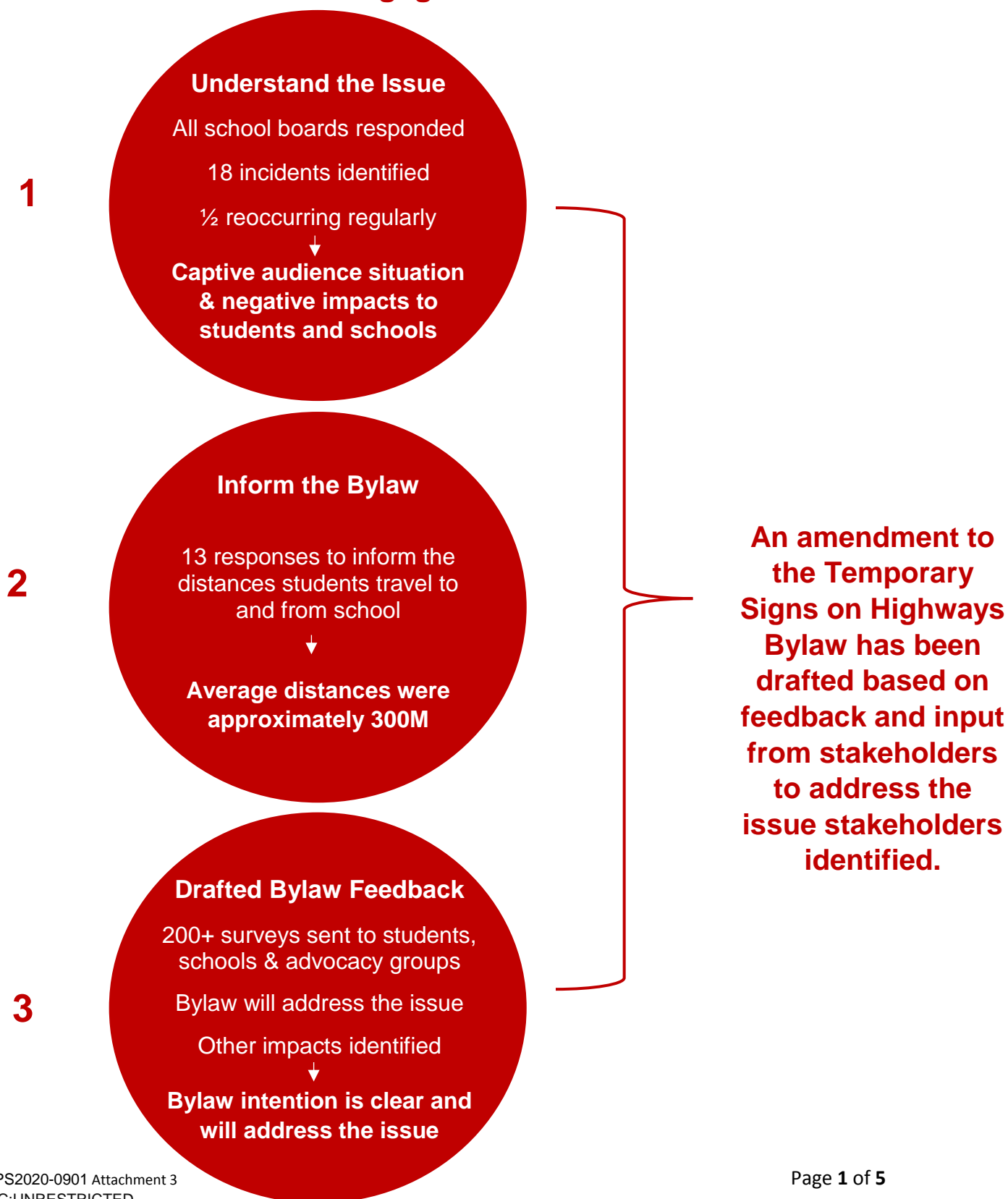


## Summary of Stakeholder Engagements

### 3 Rounds of Engagement



## Stakeholder Engagement #1 – Understanding the Issue

<b>Goal: To engage with Calgary school boards/districts to understand concerns with respect to advocacy messaging by groups on public property around schools.</b>	
<b>Approach:</b> Administration reached out to local school boards/districts via email and phone. <b>Why this approach?</b> The school term was ending, and this approach was the most accommodating to different schedules. A one-on-one conversation allowed Administration to gain an understanding of what school districts are experiencing while allowing them to share the information without fear of judgment or need to defend their experience to others.	
<b>Reach</b>	<b>Audience</b>
<b>136 emails sent</b> with two follow-up messages. <b>All 7 local school boards</b> were contacted and interviewed. <b>24 interviews</b> were conducted.	Participants included principals, school boards or representatives.
<b>What we asked</b>	<b>Feedback Themes</b>
<b>Definition:</b> Do you agree with the <b>terminology</b> used in the Notice of Motion to describe harmful expression?	<ul style="list-style-type: none"> <li>• <b>19 participants agreed</b> with the definition. <b>Eight provided additions</b> (make definition broader, elaborate on terms, and expand zone to 100 metres to allow for safe bus access). Add words: <b>frightening, segregation, shaming, provoking</b> (antagonizing kids into action), as well as include specific businesses (e.g. cannabis) in the zone.</li> <li>• Three participants felt <b>freedom of expression and diversity of culture, religion, ideology</b> were important considerations.</li> </ul>
<b>Experiences of harmful expression:</b> Has your school <b>experienced</b> any type of <b>harmful expression</b> at or near the school?	<ul style="list-style-type: none"> <li>• <b>18 interviews</b> spoke to specific instances of <b>harmful expressions (five of the seven districts)</b>.</li> <li>• Some instances took place on a <b>regular basis (once or twice a year)</b>.</li> <li>• Expressions were typically taking place <b>directly in-front of school on public property</b>.</li> <li>• Eight interview participants also talked about student exposure to <b>graphic images</b> and were <b>antagonizing</b>. Students would sometimes argue with protesters, who they saw as <b>disruptive and creating a negative atmosphere</b>.</li> <li>• Three identified <b>impact of students being filmed</b> by one specific group as negative.</li> <li>• Six experiences of <b>trauma</b> shared by students or staff, (anxiety or depression were often affected by the protests and outcomes included setbacks at school).</li> <li>• One participant specifically talked about the emotional maturity of a 16-year-old (lack of experience for handling these encounters required staff to provide <b>extra care</b>).</li> </ul>
<b>School response:</b> What did you or the school do about the <b>complaints</b> or situation? How was the <b>situation addressed</b> ?	<ul style="list-style-type: none"> <li>• 13 schools were <b>quick to act by addressing the issue with students</b> directly (also sent incidents communications and involved school staff or resource officer who provided support to students near protests).</li> <li>• Events created a <b>significant disruption and drained resources</b> (negatively impacted staff's day-to-day work and the students' learning experience).</li> <li>• While some schools received advanced notice of protest, others did not.</li> </ul>

