

Appendix A:

Notes from School-based Public Meetings

Albert School – January 23, 2008
0 people in attendance, no facilitation held

Arcola – January 21, 2008
4 people in attendance, plus 1 teacher

1. Questions of clarification

- If we have been able to pinpoint this to a \$ amount (i.e. taxes) then have we been able to pinpoint per school what staff will be required (i.e. specialists etc.) – Is this staggered over 10 years? Start with schools taking on more students?
- Has it been decided whether or not each school will have access to these specialists? - Staffing issues have anything to do with \$8.82/year?
- Why did Douglas Park get the nod before us?
- When Douglas Park and Arcola get rebuilt, will kids be in half the building while the other half gets rebuilt?
- Douglas Park & Arcola – full rebuild?
- What's the big plan at some point for Balfour? Our kids feed into Balfour.
- Why couldn't you build in the huge area behind Balfour? (instead of SE school.)

2. What was upsetting or concerns you?

- Concern as an employee – Board can't say 'sorry' this time – has to go forward – hope they don't bow to public pressure.
- Usher was quite convincing – Board has a challenge ahead of them
- Need to be careful that others advocate for students, not just parents
- I worry that the core area will be disregarded
- Have to be mindful of the suburban sprawl – keep one eye always on the core.

3. What parts of the plan do you feel good about?

- Feedback process acknowledges that some schools have staff advocates
- The plan is specific – there's some meat to it.
- All the different parts of the plan – delivery models, structural – very exciting to see what people will come up with creatively, different options.

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

- Good for community. Arcola has had a bad rap for many years. Build a new school – enhances the area – new families coming in.
- Not closing us down!

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

6. *What impact of implications will this plan have for student in the City? Positive?*
- Re-build is reassuring. My heart is always with the community schools – need to make sure we provide what they need.
7. *What impact of implications will this plan have for student in the City? Negative?*
- High school kids will go where they are comfortable. Kids may not be too excited to go to SE high school when they could stay in their community.
 - I'll believe it (re-builds) when I see it.
8. *What parts look like they will work best?*
- Very exciting, very positive for the community.
9. *What parts look like they will work the least?*
10. *What might you recommend, given what you have heard?*
- Make sure you don't bow to public pressure. Keep the big picture in mind.
 - Keep your eye on the core.
 - At the time, you don't see it, but I've been through a closure, and there were actually positives about sending our kids to Douglas Park (from Peart). Parents do fight like crazy, but they need to look at the big picture.
 - More staff
 - It's important to see plans through.

Argyle – January 16, 2008

1. Questions of clarification

- What are you seeing in our actual enrolment as a result of increased confidence in economy and related influx of population?
- Did you include dropout rates in demographic projections?
- Could we see enrolment projections (and compare) in other school divisions such as Catholic system?
- Does “program” mean “school”
- Is there a plan for a new school in Harbour Landing area?
- Are we talking about 2 schools merging or 3 schools merging? (Argyle, Athabasca, Lakeview?)
- How would boundaries be established if Athabasca & Argyle merge? (Lakeview?)
- Would merger affect enrolment in new “merged” schools because of close proximity to Lakeview?
- What will be done with schools that do close?
- How much of Athabasca’s population is bussed in?
- Lots of talk about money, what about quality education?
- How does increasing # of students in each school improve quality of education? (200-400)
- Are projections the same as two years ago?
- How do teachers feel about this?
- How was determination of most beneficial size of school?
- What is the criteria of closure?
- How does Regina Christian School and Hudha School affect enrollment in RPS schools?
- When you talk about 2 or 3 communities talking, who is that exactly?
- Was Athabasca considered for closure and then decision changed?
- Would new plan mean we lose teachers?
- Why can’t Lakeview be closed and money be sent to Argyle and Athabasca?
- How will students be transitioned?

2. What was upsetting or concerns you?

- Our concerns from the last meeting seem to have been ignored
- We are concerned that communities will be pitted against each other.
- Not enough information given tonight.
- Small school promotes a sense of community and belonging
- Too much focus on #s of students and not on quality
- Bigger picture – school as hub of community

3. *What parts of the plan do you feel good about?*

- Recognition of school redesign as part of the plan.
- Feel schools of 100 would be difficult to be part of – glad we're looking at bigger numbers
- Good that you are here talking to us

4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*

- Good to get things stabilized (discouraging)
- If Argyle stays open, population (enrolment) is stabilized.

5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*

- Gives years to wait and see what will happen?
- Will deter future enrolment.
- Creates anxiety and uncertainty in students
- Real slow – will go on for a long time
- Issues around safety for students not being bussed
- Bussing will be a big negative (length of rides)
- Loss of daycare and other programs (ARC, Montessori)
- Pits communities against each other
- Concern with size of school after merger
- If Argyle closes, negative effect on community (ie: BBall)

6. *What impact of implications will this plan have for student in the City? Positive?*

- More students = more opportunities (critical mass)
- More choices for friends
- Renewal of facilities
- People choosing to move into the neighbourhood because of refurbishing etc.

7. *What impact of implications will this plan have for student in the City? Negative?*

- Concern regarding bussing (environment, fitness)
- Closing schools leaves holes in the city (city planning). City and school division should be working together on planning
- Have been 3 school closures in this area (Argyle)
- Impact of the new southeast high school on Balfour & Campbell

- Further we move schools away from community, connection is broken (belonging)
- Extra-curricular would have to provide transportation by parents – may limit participation

8. *What parts look like they will work best?*

- Two year review of enrolment
- Potentially keeping Argyle open
- Planned small tax increase to fund renewal plan.
- Facility upgrades
- Plan is reasonable – cannot operate a system with almost empty buildings

9. *What parts look like they will work the least?*

- Involvement of parents as schools get bigger – may not be as great
- Sense of ownership will lessen
- Difficult process to merge 2 (or 3?) schools
- Unreasonable to expect 2 school communities to get together and work it out
- Don't have all the information I need to make a reasonable enlightened contribution to the discussion
- Shouldn't be in a position where we have to negotiate which school will be closed
- Not good optics regarding Argyle & Athabasca
- Concern with long history of possible closure.

10. *What might you recommend, given what you have heard?*

- Planning process from start should include all 3 areas (Athabasca, Argyle, Lakeview)
- Include cost of refurbishing all schools (status quo – keeping them all open) should be included in the plan
- Look at elementary and middle school – keep schools in community

Athabasca – January 9, 2008

1. Questions of clarification

- What is the ranking of schools?
- 0.87% to sustain renewal plan – would increase be more for each year?
- 2011 one school closes & another one opens. One school closes June 2011
- Does the new facility have to be build at one of the existing sites?
- Could Athabasca go to the nearest school which would be Lakeview?
- Scott shared facility at the existing Scott?
- Could Connaught students attend the new Athabasca/Argyle facility?
- Why isn't Lakeview mandated to participate in Athabasca/Argyle facility?
- Merger/Redesign – what does that mean? What would be the priorities in making the decision? Who makes the decision?
- Where does the information of studies (ie. French Immersion) fit into the plan? (Studies prior to renewal.) Will French study look at Core French also?
- Will consultation ask community what they would like in the new school?

2. What was upsetting or concerns you?

- Class size hasn't been addressed. Why wasn't it addressed?
- How does this improve the quality of learning?
- What happens to the special education programs (ie. FIAP)
- Options for this part of the city is not a good plan
- Looking at projections every 2 years may not be soon enough.
- Study doesn't take into consideration the community. Closing school could be a setback for area.

3. What parts of the plan do you feel good about?

- That it's a plan.
- Willingness it shows to involve community
- Building not just closing
- Gives time to do this (plan)
- Not a one time plan, is ongoing, progressive

4. What impacts or implications will this plan have for students in this neighbourhood? Positive?

- Larger # of students provides more extracurricular activities
- School population can “stay together”
- No super elementary school
- Sheldon will remain open to communities

5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
- Students can't walk home from extracurricular activities
 - Transportation not provided
 - Parent involvement due to distance!
 - Concern with shy students feeling comfortable in bigger school
 - More bussing creates more inactivity for students
6. *What impact of implications will this plan have for student in the City? Positive?*
- Mergers/redesigns – equity of facilities
 - Plan considers socio-economic factors and community sustainability
7. *What impact of implications will this plan have for student in the City? Negative?*
- Reducing # of schools affects community activities (use of facilities) outside of regular school hours – students & adults
 - Disruption of students due to closure. Affect of change
 - Concern of French Centes versus French Immersion – impact to families and students.
8. *What parts look like they will work best?*
- It costs less to run fewer buildings
 - Putting money into programs and facilities
 - Community consultations – involving people over time
 - Notion that this will support teachers – instructional flexibility
 - Retain facilitators (trained) to work with school communities
 - Larger # of students provides flexibility for innovation
9. *What parts look like they will work the least?*
- First meeting with Argyle (merger school) will be challenging
 - Transportation – friends are farther away – students can't walk to school
 - Building southeast high school not a priority
 - Martin closure leaves large area of city without high school
 - Open boundaries for high school – concern with # of students (program delivery models)
10. *What might you recommend, given what you have heard?*
- Possible transportation options to accommodate extracurricular involvement
 - Ensure Sheldon is viable for many years

- Include Lakeview to participate in merger discussions.

Balfour – January 16, 2008
0 people in attendance, no facilitation held

Campbell – January 10, 2008
30 people in attendance

1. Questions of clarification

2. What was upsetting or concerns you?

- Face lift for this school?
- Will there be separate single-track English and French schools? Is it possible that a family could have children going to different schools for Fr and Eng programming.
- What is the possible impact of a high school in the southeast? What is the timing for construction?
- Where will the money come from for renos and new construction?
- Who controls construction projects, the province or the Board?
- Does Sask Learning have a formal consultation process that Parents can participate in?
- What problems occur with a high school of 1,500-1,800 students?
- Could there be a forum for students to provide input? Pls provide a way for students to be consulted before March 10.
- A student asked if some students might be shut out of extra-curricular programs because of a greater number of students competing for opportunities, or if these programs will expand.
- Not enough info on impacts on non-CRUM schools. People will fill in the blanks.
- Teacher professional development and resources need to be addressed. (in response, this was addressed by the continuous improvement plan.)
- Are there other budget documents? What I see here doesn't convince me the financial side of the plan will work.
- Don't see capacity numbers for the schools. That info would be helpful.
- Whitmore Park does not have a community centre, but through partnerships we've developed before and after-school programs in empty spaces, such as a Grant Road. Will these spaces be affected by the changes?
- Will Thom be able to absorb students from Usher?

3. What parts of the plan do you feel good about?

- More consistent class sizes; better for teachers and students.
- There is a silent voice (parents/students at Usher) who are hoping for closure. They want better programs.
- Status quo not on.
- Process and proposed changes based on good demographic info.
- 10-year plan with transitions. Well mapped out.

- Good, logical plan. Commend Board for being willing to spend \$\$ without waiting for provincial approval.
 - Good to review every two years. City/province showing signs of growing population.
4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*
 5. Will there be changes to International Baccalaureate pgm at Campbell because of renewal?
 6. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
 7. *What impact of implications will this plan have for student in the City? Positive?*
 - Will each school have better programming, or will some schools offer enriched programs in specific areas?
 8. *What parts look like they will work best?*
 9. *What parts look like they will work the least?*
 10. *What might you recommend, given what you have heard?*
 - Has Campbell prepared for possibility of students coming from Usher?

Centennial – Jan. 17, 2008
4 people in attendance (1 parent, 3 staff)

Clarification

- Where are community schools in the plan?
- Where is special education in the plan?
- How are demographic projections made?
- Will the introduction of the new French Immersion Program at Centennial limit the existing Special Education Program?
- How will French Immersion be introduced ... all at once or staggered?
- How is the Aboriginal community looking at the plan at the school division?

Positives

- The plan recognizes changes are necessary, even though it's hard
- French immersion is coming to Centennial

Other impacts

- What are the impacts on property taxes?
- It's a positive plan
- What are the organizational or facility changes needed at Centennial to accommodate new students?

Recommendation

- Don't stop the plan, as was done 2 years ago

Cochrane – January 17, 2008
4 people in attendance, plus 1 teacher

1. Questions of clarification

- It's a lot of information
- Aboriginal population increase according to 2006 census – have these #'s been factored into the projections?
- Are you increasing size of Scott, or refurbishing existing facility?
- Ken Jenkins & Haultain – are they merging into schools that are also community schools?
- Would community schools funding increase? Combining 2 community schools = more funding in one school?

2. What was upsetting or concerns you?

- What happens to students like those at Cochrane, who may not be at a certain level? Will the drop out rate increase?
- Socio-economic status of students needs to be factored in. This becomes tougher in a bigger school
- Parent councils are going to need advice & support in order to proceed with mergers – in order to create welcoming atmosphere
- Depleting population at Cochrane, losing staff through attrition – need to come up with concepts to increase population
- Student:teacher ratios – one of the biggest issues that would face teachers would be larger classroom sizes
- I worry about community schools – Can they get the help they need? Staff gives them great support. What will happen to these children?

3. What parts of the plan do you feel good about?

- Just hearing that you are taking the time to re-look at the way we've always done things, and re-evaluate every few years.
- I like the 'flexibility'
- I feel like perhaps our voice was heard. Previously I felt like everything was a foregone conclusion, that we weren't being heard, that there was another agenda. I have changed my opinion.

