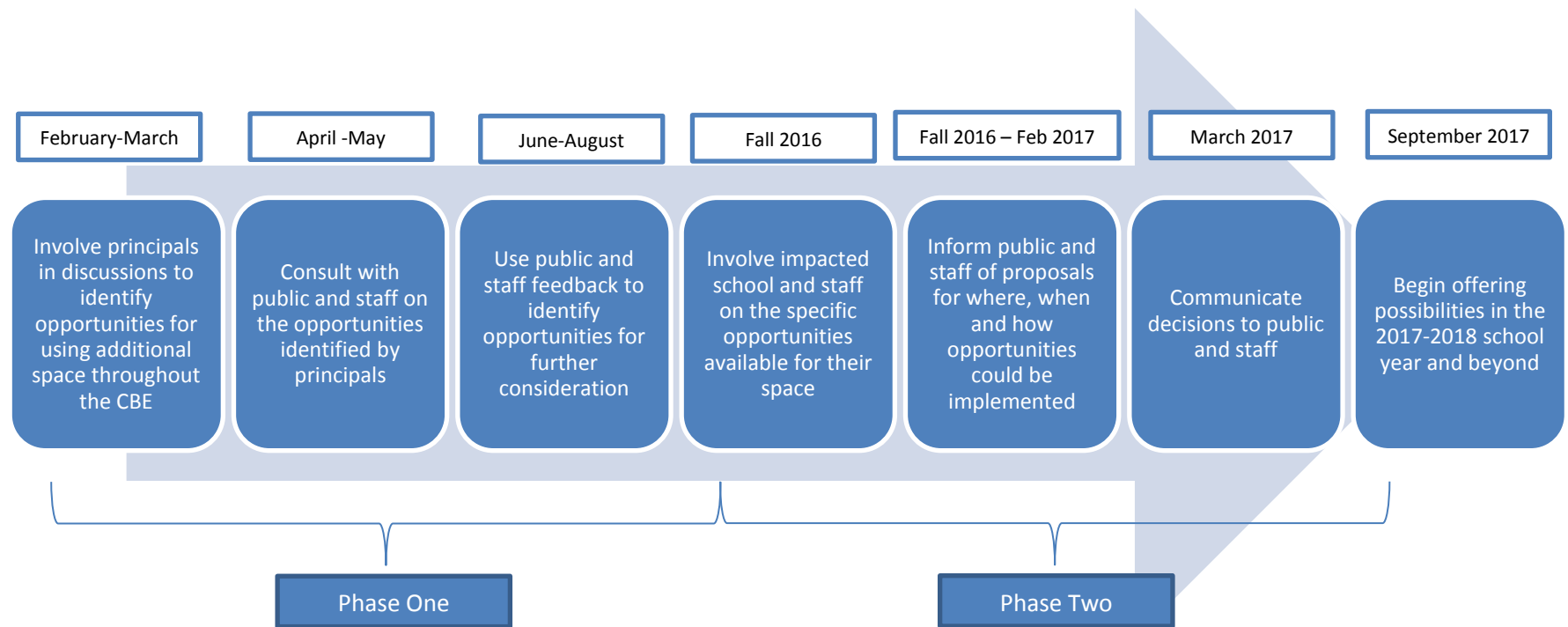
Through phase one of this engagement process the CBE provided information about what lower enrolment could mean for impacted schools, the opportunities available for using learning space in schools, and the projections for each impacted school for the 2017-18 school year. The ideas and feedback gathered in phase one will be considered throughout this second phase of engagement.

Phase two will have various levels of engagement based on the level of impact on the school community. Below are some techniques that may be used.

Engagement Advisory Groups – A representative from each school affected by potential changes will be asked to attend three to four meetings to learn more about the planning process and system pressures. We will also gather feedback from this group on any options developed; this will help to determine which of these options are presented at the public engagement sessions.

Public Engagement Session – Stakeholders will be invited to come together at an engagement session where they are informed about the option or options for their school/community. The sessions will provide opportunities for discussion and/or feedback. When multiple options are presented to stakeholders, the feedback received will inform decision making. These sessions could include multiple schools and communities.

School-based Sessions – An individual school community comes together to learn more about options for their school and discuss what it means to them specifically.



Appendix A

CBE Spectrum of Engagement



	Inform & Communicate	Gather Input	Work Together	Assign
CBE Commitment	We will listen to each other and share information.	We will consider advice in a meaningful and transparent way.	We will co-create solutions to address problems and seize opportunities together.	To the greatest extent possible we will implement your recommendations.
Throughout all spectrum levels and steps in the decision we will keep the community informed.				
WHAT	CBE and community have dialogue together to understand individual concerns & aspirations.	CBE asks questions and the community shares their perspective.	The community and CBE collaborate to develop options in support of decision-making.	Based upon clearly defined parameters, the community is assigned with specific parts of the decision.
WHY	To build mutual understanding and respect.	To gather input in response to questions or alternative approaches.	The decision is complex and will impact the community. A high degree of understanding between the CBE and community is required.	The level of impact is clear and there are opportunities for higher levels of engagement.
Example Techniques	Dialogue Circle Forums Telephone Townhall Gatherings Discussion Boards	Symposium Survey Focus Group Interview Online Workbook Crowd Sourcing	Workshop World Café Charette Open Space Appreciative Inquiry Wiki	Study Circle Future Search Advisory Committee Task Team Community Panel Community Jury