	<ul style="list-style-type: none"> <li>Schools noted the <b>impacts of the event were not just immediate</b> (emotional support and day-to-day learning interrupted).</li> <li>Eight participants said protests were <b>disruptive and resulted in complaints</b> from the community, students, parents and staff.</li> <li>Another eight participants used words like <b>inflammatory, bullying, taunting, shocking, and distressing</b>.</li> <li>Three schools received external complaints asking why protesting was allowed.</li> </ul>
<b>Outcomes/findings</b>	
Information gathered from schools was a key factor in framing Administration's recommendation to develop a bylaw to restrict advocacy messaging around schools during schools' days and hours.	

## Stakeholder Engagement #2 – Informing the Bylaw

<b>Goal: To understand how far students travel through the day both to and from school.</b>	
<b>Approach:</b> Administration reached out through email to the same 24 schools that responded to the first stakeholder engagement interview. A focus on obtaining responses from those schools that had indicated that they had experiences with advocacy messaging outside of their school. <b>Why this approach?</b> This approach allowed for the school contact to reply quickly and on their own schedules.	
<b>Reach</b>	<b>Audience</b>
<b>24 schools reached</b> via email <b>13 schools responded</b>	Participants included principals, school boards or representatives.
<b>What we asked</b>	<b>Feedback Themes</b>
<b>Pick up/drop off distance:</b> Where and how far from the school is the parent pick up/drop off car loading zone?	<ul style="list-style-type: none"> <li>The range for distance was <b>between three (3) to 500 metres</b>. The <b>average was 135 metres</b>.</li> <li>All respondents said that the drop-off is <b>immediately next to school property</b>. Either in front or behind the school in a parking lot.</li> </ul>
<b>Student parking:</b> If you have a student parking lot that <u>is not</u> on school property, <b>where and how far</b> is it from the school?	<ul style="list-style-type: none"> <li><b>Five</b> of the schools have <b>parking on property</b>. <b>Six</b> of the schools that responded <b>don't have parking</b>.</li> <li>At <b>three</b> schools, students use <b>street parking</b> near the school. If students are parking on street, they are walking one to three blocks to the school property.</li> </ul>
<b>Bus zones:</b> Where and how far are the key bus zones?	<ul style="list-style-type: none"> <li>The bus stops are <b>as close as five metres</b>, or directly in front of the school, and <b>as far as four blocks or 800 to 1000 metres</b> from the school.</li> <li>The <b>average distance to a bus stop is 250 metres</b>.</li> </ul>
<b>Lunch commute:</b> Where do students typically go for lunch and how far is that location?	<ul style="list-style-type: none"> <li>For lunch only one school had all students stay on property, the rest had both <b>students stay and go off property for lunch</b>. Lunch places are as close as 100 metres from the school, and as far as two kilometers from the schools.</li> <li>The <b>average distance to a lunch place is 750 metres</b>. At one school students don't have access to food by walking. If they leave school at lunch they drive.</li> </ul>
<b>Outcomes/findings</b>	
This information helped inform the restriction distance or 'safe zone' in the proposed bylaw.	