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

6. *What impact of implications will this plan have for student in the City? Positive?*

- I am in favour – buildings are getting old.
- Potential for improved learning by cutting facility costs etc. – can re-group staff.
- The onus is on the parents to get the students to school
- It may mean families have to step up and take responsibility.

7. *What impact of implications will this plan have for student in the City? Negative?*

- Increased school sizes = loss of sense of community
- More administrative responsibilities means taking time away from program facilitation.
- Communities have not shifted to a ‘Calgary’ viewpoint where kids are bused, so it will be hard on them – the idea of having to leave their community to go to school.

8. *What parts look like they will work best?*

- I like the sound of it
- Logical, necessary, I like the process – that’s why it’s going better
- The bigger picture looks strong – solid community.

9. *What parts look like they will work the least?*

10. *What might you recommend, given what you have heard?*

- Hopefully there is more funding for specialized services, eg. Speech pathology
- I don’t sense there’s great opposition to the plan. I am happy with the direction you are going.

Connaught – January 17, 2008

70 people in attendance

1. Questions of clarification

- Current enrollment of Connaught – French & English? What is the operating budget?
- What is the rationale for 10 year plan? Programming or financial?
- In Appendix B; it says that if there is a diverse background of students should be limited in size.
- There may be input on communities? Is their liaison between the City and City planners?
- Has the board taken a look at sustainable study? This community is the most sustainable in the City. Should look at doing a study.
- Is this more expansive than keeping the status quo?
- The merger of schools is done on numbers; projections aren't accurate? Other schools are wrong too?
- What does choosing community or French Immersion do to children's community? It's for the benefit. Defeats the purpose.
- In the report, I'm not clear – are we doing French Centres? Will Massey be French only? Doesn't that defeat the purpose? Can't have children in both programs.
- Are they willing to split up families?
- Can't recommend a plan that doesn't tell you actually what will happen with French Immersion.
- I'm not concerned about Davin & Connaught – they met the criteria.
- Does Herchmer have a choice to stay in their community?
- Is the cost per student to bus in -- \$1000 each?
- How does it grow, sense of community, and obesity of children who don't walk?
- What about safety; busses on road.
- City seems to be in growth stage, why are we closing schools when we may have an increase in population?
- Mentioned in presentation there will be a review after 2 years. What if the school is already closed? What would they do, build another school?
- In the process of 2 year review, what is the purpose of the review?
- How can you come up with plan? It's impossible to do that. How can you account for fewer students when we are in a growth trend?
- Would like info on the energy audits that isn't available.
- Taking teachers savings and putting them into bus drivers and gasoline. Don't get economic justification for decision.
- What is Baringer demographics? Who are they? They are using census data?
- Been through the report. What is the problem? Looks like infrastructure hasn't been kept up properly.
- Don't get a list of deferred maintenance.

- Estimate in costs is too low; construction costs rising, so this isn't an accurate projection. Do we have capacity in construction to even do this plan?
- More emphasis on how to get builders. How do costs compare -- renewing building vs. costs of new construction.
- The criteria for a community school? Is absence or attendance a criteria?
- Has the board considered how parents of bussed students can be involved with school community? How about business community – school partners who are part of the community. Will they be lost?
- Closures are occurring more in North-Central. Have we touched base with city planners? City is trying to renew North Central, and the plan doesn't do that.
- When taxes are \$100 more than they are today for capital expenditures, will tax go down?
- What is the vision for French schools? Are they going to be French only?
- I am worried about consultation process. Does it mean 0.087 per year? Contracting province for capital assets?
- Is this an all or nothing plan? Does the Board vote on each issue?
- The # 200 is a program delivery model? Why are the programs divided?
- The board is not all in agreement? Has the Board been given a gag order?

2. *What was upsetting or concerns you?*

- My decision to send child to French Immersion, is why I sent my child to Davin. If I had to send child to Massey, I'd switch to Catholic.
- Kids won't go to Massey, so it will impact the size of enrolment at Campbell.
- Both French Immersion & community don't want to choose.
- My concern is taking away a dual track school. Oldest in French, middle in English, youngest in English. You break up families. Still be in their community – wouldn't put children in Immersion if I had to bus.
- It's important to be able to put children who can't be in French program – need to be able to go back to English.
- Dangerous to pick up children at Massey because it's across from high school. This is poor planning.
- Moved to this community due to “sense of community”. Get involved in community. If kids leave to go to Massey, they aren't part of the community.
- A lot of multi-culturalism in this area. Want kids to be a part of this.
- All 3 schools work together within the community.
- Way jobs & careers are growing, population changes rapidly. This year will have already changed stats.
- Saskatoon is going for smaller schools, not larger schools.
- The # of 200 was presented at the earlier meetings and it wasn't really a choice – it was decided in advance.
- Closing French Immersion leads to extra \$71 million – more money spent after closure.
- Connaught – this is a community school due to low #s.

- Money – maintenance costs. The deferred maintenance for Connaught = \$7 million. For Davin = \$3 million. Total = \$10 million. Net savings of \$2 million? Is it worth it for all the upheaval caused by the closure?
- Aboriginal population is growing. Connaught & Herchmer are core schools. Why are we closing inner city schools?
- Don't want to lose community schools or community school status.
- Where are we going to find bus drivers? Shortage of drivers already.
- We haven't spent money on maintenance. Small debt load. Got to close worse schools so we can put money in other schools.
- Population forecasts – have to be careful how we grow. Buildings have heritage value, taking away school has taken away their place in the community.
- Access to French is as valuable today as in the past.
- Bussing makes absenteeism and lateness worse. If you miss the bus, how do you get to school?
- Also fossil fuel problem. Cost of busing will increase. Bus driver shortage.
- Global warming. Regressive policy to bus.
- Analysis – we are here because of the deficit of capital & zero mill rate increases.
- The under-privileged kids are being asked to bear the cost of the plan.
- How to be a progressive city? A lot of educational resources are being pushed to outskirts. Affects urban renewal – which is a trend in larger cities.
- Community would be different than 20 years ago. When schools are gone, people don't move into the community.
- Same problems as the library fight. Closing libraries in inner city.
- People in inner city have already lost grocery store, and now are losing school.
- What about the plan speaks to the needs of children? Let's remove socio-economic boundaries.
- Don't hear anything about non-monetary benefits. Need more analysis.
- #s issue. 200 is not a magic number. Wish kid was in a bigger school.
- Wish my kid could take bus to Massey.
- The only reason Connaught has low numbers is you're dividing the French program and the English program.
- #s – Principal said actual numbers are 300. Projection shows 200. Projections don't have a lot of credibility.
- I want a French school in my neighbourhood as a Francophone citizen.

3. *What parts of the plan do you feel good about?*

- Agree with the idea of a 10 year plan. Happy about consultation process but it has significant holes in the analysis.

4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*

- *Larger # of students provides more extracurricular activities*
5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
- Too similar to 10 years ago, what is the difference?
6. *What impact of implications will this plan have for student in the City? Positive?*
- *Mergers/redesigns – equity of facilities*
7. *What impact of implications will this plan have for student in the City? Negative?*
- Don't buy that quality of education will improve by being on a bus an hour a day. Don't want kids in a large school.
 - Most kids do better in smaller schools. Kids who are hurt the most are kids who are vulnerable. If they don't walk to school, they won't get there, and they won't eat.
8. *What parts look like they will work best?*
- Additional \$140,000 in transportation costs. No savings.
9. *What parts look like they will work the least?*
- I am challenging the notion there is a vision.
 - One of the most difficult parts of the plan, is 10 years from now, that Regina will be smaller. Other stats predict a growth of the city.
 - No option analysis – building new vs. renewing existing. – Environmental costs – Ascetic and recreational value – Sustainable values.
 - Board members have not been given enough options.
10. *What might you recommend, given what you have heard?*
- Do a study on sustainable communities.
 - Close Connaught and build onto Davin.
 - Look at renewal to give lower socio-economic children a chance to be successful.
 - Keep community library. Once you take something out of a community, you lose other things.
 - Must work with library who are also planning for the same issues.
 - Go over financial planning
 - Contact gov't about capital planning.
 - Contact city re: funding and tax increases

Coronation Park – January 9, 2008
6 people in attendance, plus 2 teachers

1. Questions of clarification

- With the north end growing so much, what will happen with growth?
- What about all those homes with no schools in the north end?
- Looking at this every 2 years, would it close earlier?
- North end developers are looking & listing sites as possible school sites, what about that?
- What about a school in the north?
- Process; if merging with Gladys McDonald, should we be initiating meetings with the other school? (Gladys McDonald)
- From elementary school, split grades are easy to do. High school isn't.
- Do we get to keep our community school status if we merge?
- Do we get to have a nutritionist because we are a community school?
- High school is relevant
- Has there been any feedback to close more schools? more quickly?

2. What was upsetting or concerns you?

- Kids who aren't great athletes are not able to play at large schools, can play at small schools
- Can they not offer a rec league and not just an elite league?
- Like to see more inclusion of kids in sports and physical activities
- A small school doesn't have a lot of extra curricular, even in elementary
- Some kids don't make teams in Grade 9 and give up
- When you're too large an elementary school you can't offer sports and when you're too small you can't
- Understands the same thing happens in music
- The closing of school in a community will affect the value of your home or property
- Concerned we are closing schools and raising taxes
- High school boundaries; would it not help to keep the boundaries closed so schools would have more students?
- Parking is a problem in a high school
- In other cities, you can't transfer in the middle of the year – have you considered implementing that policy?

3. What parts of the plan do you feel good about?

- Like open boundaries, would like them for elementary
- That it will provide better equality between schools

- The plan has really looked at issues and is more thought through.
 - Good that consideration was given to the community and not just the facility.
4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*
 - Especially children who need extra help
 5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
 6. *What impact of implications will this plan have for student in the City? Positive?*
 7. *What impact of implications will this plan have for student in the City? Negative?*
 8. *What parts look like they will work best?*
 9. *What parts look like they will work the least?*
 10. *What might you recommend, given what you have heard?*
 - Also adjust funding formula to recognize the real #s of kids at a school, not just #s at Sept 30.
 - Encourage people to provide feedback
 - Get more people to attend meetings, come to schools.

Davin – January 23, 2008

Approx 65 people in attendance

Before the presentation, Ted from a community group informed those gathered that a binder was being circulated to collect names and email addresses, so that they can keep in touch with parents in the community.

Immediately following the presentation, the secretary of Davin Community Council spoke. She stated that Davin has requested a different type of meeting with the Board. “There will be an impact to the community and we’re not sure how the report deals with these implications. We want a much better understanding of how this plan improves quality of education.”

1. Questions of clarification

- In the future, we want to make sure we are heard by the Board. Will there be an opportunity to make presentations to the Board? (asked prior to presentation)
- For those who got here at 7:00, where can we get a copy of the report? Is there a spot they can pick one up? (asked prior to presentation)
- The January date in 2008 – what is to happen?
- Meetings with other stakeholders – are they separate meetings, or are they expected to come to these community meetings?
- With respect to statistical accuracy – 10% to 30% degree of error. Is there any parts that take into account the changes in this city and in this area in the last 6-12 months?
- Is the only variable the enrollment numbers? Is there someone looking at social and cultural factors in the schools? Is someone looking at transportation distance? Are these part of the review?
- Census numbers – it seems that these numbers are different from Census Canada. Looking at Connaught & Davin, they will have more kids. Why is Baragar so different from Census data?
- What is the enrollment at Davin? Connaught #s are off by 100.
- Enrollment analysis – depends on the attendance area. What is the definition of the attendance areas? Where can I find this?
- Transportation – any idea what the proportion of bussed children will be at various stages of the plan?
- Barager = software tool, not consulting company. Is the tool being used to our benefit?
- How many schools will have French Immersion with the plan?
- Who makes the decision about what schools will be merged into, what schools will close?
- Not all Board members are in agreement. Have they been given a gag order?
- Plan talks about improvements, enhanced program offerings. Not clear as to what are all these new great things. Why aren’t the basics being offered? 2nd language, phys ed. etc. Where did things degrade?

- Have any of the re-designs been conceived, ideas put forward, process begun?
- Is the assumption that over time, we need 15 or 20 schools to be re-designed?
- The report itself . . . I'm interested in quality. What can this plan do that isn't being done already? How will this improve education? What programs will be enhanced?
- Regina currently has 10 high schools? What other high school will be closing? (besides Usher)
- You are looking at building a new high school?
- Leithwood says max. 300 kids in a mixed community. Why would Davin & Connaught be considered for closure in this situation. Why did you pick 400?
- Board members – their term will be up in 2011. Will new Board have to follow what this Board decides in this 10-year plan?
- Has the Board considered funding from other sources (like gov't) for energy efficient buildings?
- North Central – Wascana never makes the list for closures. Why? Will the school board be back looking to close another school in that area? Wascana is not strategically placed, why move kids there?
- The plan talks about 300-400. Was this a part of the initial consultation?
- Do you know for sure that parents would rather go to a new school with new technology than go to "old Davin".
- Has there been any revamping of the School Board facility? Have you considered moving a department into another location? Why isn't the Board located in their school communities?
- What is the cost of the status quo? I'll pay it.
- Fuel cost for transportation?
- What other information (besides feedback report) will the Board have when they make their decision.
- Is March 11 a regular school meeting? Will the decisions be made in a public meeting? Will it be a recorded vote?
- Have you considered the tax implications? Should public schools close, a large portion of tax dollars may transfer to Catholic System.

2. *What was upsetting or concerns you?*

- Information may not be accurate for March 11 meeting, specifically the projections.
- If a building is being used in the evenings, but has less kids, it shouldn't close.
- Aboriginal kids moving back into city, yet we're hearing they aren't coming into the schools?
- Analysis done in 2007, Census in 2006 just released in the past 2 weeks. Shows Cathedral area school age kids are increasing.
- Concern about the number of children being bussed.

- Cathedral = historic neighbourhood. What happens to the school buildings if the school is closed? They are Heritage Buildings.
- Childcare, daycare. What happens to Dragon's Den at Davin if more students arrive i.e. more classrooms being used for regular school classes.
- Davin & Connaught = full time daycare, available because of space in the schools. Full time daycares are funded by the provincial government. If a school closes, the daycare may only be able to provide before/after school program, which means a loss of funding, which means price will increase. We may lose the staff at the daycare.
- I am concerned about French Immersion ending at Connaught. I wouldn't have put my daughter on a bus to go to a different area. I think this will become a caste system where only South Regina will have French and others will not.
- Concern is that we are pitting neighbour against neighbour with the mergers. "Our school is better."
- I feel the report is too general, an over-simplification. Smaller schools can have quality education as well. Concerned we will focus too much on numbers. Numbers do not produce quality, there are other factors involved.
- Concerned that the Board members are not free to speak.
- It appears that benefits are slight economically. We're not talking about a substantial savings.
- The report . . . not enough information on what will be improved, therefore we're unable to provide feedback. Will the facilities be able to house the numbers that we're projecting and still be able to meet the curriculum?
- If Davin & Connaught close, there will be a loss of business partnerships that have been established. The Board hasn't quantified this answer.
- Concerned for schools slated to close. Appalled at the lack of info for those people. Parents at those 3 schools do not currently have Transportation and French reports.
- We will be losing community schools.
- A few years ago, a lot of money went into Davin. Will that become lost money?
- A lot of work went into the playground. How do we continue to engage community in enhancing the playground if we are to close? The community needs to be addressed.
- What the Board perhaps thinks will happen (school populations merging) may not in fact happen. Kids from Connaught may not go to Davin.
- For the next 3 years, what do we do? Will any effort be wasted?
- Baragar – if it's not an objective 3rd party study, then that is misleading information. If it is a study, we need to see the report.
- Engineering, quality – let's see the report! There is a vagueness of information. There's almost a sense that the public is too stupid to figure it out.

- There's been no consideration for what kinds of kids these are. This school is pretty mixed – more kids coming from vulnerable situations. No consideration of that in the report. I question the need to have all schools at 200-400.
- Choice – only choice is bigger schools or more bussing. This report does not provide alternatives. If I pay more taxes, I want to pay for better service.
- Construction costs could end up being double.
- Environmental impacts – hasn't been enough talk about what this would mean.
- Concern of health effect on kids. Driving may mean more obesity.
- Environmental impact trickles down . . more buses leads to road repair, snow ploughs. What is the environmental impact of demolition? Isolated instances in report.
- Chair of Parent Association at Connaught: Plan based on assumptions that kids will be bused to another school. What happens to the plan if there is still 300 students at Connaught? Is the Board intent on closing these schools come heck or high water?
- The proposal implies that quality will be improved if this plan is implemented. Not sure that this is the case.
- A number of community members want the school to stay, the facility – this is a factor that needs to be taken into account. Many community members care for this school.
- I don't feel that there is any way the report from HJ Linnen Associates will be reflective of what happened here tonight. It is impossible to compile all information.
- Smaller schools = less segregation. Diversity more welcome. Think of the kid's education.
- I want to express my disappointment that the School Board is not present to hear the tone of this meeting. I want someone that we have elected to have the respect to be here.
- I wonder why Connaught and Davin are even on the radar. I don't know what has changed.
- Don't understand why Connaught and Davin are on the radar. If it ain't broke, don't fix it. Davin & Connaught are flourishing.
- Self-fulfilling prophecy. That's what you're doing to French Immersion at Connaught.
- Splitting families apart by eliminating a dual track school. Also, it's nice to have French & English together. English students hear French at school, even on playground.

3. What parts of the plan do you feel good about?

- The quality and thoughtfulness of the questions from parents at the feedback meetings.

- To move into the Cathedral area is a very deliberate decision. We are going to try our hardest to make sure these schools don't close.
 - The planning ahead. Looking at a 10 year horizon is good.
4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*
5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
- Downtown revitalization plan from the City will be impacted when you close schools. If closing schools, less families will want to live downtown.
 - At the daycare, kids mingle with each other. If a school closes, there will be less cultural exchange and a loss of staff.
 - Impact on downtown by closures. We need to make sure all individuals know what will happen. Just the suggestion of school closures will impact people's decision to move out of the community. It becomes self-fulfilling.
 - Tremendous amount of community effort was put into Davin & Connaught – provided dividends and spirit in this area. That is at risk in this merger.
6. *What impact of implications will this plan have for student in the City? Positive?*
7. *What impact of implications will this plan have for student in the City? Negative?*
- Environmental impact across the City. It's hypocritical to expect kids to get on a bus.
 - It is a plan for more bussing. I question if that is appropriate for us.
 - What if I go to Massey and it doesn't work. I have to move my child again.
8. *What parts look like they will work best?*
9. *What parts look like they will work the least?*
- No options being presented for shared facilities.
10. *What might you recommend, given what you have heard?*
- Look at the cultural uses of the building itself.
 - Ensure accurate numbers are used in decisions.
 - Pre-K has become part of the system. Consider Pre-K enrollments.

- If we are merging schools to improve education, then the programs should be considerably higher, changes should be substantial. Eg. International Baccalaureate.
- We need to get away from looking at money, and start looking at quality, in the best interests of our children.
- Board should consider more opportunities for funding in energy efficient building.
- Quality education – Board should be very specific as to what they mean by this term. Get it down to some nuts and bolts. ‘Quality’ is just thrown around – make it understandable.
- When and in what form will we see answers to these questions presented to the Board? - especially parents at Herchmer. Will the answers be posted publicly? There is a vagueness of information.
- I don’t think it would be unreasonable to have a peer review of the report and the process.
- Look at private schools like Regina Christian, Luther College (and another example provided from Toronto). They don’t feel threatened by low enrollment, they are able to provide quality education. There are a lot of examples where small # of students is sustainable and provides quality.
- I would like answers from the School Board in a public meeting with professionals involved . . . in a situation where experts are present.
- I’m way more concerned than I was 2 hours ago. We’re asking the Board to make decisions based on vague information. We don’t have the lunchroom study, the transportation study. My recommendation: Postpone the decision until you have accurate information.
- Would have been nice to re-read, capture what was said at this meeting.

Dieppe School – January 7, 2008
70 people in attendance

Session #1

1. Questions of clarification

- Demographics will be reviewed every 2 years?
- Is the plan a self-fulfilling prophecy?
- Because they have named the schools, will that affect people moving into a community? Should have listed only schools that are closing in the next 2 years.
- On Page C (Projected Enrollment) – Walker?
- Rosemont will merge with Walker and the school would be re-designed?
- When is the redesign of Rosemont to happen?
- Understand the turmoil being caused to create a school of 300?
- Rosemont & Walker being so close together, why doesn't Walker come to Dieppe?
- Dieppe has 129 students, which is higher than projected?
- Was the entire plan based on one study?
- Do you look at attendance at schools such as Albert & Scott
- Why take kids out of this school & keep schools where kids don't attend appropriately?
- Who makes up these studies?
- What is the vote for this school closing?
- What happens if population increases?
- Is there gov't funding available to increase education?
- How will we be made aware if Dieppe is cited?
- What are the chances the Board will consider Dieppe separately?
- What kind of different information will be provided?
- How are they elected?
- How were the gaps determined?
- Are any of the studies on the children?
- Does the study consider more than student achievement?
- How do the grades differ between small schools and large schools?
- Why is achievement lower in a small school?
- In the 10 year plan, are you doing your own research for the achievement?
- Will you be monitoring the children achievement?
- With all the housing by the airport, there are no schools
- Have you polled the community for # of students?
- What are the classroom sizes going to be?
- What kind of research/
- Is there room at McLurg?
- Were the quality and structure of the schools looked at?

2. *What was upsetting or concerns you?*

- Have you looked at the financial implications of everyone sending children to the public school?
- Kids slipping through the cracks
- Violence when schools are merged
- Population increasing – not enough students for the # of schools
- End up with schools that are too large
- Area has a small town feel, older people will move and younger people will buy houses
- Dieppe is the 3rd highest and it's slated to close.
- People will send kids to another school because it's slated for closure (self-fulfilling prophecy)
- All areas have a cycle you have to expand?
- Why are Toronto & Vancouver looking at Regina schools?
- What kind of research? Program delivery models?
- We don't fit the program delivery models.
- This is about money. How much do we need? (How much are we short?)
- New schools get all the programs
- Dieppe has a full size gym
- The school is the centre of the community. Dieppe is different. Does the Board have this discretion?
- The community association has invested \$ to keep kids off the street. Association needs school as the hub of the community.
- People live in Dieppe because of the environment
- Ukraine Xmas might have affected the attendance
- Lots of people aren't here because they think it is closed.
- Could you clarify that school closure aren't for sure – use the newspaper
- When you look at the activities, that increase kids ability to play sports, what kind of transportation is being considered to transport the kids?

3. *What parts of the plan do you feel good about?*

- The new development at Scott

4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*

5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*

6. *What impact of implications will this plan have for student in the City? Positive?*

7. *What impact of implications will this plan have for student in the City? Negative?*

- Closing Martin is a problem for this area.

- Violence – gang violence by combining high schools
- Good to take out schools that are not in good shape, so everyone has a new good condition school.
- What is the difference in cost between bussing kids to older facilities versus newer facilities?
- What about kids who go to daycare for lunch? How do they get there?
- Lived in community, worked with children – the community will suffer; no where to go in evenings, children will suffer; community will suffer above & beyond.

8. *What parts look like they will work best?*

9. *What parts look like they will work the least?*

- Facility upkeep costs.
- Distance to travel during blizzards, sick etc.
- Are parents responsible for the costs?
- My daughter is going to school by 2010.
- Taking the heart of the community; kids get lost in the system.
- Our kids are guinea pigs
- Dieppe won't have a building; the whole community meets at the school. The school is the heart of the community – used for more than education.

10. *What might you recommend, given what you have heard? / Message to Board*

- That we try to get the newspapers to clarify that school closures aren't a "for sure" thing.
- Keep Dieppe school open.
- Look at the zoning of the school, daycare, can't send kids who live in this area to the school. Why #'s are down.
- Raise the property taxes to keep our school open.

Dieppe School – January 7, 2008
70 people in attendance

Session #2

1. Questions of clarification

- Minimum enrollment? 200?
- How do you take into account all the students in the attendance area?
- Are there plans for transitions to the “receiving” schools?
- Could entire population go to one school?
- Can the board hold off on the decision to close Dieppe?
- What can we do to keep this school open?
- Dieppe students are added to Walker – can this be reversed?

2. What was upsetting or concerns you?

- If Martin closes, nearest high school is a long way away
- 10 year program is influencing decisions of where students enroll now!
- Concerned about the “self-fulfilling” prophecy
- This is an extremely isolated area.
- Concern is that by announcing closures, you are precluding where students will enroll.
- How does this plan impact on Martin’s academic program.
- Diversity in Dieppe area will be underserved if Dieppe is closed.
- The impact of closing Dieppe with the diverse needs of the students is unacceptable
- You ask for feedback, but it doesn’t appear.
- Bussing to larger schools: - children will not try out for teams – how will they get home after school activities are over?
- Does the division recognize the diversity at Dieppe?
- Concerned about losing our “community centre”
- What are the plans for this area?
- Is there a hidden agenda to close school / open up prime real estate?
- Kids can not come home for lunch if school closes

3. What parts of the plan do you feel good about?

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

6. *What impact of implications will this plan have for student in the City? Positive?*
7. *What impact of implications will this plan have for student in the City? Negative?*
 - The only difference between this plan and the old plan is that schools are being closed over 10 years, not 2 years – that means less public outcry.
8. *What parts look like they will work best?*
9. *What parts look like they will work the least?*
 - 10 year plan too long, 3 year would be better.
10. *What might you recommend, given what you have heard? / Message to Board*
 - If schools go to 300 without other students, can Dieppe stay open?
 - Could taxes be increased by 0.87×2 to keep schools from closing? To decrease class size?
 - Look at a different model other than enrollment
 - We would like to work with the Board to keep the school open
 - Keep in mind, this is a unique community.
 - Importance of school/family/community to this school.
 - Can a bus from east side of McCarthy bring enough students to keep Dieppe open? Include considering Bo Peep Daycare to come to Dieppe.
 - Board should advertise that schools are “projected”, not definitely closing.