### Stakeholder Engagement #3 – Impacts and Effectiveness of the Proposed Bylaw

**Goal: To gather feedback on the drafted bylaw from targeted stakeholders for bylaw refinement and to understand impact.**

**Approach:** Administration reached out to school boards/districts, advocacy groups, and students in Calgary via email, inviting them to provide feedback on the draft of the bylaw through an online survey. **Why this approach?** This approach allowed stakeholders to provide timely input on impacts that the proposed bylaw may have on students, at their convenience. The timeline for responses was condensed because the school year was ending in June.

#### Reach

**200+ surveys sent** out across all Calgary school boards and districts, and to external advocacy groups and students. (196+ surveys to school contacts, 12 surveys to advocacy groups)

2 follow up emails were sent to encourage participation.

**41 responses** - 28 schools, 7 advocacy groups, 4 students, 2 other

We did not have direct access to students - schools' administrators, teachers, advocacy groups and city councillors were asked to share the survey link with students.

One school reported that the survey was sent to 300 students.

#### Audience

Participants included **schools, teachers, school boards, students, and external advocacy groups.**

*Translation services were offered in the email invitation and introduction section of the survey, but none were requested.*

#### What we asked

Stakeholders were asked about the **clarity of the definitions** of the draft bylaw

#### Feedback Themes

- The definitions of “school”, “school day”, and “school grounds” were **clear** and the meaning of “advocacy messaging” was **generally understood**.
- Information and promotional signs for businesses, community associations and related community events were generally seen as being outside of “advocacy messaging”. Some questioned if “messaging” included things outside the common meaning of sign (such as t-shirts, billboards, student artwork and performance, stickers and images on vehicles).
- Some felt messages related to certain **social and political topics** should be excluded (related to school policy, Earth Day, social justice, equality and any age-appropriate signage not prohibited under legislation or other rulings).
- Some **clarification sought** on determining what is a “**publicly recognized issue**” and whether the definition could include religious or other personal beliefs.
- Concern that decisions about what is and isn’t “advocacy messaging” may be affected by the beliefs of the person who gives permission to have a protest, rally or demonstration event.

<p>Will the draft bylaw have potential <b>impacts on students and advocacy</b>?</p>	<ul style="list-style-type: none"> <li>• There was no consensus on the impact of the proposed bylaw. Based on the 41 surveys <b>we heard a mix of no impact, impact, and negative effects.</b></li> <li>• The impact that the bylaw could have on students <b>may depend on the school.</b> In schools that have student-initiated protests, rallies and/or demonstration events, <b>students are required to ask the school principal's permission</b> before planning the activity. Some were concerned that if students must ask permission, some events might not be permitted due to a <b>decision-maker's bias.</b></li> <li>• <b>Many did not anticipate any unintended impacts,</b> but a few had specific concerns about limiting students' own protest/rallies/demonstration activities, other student and school activities that may be forbidden under the bylaw, free speech and limiting the ability to expose students to information that may not be received at school.</li> <li>• Student protest/rallies are happening on <b>school property, city property, or inside the schools</b> and <b>schools are supportive/guiding</b> to ensure students are not creating conflict but still having their message heard through respectful protest approaches.</li> </ul>
<p>Will the restrictions within the draft bylaw <b>effectively address the issues</b> that schools had described in engagement #1?</p>	<ul style="list-style-type: none"> <li>• Restrictions on hand held signs, the size of signs and their distance from schools on school days <b>addresses concerns.</b></li> <li>• There was some interest in <b>making the distance greater,</b> though <b>a few would prefer a shorter distance</b> and no restriction on hand-held signs.</li> </ul>
<p><b>Outcomes/findings</b></p>	
<p>This engagement was used to make final changes to the drafted bylaw from July to August 2020 and to inform the report to Council.</p>	