Douglas Park School – January 7, 2008

1. *Questions of clarification*

- Class size > equalize class size throughout the division
- Is this an all or nothing plan? (Answer: The board may accept a portion of the plan. The board will make that decision in March. They will vote on individual parts of plan)
- Top of list will win and the bottom end may receive less due to financial situations (Answer: That is why this may be addressed every 2 years)
- What is done with schools after they are closed? (Answer: City gets first priority. Demolish or sell)
- Stewart Russell – relocatables
- Are they building new or fixing old . . .? (Answer: Originally a plan of its own with 3 options. Now it is part of a larger plan, and therefore there are financial obligations. Difficult decision for trustees to close one and build a new one. On March 11 the redesign could be . . .)
- Will you highlight any part of plan? (Answer: there will be no plan A or B, it is all outlined in the 10 year plan.)
- Relationship between budget and plan. 39.6 million for whole plan? (Answer: Due to number of redesigns, it will cost but schools that are combined will save some money. Bottom line is equitable opportunities for education.)
- How was \$90 million come up with? (Answer: Douglas Park & Arcola budget predictions were used to estimate cost, 10-12 million per school. Rate payer concerns – balance with . . .)
- Has there been discussion with separate schools in regards to capital expenditures? (Answer: Not being considered at this time).
- Is March 11 a public meeting?

2. *What was upsetting or concerns you?*

- What happens if we don't like the board decision? What recourse do we have? (Answer: Consultation with public).
- Plan tied to a dollar figure
- Kids being in school during a refit.
- Concern this will be labeled on a financial number – this may actually reduce the options (Answer: There wasn't much difference between renovate or rebuild. Look at what's best in the long run)
- If we are rejected on March 11, will we come back on list? (Answer: This is a priority area because it is a stable area)

- Basic issues. Enrollment – consistent. Facilities – weak architecture. Quality education. How vocal do we have to be? The board knows these issues. But do we have to push it?
- We know better option is to build a new school. But what if board wants to get away from spending, thus only retrofits the school because of money/finances in plan
- I don't want to see a fixed ceiling
- In three years there may be different people on board and the decisions may be different, therefore why a 10 year plan? (Answer: That is why each new board will look at plan every two years).
- Is Balfour the elephant in room? Given its condition? (Answer: Right now they have stable enrollment projections)

3. *What parts of the plan do you feel good about?*

- We are at top of list

4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*

- We would like:
 - Larger gym
 - Computer rooms
 - Larger library
 - Community association room
 - Meets or exceeds safety regulations – fire codes, bathrooms
 - Environmentally friendly school heat, affects learning, better design
 - Go through Dec and not have school in June-August
 - Sell lots if you need to ensure finances for a new school
- Our kids could stay in this school while there is construction going on
- Our sense of community would maintain its unity/stay strong
- If we got a new school we would leave the old gym. So there would be 2 gyms to use. This would increase community usage and this is something we would utilize.

5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*

- Forget about the retrofit, we want a new school
- Have concerns about making an all or nothing statement. We want to have options

- If we don't get retrofit or new – there are health hazards, safety hazards here –
- What happens to the students during a renovation?
- Timeline: Opening 2009-2010, construction 2008-2009

6. *What impact of implications will this plan have for student in the City? Positive?*

- Smaller schools – kids get lost in larger schools
- How do you monitor enrollments if borders are open?
- There will be money spent rejuvenating schools in the city as a whole
- Equity throughout the city

7. *What impact of implications will this plan have for student in the City? Negative?*

- Greater transportation – factor in choosing house – more students on the road – more bussing
- Friends not in neighbourhood

8. *What parts look like they will work best?*

- New school – top of list
- Want resources we think our kids should have
- Board has to look at whole picture and what is best for kids even though the media may focus on emotional school closures rather than Douglas Park parents' happy dance for getting a new school
- The idea of a 10 year plan shows on-going long term planning and this is a good message
- Prior manner of closures seemed hard on communities and tax payers – out of blue
- The plan could continue to go on even after the 10 years
- Closures – based on facilities/infrastructure, enrollment and what is best for students

9. *What parts look like they will work the least?*

- If enough people complain about closing schools will we then not get what we need or only get a patch job
- Can we meet time frame?
- Retrofit – what does it include?

10. *What might you recommend, given what you have heard?/ Statements to Board*

- Factor inflation into the plan for the 10 years. We happen to be on top but those on end may not have money.
- Financial concerns are important but we need to buy into a plan. Otherwise we will have many 40-50 year old schools with deferred maintenance. We need to commit to a plan
- We need to consider joint schools with separate system for viability with both systems
- Public Board is catering to splinter groups. (Answer: Associate schools are self-funded). Special interest schools take away enrollment and money from public.
- Concentrate on one good system
- We want new school. It is best plan.

Elsie Mironuk – December 11, 2007

1. Questions of clarification

- Is lunch part of bussing, study see “concerns” re: inequities?
- How will transportation be done and what consultation will take place?
- What is the effect on Mironuk
- Especially # of new children
- Future after 10 years -- e.g. if French Immersion grows what happens to English program?
- Is the long-term plan to have French only in Mironuk?
- Why is Jenkins closing if size is in the target range or if Mironuk is above maximum?
- What happens to Jenkins programs (e.g. Cree, lunch) and support staff if community school is closed?
- More consultation related to French Immersion study?
- What happens to principals re: position cutbacks?
- Do final plans include sale of property ... revenue?
- Confirm that classroom size remains the same?
- What is assumed rate of demographic growth/decline?
- What if Regina grows faster than projected (student population growth)

2. What was upsetting or concerns you?

- Impact of moving from French Immersion to English in later years?
- Do parents get info on what implications are?
- #s show that student do switch
- French Immersion seems to be pushed w/o parents knowing the impacts
- Concern that French Immersion is pushing out English stream
- Is Mironuk big enough? Enough facilities? Needs portable or pads?
- Will plans be too quick to do planning with parents re: expansion (facility) plans?
- Should project future construction costs better re: if construction costs continue to rise quickly?

3. What parts of the plan do you feel good about?

- Opportunity to plan Mironuk development with school council (e.g. landscaping plans)

4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*
5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
 - Will transfer students from Jenkins still get the services they need?
 - Will kids get “lost” if there are fewer, larger high schools
 - Should hold on to existing property in case population trend change
 - Will there be too much time on bus rides? Should be reviewed
 - Make sure growing schools have adequate space and facilities
 - And right environment for special needs children
 - Kids eat in classrooms ... this is unhealthy Need lunch rooms
 - Need study on lunches
 - Inequity re: who pays for lunch and who doesn’t (re: busing)
6. *What impact of implications will this plan have for student in the City? Positive?*
7. *What impact of implications will this plan have for student in the City? Negative?*
8. *What parts look like they will work best?*
9. *What parts look like they will work the least?*
10. *What might you recommend, given what you have heard?*
 - Focus on moving ahead – foster positive outcomes – great potential to do something great
 - Start consulting with parent councils on implementation
 - Have Centennial changes done sooner, so Mironuk doesn’t get too large
 - Share info on French/English, “dropout” rate to compare to rates for full French schools
 - Get back to grassed playgrounds
 - Need to plan for environmentally/healthy facility changes in growing schools.
 - Parallels “freshly equity” issue in “concerns”
 - E.g. indication of a quality facility
 - Should have had more info in communications that invited people to these meetings
 - Place \$ for plan

Ethel Milliken School – January 31, 2008
4 people in attendance, plus Principal

1. Questions of clarification

- Will there be another school like Cochrane? I know there are some students who can't go there because of space limits.
- Will the Skills and Trades Centre partner with SIAST?
- What has average mill rate increase been in recent years?
- What is meant by re-design?
- Where does Milliken population fall in the delivery model?
- How do Milliken and E. A Perry compare in population size?
- What will Milliken population look like in future years?
- What will happen with lunch programs?
- What is the plan for Johnson Collegiate if a new high school is planned for the southeast?
- Is it a 10-year rolling plan?
- Does the plan take into account the City's plan to encourage more infill housing?
- What happens to playground equipment when a school closes? What about additional lighting around schools and in playground areas?

2. What was upsetting or concerns you?

- We come from a rural area, and I think it's unreasonable that it's expected to bus little kids in rural areas for up to an hour, but in the city you can't bus high school kids a few kilometres to a school like Usher.

3. What parts of the plan do you feel good about?

- I'm neutral. Milliken not really affected.
- Board is listening to what parents are saying. Impressive amount of research went into the plan.
- Open and accountable process. I like that the Board chose its own service delivery model, and didn't just accept the numbers provided by the expert.

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

- If the ESL program at Massey will move, why not place it at Milliken?

6. What impact of implications will this plan have for student in the City? Positive?

7. *What impact of implications will this plan have for student in the City? Negative?*

- Location of schools becomes an economic issue: housing prices will be affected.
- Some parents are not able to walk to school. A more distant school may limit parent involvement in some areas of the city, such as North Central.

8. *What parts look like they will work best?*

- Sustainability. Underutilized staff, facilities and programs suck money that could be directed to better uses.
- You know if your school will stay open, which could affect housing choice.
- Ability to re-direct cost savings to renewal.
- If the plan allows for better maintenance, that's a positive.
- Plan has a lot of flexibility built into it.
- The plan has been about 57 communities, rather than one city with 57 parts.

9. *What parts look like they will work the least?*

10. *What might you recommend, given what you have heard?*

- It was cold in one classroom. What about replacing portables with permanent, if the school population is sustainable?
- If you do the consultations every two years there are no surprises and things will run more smoothly.
- Recommend that it be a 10-year rolling plan.

George Ferguson – January 31, 2008
1 person in attendance, plus 3 teachers

1. Questions of clarification

- How many kids expected to come to Ferguson?
- Is Russell closer to Bryant or Ferguson?
- Are the kids from Russell going to be bussed no matter what? Or only if they go to Bryant?
- Is there a plan for transition? Will Russell students be registering with Bryant or Ferguson prior to the fall?
- What about classroom space? Do we have a lot of rooms here?
- Back in the day, what was the size of this school?
- Back in '96-'97, did any of the schools that closed ever get to a point where they thought, oh, maybe we shouldn't have closed?

2. What was upsetting or concerns you?

- With bussing, I don't know how parents will get kids to/from extra-curricular

3. What parts of the plan do you feel good about?

- Thrilled we're staying open.
- It has to happen, schools have to close, even though it is an emotional issue for many families.

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

- Russell parents concerned about transportation. Where will they get picked up?
- Fear of change.
- People in Regina don't understand the concept of bussing. The kids will not be on the bus for hours, as they are on rural busses.

6. What impact of implications will this plan have for student in the City? Positive?

- Bigger schools give more opportunity. Eg. At Haultain, the kids deserve better. There's a lot of positives to the plan, that parents don't see, they don't understand the inequity.

- I hope that schools slated for closure take a positive approach like McVeety or Hunt did.

7. *What impact of implications will this plan have for student in the City? Negative?*

- School closures mean redefining the community. It's going to take time and effort to make that transition happen.
- Do you foresee any competition among school communities, like trying to recruit students to come to Ferguson or Bryant? Pitting my school vs. your school.

8. *What parts look like they will work best?*

- The potential of more students means more resources will be available.

9. *What parts look like they will work the least?*

10. *What might you recommend, given what you have heard?*

- You have to differentiate your schools to meet the needs of the community. If we do have an influx of students, I hope those resources are sustained or strengthened. We need to take a look at our resources to make sure we can continue to meet the needs of the community.
- Maybe we need a community school designation in this area, but ultimately we just need to make sure we meet the needs of this community.

George Lee – January 28, 2008
5 people in attendance, plus 1 teacher

1. Questions of clarification

- What do you mean by the boundaries of Knoll being closed?
- So all the boundaries will be open next year?
- Do you think with open boundaries you would get more kids at certain schools?
- Do you look at refugees coming in? Uncounted in the numbers?
- What age group of ESL come by taxi?
- How soon are the boundaries to be changed?
- How many kids are currently at Jansen?
- Where do kids from Lakeridge currently go?
- If a child has a babysitter who lives in the area, can the child come to this school?
- What about MacNeill? Will kids from Lakeridge go to MacNeill?
- How do they come up with student/teacher ratio?
- Do numbers increase the teachers? Or just the support staff?
- How are resources allocated? Speech therapists, psychologists, or counselors, by #'s or by need?
- What is class size at George Lee?
- When is the plan set in stone?
- When do you look at Lee in the boundaries? Not until there is another feedback meeting?
- How can our council restore trust and value with the RBE and our schools?
- When Pickard closed, and now it's condos, where did the money go? Did it come back to the community? Or to the school system?
- Does our school have empty classrooms? If we get more students do we have enough room?
- How is the construction of George Lee facility? How is the roof?
- How quickly do they expand the school? How long does it take to add portables?
- When you expand the boundaries, do people have a choice? If given a choice you might not know how many kids are coming.
- Do all of Lakeridge, Garden Ridge etc. go to Jansen?
- What are the chances that kids will want to switch schools?
- Is the transportation meeting open to the public?

2. What was upsetting or concerns you?

- Would like to look at the ESL boundaries as well as the boundaries of Jansen and George Lee in community consultation next year.
- Does the plan deal with spilt classes?

- Some concern about dividing classes -- maybe should get a helper instead of dividing a class.
- This meeting has nothing to do with the boundary changes? We are just discussing renewal.
- Biggest issue is student/teacher ratio. It's important to keep the ratio low especially elementary.
- Tried phoning many parents, but most of them don't want to come to meetings, because they don't believe that the feedback is really looked at.
- How can parents be told that the decisions aren't already made. The reason is because many parents from Al Pickard gave feedback and the board didn't listen and now the schools are condos.
- The first meeting, George Lee parents were there, they were expecting something to happen and it didn't

3. *What parts of the plan do you feel good about?*

- I think it makes sense to close schools that are too small.

4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*

5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*

6. *What impact of implications will this plan have for student in the City? Positive?*

- Some kids do choose school based on programs and sport teams, etc.

7. *What impact of implications will this plan have for student in the City? Negative?*

8. *What parts look like they will work best?*

9. *What parts look like they will work the least?*

- Even with larger numbers it might create a lot of split classes.
- Problem we've noticed, some teachers who are comfortable with one class or age group, have a harder time teaching a split class.
- A lot of the Grade 2's in the split class are a little lost in the Grade 3 room. Have struggled.

10. *What might you recommend, given what you have heard?*

- Comments – Don't think that it's the board fault, the board has really been trying to get feedback. Process is amazing. In my industry, this kind of process is never undertaken.

Gladys McDonald – January 24, 2008
5 people in attendance

1. Questions of clarification

- What is a school re-design?
- So, if the school population doubles, the number of teachers will double as well? There won't be any extra teachers?
- What is a re-entry program?
- What is the population of Thom Collegiate now?
- What will happen to Usher (the building)?

2. What was upsetting or concerns you?

- I went to Campbell in the 1970s, when it was packed. If there are too many students in a school that means some may not get into the band, sports or other programs they want. Some will not make the cut.
- The year that the plan calls for construction of three new schools. That's not going to happen.

3. What parts of the plan do you feel good about?

- I see the benefit of having schools of a certain size.
- I like that my two kids are bussed here. I feel that they are safe.

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

6. What impact of implications will this plan have for student in the City? Positive?

7. What impact of implications will this plan have for student in the City? Negative?

8. What parts look like they will work best?

9. What parts look like they will work the least?

10. What might you recommend, given what you have heard?

- I would like to see this school get one grade, one teacher.

Glen Elm – January 21, 2008
14 people in attendance, plus teachers

1. Questions of clarification

- How do you come up with the ideas of who will merge with who?
- Why would Glen Elm merge with Haultain rather than Stewart Russell?
- Why do we have 3 or 4 buses taking kids out of the area rather than bringing kids into the area?
- How about combining schools? Public schools & Catholic schools.
- What is the ratio of kids in public schools vs catholic?
- What's wrong with a school that has 137 students? Why 200-400?
- Can this school support 300 people?
- Would there be a possibility of portables being added on?
- The city is looking for lots? What about the area near Rathwell? Will they be developing a new area? In this area, young people are moving in?
- Have we looked ahead about the projection?
- What about all the families moving into the City?
- How many students currently in Haultain?
- Which school has the larger land area?
- If they drop the borders, do you have to pay to go to another school?
- What happens to the money when the school is sold?
- Have they thought if Glen Elm had to go to Haultain – the violence – what would be done about it? My son played a lot of sports, but he hasn't played with anyone from Haultain.

2. What was upsetting or concerns you?

- There are no other schools near Haultain for them to merge with.
- A consultant from Toronto is not always the best. Why don't we use the resources of the people in Regina at the Board Office? People in the trenches.

3. What parts of the plan do you feel good about?

- Resources – whatever happens, there will be more resources because of the mergers. More technology, more resources, more assistants.

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

- Regardless of which site, the facility will be brought up to code.

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

6. *What impact of implications will this plan have for student in the City? Positive?*
- It's positive that kids have a choice.
 - With too few students, you don't have technology, shops or even teams.
7. *What impact of implications will this plan have for student in the City? Negative?*
- a. The taxes will go up marginally.
8. *What parts look like they will work best?*
- a. The plan is not about saving money. Tearing down schools and building new ones is expensive.
 - b. I like that the plan isn't carved in stone. It's flexible & renewed every 2 years.
9. *What parts look like they will work the least?*
- a. Kids from Glen Elm are friends with kids of Stewart Russell and not Haultain. Glen Elm kids go to Glencairn Rec Centre and Haultain kids don't.
10. *What might you recommend, given what you have heard?*
- A suggestion is that Glen Elm would merge with Stewart Russell
 - In the country, everyone goes to the same school.
 - An interesting study would be who plays sports with who. Merging the same areas would be helpful.
 - This set of tracks is used a lot. So buses would have to take that into consideration.
 - Is there another school that Haultain can merge with?
 - Are we looking at the situation in the country, the school closures, politicians are backing off.
 - I think the Board is wise to have a 10 year plan & to offer choices. This is a much better plan than the former plan.

Grant Road – January 16, 2008
9 people in attendance, plus 2 teachers

1. Questions of clarification

- Herchmer and Wascana parents will decide which school stays open?
- What is the projected enrolment of the merged Herchmer-Wascana facility?
- Have you discussed the school size with the Aboriginal community there (Herchmer-Wascana)?
- Will the confidence band (minimum and maximum school populations in the service delivery model) change every two years?
- What is the guiding principle behind staffing guidelines?
- What flexibility do parents have in choosing what school they send their kids to, such as with the change created by the merger of Massey and Grant Road English program?

2. What was upsetting or concerns you?

- What is the projected class size with students coming into Grant Road?
- How does an influx of immigrants feed into the plan?
- Concern about preparation for the transition for both Massey and Grant Road students. For instance, Massey parents will be looking for daycare.
- Concern about the impact of the merger on Grant Road School plus programs. What happens if we need more classrooms?
- Could the Community Council submit its concerns to the Board in writing before March 11?
- Comm Ccl is considering transferring one of the services it operates to a private operator. How would the Board regard this service if provided privately? The Ccl needs to be able to assure the private operator that the service is secure.
- A concern that the same admin staff number for a student population of 200 or 400.
- Will the plan provide more supports for students with diverse needs, such as ESL?
- Will there be staff layoffs, rather than through attrition?
- Will we see a change in our administration (ie., principal at Grant Road) because of the closures? We consider our current principal part of the community team. A change affects the Council.
- Do you have confidence in your process for working with the Aboriginal population?

3. What parts of the plan do you feel good about?

- If class sizes get smaller, not bigger, that's good.
 - New facility for Herchmer-Wascana is good.
 - Can't keep pouring money into old structures. You have to realize you have too many schools.
 - It's good to marry socio-economic status with school enrolments; increasing diversity is always good.
 - It's good to recognize that smaller schools are not able to provide the programming of the larger schools.
 - It will be interesting to see the influx of new parents as well as new students at Grant Road.
 - Greater emphasis on practical and applied arts is a good thing.
4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*
5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
6. *What impact of implications will this plan have for student in the City? Positive?*
7. *What impact of implications will this plan have for student in the City? Negative?*
- A concern over open boundaries for high schools. Campbell is perceived to be a "have" school. What happens when the students from Hawryluk and Mackenzie come to Campbell?
8. *What parts look like they will work best?*
9. *What parts look like they will work the least?*
10. *What might you recommend, given what you have heard?*
- It would be nice to have these town hall meetings on an ongoing basis, not just in crisis situations.
 - I really feel like this process is sincere, and I can buy into it.

Hanna School – January 28, 2008

Attendance: 2 parents, 2 staff

Clarification

- How are transportation rules being applied to attendance areas when schools are closed?
- Will Hanna's L.D. Resource Program change?
- Want to make sure current teacher/student ration in Hanna is maintained

Impact on city's students

- Confusing at first for those that change schools, but students will adapt after a few weeks
- Hard for a parent to let go of their school ... more a problem for parents than for kids
- Harder for high school students to adjust than for elementary students

Positives

- Good that there is a 2-year review
- There is better, more equitable distribution of teachers to schools with higher populations
- Good that consultations were done and a long-term plan developed
- Good that redevelopment of schools is part of the plan
- There is a better process and research this time

Recommendations

- Go forward with the plan
- Make sure the two year review is always done
- Have counseling and transition programs for any high school students changing schools from Usher and Martin
- Monitor the transition process to learn from it

Haultain – January 14, 2008
40 people in attendance

1. Questions of clarification

- 2009/2010 – Glen Elm & Haultain. Now you have money to spend to build new schools?
- What happened to earlier comments?
- What input does the Mayor have?
- Have you done studies in other cities about what happens when you have large schools?
- What about the study that John Conway is talking about? Why do we go outside to get a study?
- Does school board own land across from Broad St.?
- What about the land at Usher?
- Why can't you fix the schools and not spend time on the bus?
- What is going to happen to the playground?
- What happens to the 2 school buildings?
- Are the new schools being built in the new areas?
- What is the criteria for closing a school? We are a separate community, a small town within Regina.
- What will happen to the teachers?
- Will there be less administrators?
- What happens to the other schools?
- Who decides, who makes the decision?
- There will be new people on the school board?
- How are speech paths assigned?
- Will there be more bullying if 2 schools are combined? Is it smart to combine them?
- What about all the new housing? People move in and there wasn't room or schools for them.
- Are we doing this to put money in our pockets?
- Did the people who did the study live in Regina?
- Has consideration been given to combining public and separate schools?
- Bussing kids to school – kids will miss the bus. What happens when they miss? When kids get sick, how do they get home? Can they stay at school until they can be picked up?
- Is the cost of bussing paid by school board or by prov gov't?
- Do you think that school closures are premature? General population does appear to be growing.
- Is there any way for the community to do a study? What about a written presentation?
- Who pays for the school buses? Who pays for the taxis?
- Bussing – a lot of single parents don't have vehicles. How do kids get home? Will taxi get kids home?

- Extra-curricular – how to participate? Parents who want to go to school, to watch.
- The new schools – what are your projections for new schools in the new areas? How much is the cost? Let's refurbish the schools we have.
- Look at all the schools that were built that aren't as good shape as this school.
- Is there benefit for the kids? Because we are moving into technology, it would help them down the road.
- How much would it cost to repair the school, to keep the school up to same standard?
- I am in band. Can I still get to band? Play volleyball – can't get to games because no transportation.
- Can you go school to school and compare stats of one school to another school?

2. *What was upsetting or concerns you?*

- Close the schools, take money & build new schools.
- We are disappointed that so many administration people are here & no board members
- Saying we are closing our school and you are paying for it.
- The community depends on the school
- Children and parents of every ethnic group are represented at this school.
- School is battling racism and making our impact.
- If our kids go to a different school we will lose out.
- Use plain, simple language.
- Who is going to build city, if schools close?
- Don't want to put kids on the bus.
- If I have to send children to other school, it will cost more. Is there a plan for that?
- My children raise money for playground, and now it is wasted.
- Looking at a child's education, everyone knows everyone at Haultain. At a larger school, won't know teachers.
- If you have 40 kids in class, won't get the education.
- The school by the General was left empty for years, have issues with vandalism. What happens to the school and the land?
- Forgetting about the kids, everything starts at school, something is wrong. One-on-one with teachers . . .
- If we have 300 kids in adult education it's because the schools are failing.
- 8.00 is a slap in the face, put more taxes, invest in our children.
- It doesn't stop at 8.00. I'd pay to keep our school open.
- Moved into the area because we help each other & we care.
- We don't want a new school.
- School is offered to the City of Regina, so why build a new school.
- Never voiced a prejudicial opinion. The respect for kids in Eastview.

- It's not only a school, it's attached to the community centre and the church. They all work together.
- There is no way that the schools will get along.
- You are planning on your wants, and not what the community wants.
- Aiming at the size of a Dojack Centre and that's what you will have here because of violence.
- Research and scientific aren't focused on needs of children.
- We're the Haultain Hawks.
- Kids will miss the bus so they can miss school. Traffic is a real problem, safety of children.
- Once you close down the school, build new houses, you'll have rich people in the middle of our community. Two different incomes mixed.
- I want to stay here. I like my school. Have you talked to students, to teachers?
- The school board has my finances in their hand. The value of property goes down when there is no school in our community.
- Concerns about kids who have special disabilities getting services they need.
- You are putting two classrooms together, so how can the size of classrooms be the same?
- Transportation – always have ads for drivers. How can you get qualified drivers? Safety of students an issue.
- What about extra-curricular? How can kids stay after school to participate? No opportunity to participate in sports.
- Getting home in time to go to community centre to participate. More kids who leave school, more problems etc.
- They need speech therapy.
- Eastview has roots, you can't find that in other communities.
- Historically, because children in Eastview have families (grandparents, aunts) that still live here. They all help with the kids in this community.
- Really object to school buses – makes kids robots. We have a lunch program and kids can go home for lunch.
- Closing the school will take the heart out of Eastview. Taking away the school takes away the Heritage.
- Had a bus driver who took kids to the wrong place, drunk bus drivers, fights on buses. How can we see kids as safe?
- School is kids comfort zone. They will lose that.
- If you miss breakfast, you can get toast here. Would you get the same programs at another school?
- The #'s on here are way off, the #'s aren't correct.
- Talking about \$8.00 a year to do this. Take a look at the projections – going to cost more than you think.
- Food for Learning served snacks in this school. Community needs that support.
- Worried about violence when you merge 2 schools.

- I am more concerned about the personal touch. I get calls at work saying that my son isn't at school. Teachers care.
3. *What parts of the plan do you feel good about?*
 4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*
 5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
 6. *What impact of implications will this plan have for student in the City? Positive?*
 7. *What impact of implications will this plan have for student in the City? Negative?*
 - Went to Monday Night football, Eastview was the only community that had enough kids to make 2 teams.
 8. *What parts look like they will work best?*
 9. *What parts look like they will work the least?*
 10. *What might you recommend, given what you have heard?*
 - I think you shouldn't combine schools in the core – promote gang violence, etc.
 - Would be better to combine Haultain with Imperial than Glen Elm.
 - Take the money and fix both schools, don't build a new school.
 - Build a smaller school with smaller classrooms.
 - Build the school on this site.
 - Why aren't you talking to students?
 - This school needs fixing, the gym is cold. Build us a new school, but keep it in the same community. Healthy for our kids – we need a better school.
 - Can't end up like Prairie Valley. We must listen to what people have to say, not ignore all comments.

W. S. Hawrylak – December 12, 2007

5 parents + 2 staff

1. Questions of clarification

- Is there now dual track and French Centres in the plan?
- What is the purpose of that?
- What is the plan for a high school in the south-east?
- Isn't 10 years from now a little late? Shouldn't you have been thinking ahead?
- Is the current transportation and lunch room situation fair?
- Is busing the same for French Immersion and English students?
- Will the French Immersion program at Hawrylak be closed within 10 years?
- When you look at school numbers/population do you separate the French and English numbers or add them together?
- What if the French Immersion numbers at Hawrylak drop due to Wilfred Walker?
- Are teachers involved in the consultative process?
- Will the bus schedule change due to Wilfrid Walker?
- What is Wilfrid Walker catchment area?
- Will the Hawrylak resource centre lose # or resources due to Wilfrid Walker?
- Will teachers be given choice to work as French immersion teacher or French Centre teacher?
- Was there a 10 year plan before this 10 year plan?

2. What was upsetting or concerns you?

- In dual-track schools there needs to be some standards (balance) and develop relationships with English – we like integration with English
- Not too much either way (don't create segregation)
- Implications for taxes – 0.8% is strictly for Renewal – does not include any other tax increases from other areas
- Where is the savings from this plan?
- What will happen to the facilities that are schools? (Davin School was recently refurbished)
- In French Immersion it is particularly challenging to create a French atmosphere in a dual track school (esp. in Regina) For French language acquisition, a French Centre seems the way to go.

3. What parts of the plan do you feel good about?

- It is necessary to close or revamp some schools, even though it is upsetting to those communities
 - Why did it get to that point? (costs)
 - Happy that dual track and French Centre will be offered by Board
 - Positive choices
 - Addressed many needs
4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*
5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
- *No high school for this area*
 - *Why is transportation not provided for high school students?*
 - *Inequitable*
 - *Taxes will be increased*
 - *Inequity between taxes paid and services provided*
6. *What impact of implications will this plan have for student in the City? Positive?*
- *How many new schools are actually going to be built by 2018*
 - *Are number of students in classrooms being looked at? (pupil/teacher ratio)*
7. *What impact of implications will this plan have for student in the City? Negative?*
- *Waiting for high school in 10 years in this area – too long*
 - *Paying for lunch rooms service does not seem fair*
 - *Will the French Immersion program at WSH remain if large numbers of students move to the French Centre?*
 - *What is the impact on communities that will have a school merged?*
 - *Impact on community schools in inner city –*
8. *What parts look like they will work best?*
- *Liked that they had choice – French Immersion/French Centre – (dual track)*

- *Consultation process*
- *There is a 10 year plan*

9. *What parts look like they will work the least?*

10. *What might you recommend, given what you have heard?*

- Lobby for redevelopment of school to become a community centre.
(Schools Plus)
- In particular for Schools that are being closed.
- Continued consultation every two years.

Henry Braun School – January 30, 2008
4 people in attendance, plus Principal & Vice Principal

1. Questions of clarification

- What does open boundaries mean for high school students?
- How is busing of high school students handled?
- What do you do if you get to a point where there is no more room in a school?
- Could students from Judge Bryant come to Braun?
- There are 98 students at Stewart Russell. What if 50 of them want to come to Braun?
- Have Russell students had a chance to visit the other schools they might attend?
- How will the lunch program change?

2. What was upsetting or concerns you?

- We're a working family. My concern is about pre and after-school programs. We need those supports. My concern is that you'll need more rooms for classes with more students coming.

3. What parts of the plan do you feel good about?

- Plan is about making smart choices and avoiding things like triple grades.
- New high school in the south east is a good thing.

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

- Pretty much neutral.
- More playground spaces.

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

6. What impact of implications will this plan have for student in the City? Positive?

7. What impact of implications will this plan have for student in the City? Negative?

8. What parts look like they will work best?

- You have to take the first step. It's about achieving efficiency. Even with the changes tax rates will go up.

9. *What parts look like they will work the least?*

10. *What might you recommend, given what you have heard?*

- I don't see the cost of construction slowing down. Be aware of construction costs. Build sooner, rather than later.

Henry Janzen – December 6, 2007
(no parents attended – no facilitation was held)

Herchmer School – December 5, 2007
20 people in attendance

1. Questions of clarification

- Do we need 3 – 500 students in a school to make it viable?
- Does merger mean that the other schools will also eventually close as well as Herchmer?
- When a school is larger, are there more classes per grade, and why?
- How did the decision get made for Herchmer to be closed? When and who?
- Where do the numbers come from?
- What is the structure situation of Wascana school?
- Why is new school not being built now?
- Where is new school in S.E. being built?
- Where is the info on enrollments?
- Who owns this property?
- What are the specific costs?

2. What was upsetting or concerns you?

- Continued partnership with Exhibition?
- This is all about money, will it cost more to build new?
- Parents want what is best for our kids – and our school
- What about other new schools?
- Why do our schools have to close and new areas get new schools?
- Been in neighbourhood 48 years
- Busing for all ages
- Talk about rebuilding North Central – is it not contrary to take out schools
- Some concerns have come up for years
- Herchmer Community School – taking out heart of community
- Fighting a losing battle
- Other schools have more problems
- Hawk's Nest – preserving it and what school is doing
- When school is torn down, what comes into site
- Increasing costs may prevent building new building
- Busing
- How kids will feel at home
- When there are fewer students, students get more 1 on 1 time
- Teachers already have PD days to develop programs – may be double-doing
- Stretching grades – teachers at limit
- Wascana school – in need of immediate repair

- Friends may get separated and is difficult to make new friends
- Crossing a busy street
- Bullying – Wascana and Herchmer kids
- More transition phases before a new school
- What will happen to new play structures and how will kids here be able to use it?
- After-school programming – how get kids home
- Why haven't started building before now?

3. *What parts of the plan do you feel good about?*

4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*

5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*

- Lower income families – kids farther away – harder to control
- Making sure kids are attending school
- Making or losing friends
- Building a bigger school won't help kids right now
- Fights – identity “school on school”
- Religion/Sacred Heart
- Difficult for kids to adjust
- Kids who are late for bus may get lost in system
- Continual changes and adjustments for kids – unstable
- Losing sense of belonging
- Difficult for parents to come to school
- Special needs kids may get lost again

6. *What impact of implications will this plan have for student in the City? Positive?*

7. *What impact of implications will this plan have for student in the City? Negative?*

8. *What parts look like they will work best?*

9. *What parts look like they will work the least?*

- Busing looks like it will be difficult

10. What might you recommend, given what you have heard?

- Keep Herchmer open put \$ into Herchmer heart where it should be
- Move teachers with kids to keep relationships
- Keep things as simple as possible for kids
- Have community work on fixing the school
- Keep parents welcome in the school and informed
- Have community raise funds to repair school
- Ask Regina Exhibition Board for support
- Get volunteers to help in a big way
- Year-round schooling
- Check w/Office Depot and Sobey etc. to see where they are sending funds
- Keep one-on-one relationships
- Tear school down at beginning of summer, rebuild over summer w/volunteers

Imperial – January 10, 2008

1. Questions of clarification

- Basis for the 200-400 number
- Effect on Imperial
- When will the further studies be done?
- Was Junior High concept considered? – discussion of differences in regular system & in junior highs

2. What was upsetting or concerns you?

- A form circulated by a group proposing changes re: Gr. 8 & H.S.
Clarified – not an RPS form or intention

3. What parts of the plan do you feel good about?

- New schools - rebuilds

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

- Plan doesn't lower student:teacher ratio

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

- Changing schools is hard on kids, shouldn't become a habit

6. What impact of implications will this plan have for student in the City? Positive?

7. What impact of implications will this plan have for student in the City? Negative?

8. What parts look like they will work best?

- Potential conflict isn't scary, and parent's positive attitudes positively affect kids.
- Imperial and McDermid parents now arranging joint community activities

9. What parts look like they will work the least?

- Existing conflict between Imperial & McDermid schools may cause conflicts when they combine

10. What might you recommend, given what you have heard?

- Need more teachers (lower student/teacher ratio)
- Transportation cost should be nil for families – clarified that families aren't charged now
- Need another H.S. like Cochrane – more trades instruction at earlier grades
- Smaller class size
- Plan should make sure changes from mergers/closures are minimized
- More computers in classrooms during the redesign planning.
- In redesigns, encourage creative things like large-scale art/murals/positive graffiti on exterior walls
- Move Imperial/McDermid combined school to Usher building
- More schools like Cochrane

Jack MacKenzie – January 29, 2008
4 people in attendance, plus 1 teacher

1. Questions of clarification

- Is Jack Mackenzie enrollment high because people are coming from outside the catchment area?
- Are some of the kids who are here going to move into this neighborhood?
- Isn't it an option to live somewhere else and still bring your child to this school? Then what happens, if our enrollment goes up?
- Would kids be grandfathered that already go to Jack MacKenzie?
- The lunch program review; what is it looking at?
- When you have redesign, does it mean a new school or renovations or what?
- When it goes to the board, how does it decide? By a passing majority?
- So, if funding was by the board, would the structure of how the lunch room program is run change?
- With Campbell, will they close registrations? Is this something that happens?
- How about feeder schools? One school is supposed to go to a certain high school. Will that continue?
- Are all the high schools semester based now?

2. What was upsetting or concerns you?

- The enrollment size being 400, Jack Mackenzie will be over 500. Will have to reshuffle and portables be added instead of changing schools.
- I was surprised in the 10 year plan that Balfour was not included as one of the high schools to close. (?)

3. What parts of the plan do you feel good about?

- I like the feedback process too. When my school closed there wasn't a process like this.

- I think it's good that the plan is spread out over 10 years, as there isn't as much change for the students.
 - Good to be re-reviewed every 2 years – as things change.
4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*
- There is a new development being planned outside (Terra Developments) Windsor Park.
 - Wascana has a new development and 50 new homes in Windsor Park. Terra Developments will also build new homes.
5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
6. *What impact of implications will this plan have for student in the City? Positive?*
- One of the positives is when Wascana and Herchmer merge, they will get a new facility and more resources. This may brighten the outlook for some of those kids.
 - Good that inner-city kids will have better facilities, science and labs, etc.
7. *What impact of implications will this plan have for student in the City? Negative?*
- Do you have any concerns that opening high school boundaries will affect enrollment and projections?
 - Looking at the numbers, Campbell is 4x larger than the next school on the list.
 - I hope the plan will allow money to go to how kids are being educated instead of old facilities. Schools with more to offer; more programs, more teachers, more choices, etc.
 - With Jack MacKenzie, we are connected with St. Gabriel. We may lose students to the catholic school if busing is offered. There are different dynamics with the joint schools.
 - The reality is Grade 7 & 8, come here because they like the facility better. They might choose St. Gabrielle. Ready is a very new facility if you didn't know about Jack MacKenzie.

- Parents and kids are amazed by the facilities, pods, etc. Others wish we had the same facilities.

8. *What parts look like they will work best?*

- When it comes to where money goes, hopefully we use money for equipment, technology and new age education so we can keep money. Not doing up old schools. Need to be able to replace computers.
- Combining a lot of schools who are too small is a good idea for the better education.

9. *What parts look like they will work the least?*

- We have been blessed with fund-raising to have lots of extra professional development at some schools, money is just not available.

10. *What might you recommend, given what you have heard?*

- I would like to see a lunchroom program that's standard. Payment isn't a problem, but running the program is a lot of work.
- Would like to have the classroom sizes stay as small as possible.
- Stick to the class sizes we have now, don't let them creep up.
- Need to make sure money is equitably divided between schools and that schools get what they need.

Judge Bryant – December 11, 2007
3 parents in attendance

Questions of clarification

- The president asked three questions:
- will you be tearing down the closed schools and selling the land?
- Are the schools being closed the ones in the worst shape?
- Will there be huge classes in the merged schools?

What was upsetting or concerns you?

- The president had a copy of the planning doc and said it was well thought out and indicated long-term planning. She was relieved that Judge Bryant was staying open.

What parts of the plan do you feel good about?

What impacts of implications will this plan have for students in this neighbourhood?
Positive?

What impacts of implications will this plan have for students in this neighbourhood?
Negative?

What impact of implications will this plan have for student in the City? Positive?

- She asked if the board will know by June what the student numbers and staff at the school will look like.
- She also asked about busing students in the core (North Central) area, with two schools closing.

What impact of implications will this plan have for student in the City? Negative?

What parts look like they will work best?

- In response to the question about which parts of the plan look like they'll work the best, the other two moms agree that something has to be done

What parts look like they will work the least?

What might you recommend, given what you have heard?

- One said she understands that some parents are fighting a closure because it's their community. However, she said if it were her, she's rather put her kids on a bus to a safe school (ie., not falling apart) and get a better education.

Ken Jenkins – January 10, 2008
3 people in attendance

1. Questions of clarification

- How far is Mironuck from here?
- One of the families that moved back, one concern is that Ken Jenkins isn't a large school
- How many kids are going to be at Mironuck?
- I moved kids from Buck – have foster children & I don't want to take them to Buck, can I still go to Mironuck?
- What about the teachers?
- Why can't the kids from Walker come to Ken Jenkins?
- At an earlier meeting, the facility of Elsie Mironuck was not in as good a shape as Ken Jenkins. Why not transfer kids from Mironuck to Ken Jenkins instead?

2. What was upsetting or concerns you?

- They won't get the same attention in a large school as a small school.
- Jumping around from school to school is hard on children's stability
- I like to walk kids to school, would prefer that to going on a school bus.
- It's nice if you have the same teachers year to year
- What happens to the community school status? Can it transfer to Elsie Mironuck?
- Will it result in more staff, nutritionist, a full-time coordinator?
- Can you bus pre-school kids to different schools?
- Children with behaviour problems do better in a small environment.
- Drives the kids to school now.
- What will happen to Ken Jenkins if it closes?
- Read that you are planning to build a new school in the southeast?
- Instead of building new schools, why not improve old schools?
- In a couple of years, like 3 year old to be pre-school, and that's why I'm concerned about transportation.
- I may buy a house in an area that has a school.

3. What parts of the plan do you feel good about?

4. What impacts of implications will this plan have for students in this neighbourhood?
Positive?

5. What impacts of implications will this plan have for students in this neighbourhood?
Negative?

6. *What impact of implications will this plan have for student in the City? Positive?*

- In Saskatoon, an old school was closed and turned into a daycare and music lessons. There is a lack of daycare in Regina, hopefully closed schools would be daycare.
- I think the smaller the classes the better it is

7. *What impact of implications will this plan have for student in the City? Negative?*

- Most people weren't happy with any kind of school closing
- Wouldn't feel comfortable putting a 5 year old on a bus.

8. *What parts look like they will work best?*

9. *What parts look like they will work the least?*

10. *What might you recommend, given what you have heard?*

Kitchener – January 30, 2008
0 people in attendance, no facilitation held

Lakeview – January 14, 2008

1. Questions of clarification

- Explain program mergers
- Discuss implications of renewal of schools affected in the distant future
- Discuss rebuild/redesign & Lakeview/Athabasca/Argyle
- Do the above 3 schools definitely merge?
- Will RPS require Lakeview to work with Argyle/Athabasca?
- These discussions will occur soon?
- Will school based programming be affected?
- May classroom size decrease as a result of mergers?
- Might Lakeview see an increase in student population if many Argyle families choose Lakeview instead of the merger?
- Will there be discussions about Public/Catholic system mergers?
- Any plans to ask City to enforce where tax money goes?
- Have sites for redesign been 'pre'determined?
- Speak to area high school impact (Sheldon)
- Will there be any consideration given to the Usher petition?
- Who makes final decision on whether Lakeview participates in Athabasca/Argyle discussion?
- At this time, Lakeview may choose to or not to be a part of Argyle/Athabasca merge.
- Equity of trades programs in high school?
- Plan for SE high school?

2. What was upsetting or concerns you?

- Upset about Argyle/Athabasca merger
- Upset about Lakeview not being required to participate in A/A merger
- Upset about 'larger' neighbourhood concept
- Concerned about transportation time
- Concerned about Daycare presence or loss of it – with 3 school merger
- Concerned about extra-curricular opportunities given increased population
- What if population booms? If school bulldozed, then condo development, then lots of community concern.

3. What parts of the plan do you feel good about?

- Likes mergers – maybe more admin., fewer splits
- Likes idea of upgrades – getting 'equity' (facilities, resources)

4. What impacts or implications will this plan have for students in this neighbourhood? Positive?

5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
6. *What impact of implications will this plan have for student in the City? Positive?*
 - Better (more) technological advantages
 - More resources – better opportunities
7. *What impact of implications will this plan have for student in the City? Negative?*
 - Loss of community in larger schools
 - Impact on staffing (shortages?)
 - Has the government's perspective been considered?
8. *What parts look like they will work best?*
 - Plan is long-term
 - "Reevaluation" every 2 years
 - Vision
 - 1 community with 3 schools shouldn't be too hard to collaborate – A/A/Lakeview
9. *What parts look like they will work the least?*
 - Getting communities together (how do we educate parents).
10. *What might you recommend, given what you have heard?*
 - Believes a 3 school committee A/A/L is needed
 - Believes A/A/ should invite Lakeview into discussion soon
 - Believes there is need for a leadership enhancement program

MacNeill School – January 31, 2008
4 people in attendance, plus Principal

1. Questions of clarification

- The program merger between Walker and Hunt? Hunt is not closing? Right?
- Were the plans drawn up before the real estate booms?
- At what point do you “build it and they will come?” If there was a bigger school would more people move into a neighborhood?
- In the case of Herchmer, Wascana schools, do the demographics support a school near Herchmer.
- There is one school on the eastside that is sharing. Can that be done? Can we combine the school?
- Because it’s not working in that school doesn’t mean it won’t work.
- What is the cost savings by both boards if we combine the two school systems?
- Is bussing etc, shared between two schools?
- What is the spilt between Public and Catholic?
- If Robert Usher closes what will happen to the teachers?
- Wondering if there is are union problems with moving teachers.
- The whole notion of choice. Can you explain that?
- Can you tell me about lunch and how supervision and before and after school programs and how they will work?
- Where do school libraries fit into the plan? Today kids are at a huge disadvantage not everything is on the internet and it’s important to learn from books and research books.
- What size of school do you need to have a full-time librarian?
- Are the extra things really necessary? Should we concentrate on academics and not extra-curricular?
- Is there parent pressure to do this?
- Is there consideration to offer practical cuts in elementary again?
- In the original plan, there was some discussion about changing the boundaries between Janzen and MacNeill. Are we going to look at that?

2. What was upsetting or concerns you?

- Another thing to consider is that there are a lot of routines.
- Should be guidelines of when and how you can move in regards to choice.
- My concern is I don’t know about what direction you are going to take on lunchroom supervision. Not reasonable to assume all kids can go home for lunch.
- Staff monitors allergies and are paid.
- I think the numbers mean we have to make some decisions.

- We don't want to do this over and over again, a lot of time has been spent developing a plan.
- Teacher who teach at real small schools, have the same amount of committees and events to serve on, so you have more to do.
- It's great we have all the programs at Winston Knoll, but can we afford it.
- Kids don't have the basics. I'd like to see the focus on literacy and math.
- MacNeill had done a presentation to the board to look at the boundaries. McCarthy is the boundary.

3. *What parts of the plan do you feel good about?*

- As a high school parent, the opportunities available at school allow kids to excel at things they are good at.

4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*

- I look at this as part of the community (sharing a facility), and it would be nice if all kids in a community could go to the school together.
- I understand that the Public Board has approached the Catholic but they want Catholic schools on Catholic buses.
- I feel good about the sustainability of the community.

5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*

- There is also a trend to home schooling and private schools.
- At the 30 person school, I taught at, you needed a lot of community involvement to do any extra curricular.
- Some of the issue is daycare in Lakeridge.

6. *What impact of implications will this plan have for student in the City? Positive?*

- Glad there is a plan and I hope they move the plan forward so old schools can be fixed.
- I like the long range view, and I think the board and admin has courage to present a 10 year plan.
- Teachers at university asked kids how they choose education. Every one of them talked about an extra-curricular activity not something in the classroom.

7. *What impact of implications will this plan have for student in the City? Negative?*

- People pick schools due to convenience instead of due to fault.

- In some ways, it's good that it's 10 years, but in some ways it should move faster as we are condemning schools.
- It's a provincial government daycare rule for pre and post schools, that kindergarten students aren't allowed in pre-school programs.

8. *What parts look like they will work best?*

- I like the model that you have a responsibility to volunteer certain days.
- As a teacher, I find consistency is important. Kids need a consistent caregiver.
- The YMCA runs the pre and after school programs.

9. *What parts look like they will work the least?*

- As a teacher there are more responsibilities to supervise. Everyone needs their lunches warmed up in microwaves and it's a problem to co-ordinate that.
- Teach outside of the city and they have banned microwavable food.
- It does make a difference to teachers in regards to having more numbers of students. Especially for the teachers.

10. *What might you recommend, given what you have heard?*

- One solution is that you have to take classes back to back in a small school, so classes are only offered every second year.
- Maybe bus kids to another school for labs and skills. When I went to Douglas Park we went to Balfour for shop, Home Economics and skills.
- If you have a center of excellence, it might be better to bus all kids to the center.
- It would be useful to see a map with the schools from the report highlighted.
- Now that they have a plan, please proceed. Don't waffle.
- It's very important to have a strategic plan to work with.

Martin Collegiate – January 15, 2008
35 people in attendance

1. Questions of clarification

- Will the board ever consider the facility (low deferred maintenance)
- Is there going to be consideration for another shared facility with Catholic Board?
- How big is Knoll? Usher?
- How will students transition to a new school? Will they be well received?
- Are schools currently in the model more successful than those schools outside the model?
- What are graduation rates in our high schools?
- Why is it OK to have a school above the 600-1200 range?? ie: Campbell
- Scott – why is this facility not within the program delivery model?
- What about Wascana? There are concerns about the facility a few years ago . . . what about now?
- What happens if they close Martin?
- Plan is based on enrollments only? Not facilities?
- Did they consider deferred maintenance?
- Did they consider the locations within communities?
- Other than enrollment, were other criteria considered?

2. What was upsetting or concerns you?

- Different mentality at Knoll compared to Martin. Haves vs Have Nots
- Sheldon does not fit with the model.
- Board did not have to hire an outside consultant.
- Difficult to get to a different high school
- This area may see an increase in population . . . why close a school here?
- Plan has unintended outcomes
- All schools in this area are being closed. – Dieppe – Martin – one of Rosemont/Walker
- Board talks about a community school, but then removes the schools from our community.
- Areas where populations seem to be higher – Board is closing school.
- This school encourages teachers to innovate and develop new programs. Many firsts!! Unable to do so at large schools. First teacher to take students to France – from Martin.
- We don't want big high schools with metal detectors.
- Is there a high school that is centrally located at the end of the plan?
- Martin facility is in better shape than Thom
- If you project Martin is closing, no one will come
- Boundaries should not be opened

- There are students in the area, but they are going to other schools.
- Who pays for the bussing?
- High school students do not get bussing paid for.
- Tough enough to get the kids to school, but now they have to be bussed?
- Small schools – more students can participate in athletics – very important to students
- Size of Martin has been a benefit to students
- Students know each other in a small school
- At risk students – concerns if they have to be bussed
- A plan based on just enrollments is not good enough.
- Students don't want a school of 1200.
- Herchmer students going to Wascana may choose Martin therefore, increasing enrollments.
- No school south of Rochdale or West of Lewvan.
- School Board needs to promote all the schools
- Need to change the attitude of “You're sending your child to Martin??”
- Big family here at Martin – Grades 11 & 12 actually talk to and are respectful towards new Grade 9's.
- This is a family here at Martin – students/staff.
- Students have done fundraising, helping to create a community
- Has the Board considered the “anti-migration” to the Catholic Schools?

3. *What parts of the plan do you feel good about?*

- This plan is an improvement over the last plan.

4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*

5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*

6. *What impact of implications will this plan have for student in the City? Positive?*

7. *What impact of implications will this plan have for student in the City? Negative?*

- Do other schools offer Bricks and Mortar – Expand it here! ESL program/Vocational Program – People need to know this!

8. *What parts look like they will work best?*

9. *What parts look like they will work the least?*

10. *What might you recommend, given what you have heard?*

- Keep Martin open > send students from Usher to Martin
- Close Johnson
- Why close small schools? Close large school and send to the small school BUT better facility
- Could use the \$ from the sale of properties to keep other schools ie: Martin open?
- Make me a believer that we are going down the right track
- Keep high schools open and close the boundaries
- Allow students to go to other high schools to access specific programs with special permission
- Keep Martin OPEN!
- Remove label of “You are closed in 2013.” Say “Board will consider closing a high school . . .” but don’t name the school.
- Offer programs at all high schools
- Continue with ongoing meetings – put in paper.
- Get Board to participate in promoting schools like Martin
- Can the Board better emphasize that this is a review process?
- Do a review more often (every year)

Massey – January 15, 2008

- LRP clarification/allocations in the larger schools?
- High schools specialized
- Transportation to high schools?
- Plan for support services?
- English program removal from Massey?
- What's in place for enrollment of students in McVeety and Grand Road students when the Massey students move?
- Clarification of the new French centre? Why separate the English and French?
- What about 1 student in English and 1 in French from the same family?
- Why French Centres and dual tracks if French Centres are better?
- Kids have excelled at French at Massey, even in the English program?
- Would you transition the English kids into the French program?
- What about a student who leaves French program and wants to go into English program (need to change schools)
- What if community refuses the change in 3 years?
- What is going to happen to English kindergarten or new English students coming to Massey?
- Announcement of closures affects the new enrollment of Massey, etc.
- What about closing English next year?
- Maybe create a new model Fr/Eng hybrid
- Is there any point in staying, do you only look at enrollment?
- Do we need to have 200 to stay open?
- What if English population goes up?
- Education is more than money, chose Massey to keep family together?

- How accurate are the predictions of enrollment?
- Option to finish English program at Massey?
- What if there is an exodus of students in the English program?
- Could the English program be cancelled next year?
- Would transportation be available if we moved our kids?
- McVeety and Grand Road declining in enrollment? Could students have to move twice?
- Can parents get projected enrollments of next years classes?
- McVeety classes around 30, concerned about space? (not wheelchair accessible)
- Son (student) didn't like the idea of becoming like Laval
- Massey being considered for redesign?
- No boundaries, are all schools going to be made accessible for all students (wheelchair?)
- How will we make sure we are being heard?
- How do we get the tone of the meeting relayed?
- Capital strategy plan, clarification
- What is happening to the schools not mentioned?
- Survey very general – strongly disagree with the separation of Fr/Eng
- More specific questions on survey for individual issues
- Consider benefit of dual track Eng. Students
- Why change something that is good, Fr/Eng dual track?
- Must consider transition of kids from Massey to other schools even though their schools is still open
- Must be aware of inclusion, not separation

- Close McVeety, move to Massey!
- Massey is a multicultural family, not just English and French.
- Does building new schools take money away from repairing schools?
- Chose school because the school was French and English! What will the other schools offer them?
- What happens if all students go to one school? Would you limit some students from going to that school?
- Where did the French centre idea come from?
- French & English parents are present! Wanting the same thing!
- When did the French community say they wanted French centres?
- Who said French centres are better?
- Are Catholic French Centres students marks better than ours? Are their kids more successful?
- There is a 3rd type of elementary school (dual track)! It fails in the large school!
- Quality education most important thing!
- When quality of education declines that is when the Eng. Side should close.
- Where does Massey fit in the RBE picture? It is unique!
- If the building houses 400 students and there are 400 students there, why remove the English?
- What happens if a student needs to move out of the French Immersion and there is still a family member in the French program? Now the students will be in 2 different schools.
- What if McVeety or Grand Road schools become too small for the students when they move?
- How does the board do the projections? How much validity?
- What is the basis for the French centre idea? How are the advantageous?
- Considered students who now walk to school and home for lunch?

- Do not like McVeety or Grant Road, why not consider a superschool?
- We should have better schools than we grew up in?
- New high school to be built in South?
- Take new school money and fix our current schools!
- Aboriginal school immersion a possibility?
- Choose Dual Track or French Centre
- Must consider that we are segregating the kids! French Centre/English Centre
- Benefiting or segregating!
- Campbell dual track, why not Massey?
- Inclusion must be a strong consideration!
- French and English students benefit each other
- Itemize survey
- Board should move forward with some but not all!
- Will survey results be posted?

McDermid – January 21, 2008

1. *Questions of clarification*

- High schools? New school in south-east?
- Where will Martin students go?
- How will Knoll handle growing population?
- What's happening to McDermid? Where will the new school be?
- Could the Board suggest a new location?
- Transportation? Don't want McDermid students crossing Broad Street.
- Community School money?
- Pre-K? How many classes would there be?
- SCC money?
- Does the community request programming for our school (i.e. Pre-K)?
- Will we keep community school status?
- Were the effects on a community considered in the plan or just #s?
- Is a K-12 program possible for Scott?
- Isn't Wascana in poor shape also?
- How would students transition into a new facility?
- How are costs of new schools being projected?
- How do you come up with the enrolment #s?
- When it's our turn, if our enrolment has increased will we be able to stay open?
- What happens to the plan if a new Board is elected 2 or 3 years down the road?
- What happens to the properties housing Usher and Martin?
- Does the Board office want Usher for offices?
- Would Usher be a possibility for an elementary school?
- Was the Usher football team a players or coaches issue?
- House to house bus pick up or a meeting spot?
- Why not close Balfour (old structure) and keep Usher open?
- What about Haultain? Would some families choose McDermid over Glen Elm?

2. *What was upsetting or concerns you?*

- Difficult to have community to make decisions without hard feelings.
- Concerns about large elementary schools and students crossing Broad.
- Lunch programs (i.e. Chili for Children)
- Nutritionist position?

3. *What parts of the plan do you feel good about?*

- A new school in our area.
- We are at a time when we could merge with Imperial

- Our SCCs could work together (McD & Imp)
 - Lunch programs
4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*
 - Students already taking part in extra-curricular activities with Imperial kids.
 5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
 - More of an impact on high school students than elementary students – transportation!!
 6. *What impact of implications will this plan have for student in the City? Positive?*
 7. *What impact of implications will this plan have for student in the City? Negative?*
 8. *What parts look like they will work best?*
 9. *What parts look like they will work the least?*
 10. *What might you recommend, given what you have heard?*
 - Take a look at transportation for Usher students – alternative to regular city bus routes / special bus routes, subsidize bus costs
 - Look at Pre-K
 - Community school money
 - Keep Usher teachers at Thom or whichever high school majority of Usher students choose.
 - Hot lunch program if students are to be bused to the new school

McLurg School – January 29, 2008
1 person in attendance, plus Principal & Vice Principal

1. Questions of clarification

- What number of students was Winston Knoll planned for? What number is it at now? What happens if a lot of students decide to go to Knoll?
- Will the school re-designs take place over the summer months?
- What are the cost implications for transportation in the plan?
- Some re-designs are going to be new construction. Correct?
- Is the Board coordinating with the City, which has plans to extend Courtney Street south, and Ist Avenue North west to Fairways West? We already get some students from Fairways West. This would change the school's catchment area.
- Are there plans for the closed schools?

2. What was upsetting or concerns you?

- There are so many staff supervising lunch room now it's difficult for staff to find a time to get together. With the possibility of more kids, it may be difficult to find enough supervisors.

3. What parts of the plan do you feel good about?

- It's necessary to have a review of the plan every two years.

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

6. What impact of implications will this plan have for student in the City? Positive?

7. What impact of implications will this plan have for student in the City? Negative?

8. What parts look like they will work best?

9. What parts look like they will work the least?

10. What might you recommend, given what you have heard?

- McLurg is an excellent physical plant and has room to expand. The plan is a true renewal for our community.

- Will programming at McLurg change? (The school once had Industrial Arts and Home Arts in Grades 7-8. These were part of cutback in mid 1990s)

McVeety – January 23, 2008

1. Questions of clarification

- The ESL program could be reviewed depending on the plan.
- How will other programs in the school be affected?
- How will the infrastructure be affected? Electrical system, windows, roof, gym, wheelchair accessibility upgrades.

2. What was upsetting or concerns you?

- Class sizes
- Transitions for students
- Will there be staff continuity during the transition period
- Will Massey staff come along to support the students?
- Will supports be the same for students during a merger?

3. What parts of the plan do you feel good about?

- Look forward to a school in the neighborhood
- More support for the students
- 4 classrooms would be available for additional classes. Portable classrooms may be an option.

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

- Many families have accessed the playschool and daycares in the past and are a big part of the community.
- Could see an increase in enrollment in the lower grades starting next year.

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

- Transportation may impact communities
- Time spent on the bus

6. What impact of implications will this plan have for student in the City? Positive?

7. What impact of implications will this plan have for student in the City? Negative?

8. What parts look like they will work best?

- 2010-2011 – choice for Massey Parents
- Enrollment numbers within RPS are consistent
- 2011 - McVeety would have 200-250 students

9. *What parts look like they will work the least?*

- Programs may be displaced if the population increases.
- An influx of students might have an effect on programming and use of space.
- Each board might alter the plan and may affect the outcomes

10. *What might you recommend, given what you have heard?*

- Continue to collect feedback
- Board members should attend meetings of affected schools
- Capital has to be worked on to support education
- Explore joint transportation ventures
- Message needs to be sent to the Board about following through with the plan.

(the following handed in by a note at the meeting)

- Massey English is given a date that they will not accept more grandfathering of English students until they leave grade 8
- Keep staff and administration from a school in place during the transition phase
- The support students receive in one school should be provided in their new school

MJ Coldwell – January 24, 2008
7 people in attendance

1. Questions of clarification

- When a school is scheduled for closure, will people be allowed to go to Pawson right away?
- When you vote on March 11, are you voting for the program for next year only?
- In terms of our school closing, if community decides to send younger kids to other schools, would it be in Board's plan to close earlier? Would it bump up a school closure and have the closure occur earlier than in the plan?
- What if in 5 years we increase back up to 200? Would the school not close?
- In terms of 2 year review process, will they do feedback at every school, or will it be just the schools affected?
- Has anyone done any research about property values in an area where a school closes?
- Are you building a new school in Herchmer area?
- Will the Board have a mandated procedures for schools accepting new students to help with transition of students
- That transition plan will come after March 12?
- What will happen to equipment and resources that are in current schools? Will Coldwell equipment go to Pawson?
- What happens if Board votes against the closing of Usher, what happens to the rest of the plan?
- When you talk about the ideal elementary school being 200, will the classroom size remain the same?
- What about reducing class sizes?
- Is Martin closing and is there an elementary school near Martin closing as well?
- Do they take into consideration the new subdivisions that might move into the area? Kensington Green might make a big difference in our enrollment.
- What about using Usher as a learning facility?
- The city wanted a decision, but who decided on 200-400.

2. What was upsetting or concerns you?

- It's a numbers game, only #s, it has nothing to do with facilities.
- And because you want to build a new high school in SE.
- Upsetting that you are closing 2 facilities in one area. Both a high school and an elementary.
- Don't want to put 14 year old on a bus outside the area.

- I understand the consultant HJ Linnen is from Toronto, also the facilitator at Usher and Dr. Leithwood. Why didn't we use Saskatchewan consultants? Don't understand our market or our communities.
- I find it interesting that the stats show Coldwell = 100 and Pawson = 200.
- The prediction is that Thom would be under 500, so then Thom would close in 5 years.
- I think my biggest fear is what affect closure will have on remaining students and #s getting smaller. In particular, extra curricular. Teams, clubs and parent.
- That's the downside of citing a school for closure.
- A concern about property value, particularly with elementary schools. Do you want to move into an area with no high school?
- What about high school? I have to pay for high school to bus. Have to buy lunch instead of child coming home.
- What about high school extra-curricular? Buses will leave before activities.
- I don't believe that this plan is about quality. It's about the school in the SE.
- Robert Usher didn't have a team this year. Enough kids, not enough teachers to coach.
- The parent councils of elementary have no way to get together at the high school. Once high school is gone, we won't be able to get together.
- The quality learning was at Usher. How can you say it offers less if the curriculum was the same across the city?
- If the students and the parents aren't complaining about the lack of programs at Usher, why does the Board care about programs.
- Uplands residents are unhappy because we feel like our schools are being closed so the SE can have a school. SE has money to buy cars for kids to drive to other areas.
- Lots of after school activities will suffer because we don't have a gym or facilities to hold classes.
- Shouldn't they have looked at each school other than just #s? Is there other areas in the city that will lose 2 schools?
- Putting a 13 year old child on a city bus is hard. Would like school bussing.
- City will designate a bus route that will go through Usher area and go directly to Thom. But it's \$42 a month and that's expensive.
- Concerned about kids not getting exercise and if the playground goes, it will affect kids exercise in community.
- Rink is really used. What do kids do in the evening without facilities.
- Used to be so many kids in this school, had to bus kids to Herchmer. In 20 years, the SE will not have the enrollment either.

3. *What parts of the plan do you feel good about?*

- I really liked the projections, being able to see how each school would be in the future.
 - Very tough for our school, should we purchase equipment, tough years. So I really liked the projections so we can make informed decisions.
 - I have 2 kids in this school and we have less resources, so I can see why schools have to close. Will be a benefit to kid's education.
4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*
5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
- Community loves Robert Usher. Elementary kids will get bussed, but high school will be affected.
 - Property values will drop because we have only one elementary and a 7-11.
 - The community will be adversely affected.
 - Lose the rink, gym, and all the other facilities besides the school.
 - Closed schools will be vandalized and be eye sores.
6. *What impact of implications will this plan have for student in the City? Positive?*
- The plan will benefit other schools, but it comes at the cost of Usher and Uplands area.
 - If the school is being redesigned, there are good positives. In Uplands, there are only negatives.
7. *What impact of implications will this plan have for student in the City? Negative?*
- I came from McGwillam and it took 4 years for kids to be accepted as Usher students and be joined as one school.
8. *What parts look like they will work best?*
- Nice to know that they will do more transportation.
 - I don't have a child in French Immersion, but I liked the idea of a French only school. Obviously, you could bus kids to the French Centre.
9. *What parts look like they will work the least?*
10. *What might you recommend, given what you have heard?*
- My ideal school would be 200-250 students with the opportunities of a larger school but would like smaller classrooms.
 - If it was Coldwell vs. Usher, I'd agree we should keep Usher.

- That the School Board consider busing Usher kids to Thom and Martin kids to Scott.
- If kids were bused to high school (Thom) that would really help cushion the blow of closing a high school.
- Look at what the 2 schools mean to this community and how it benefits the community.
- Could there be a facility to replace the school?
- Wouldn't be so hard to lose Coldwell if facility would be used as a community centre or a rec area.
- Build a park where Central is, not condos or a facility.
- Community would be a lot more receptive to school closing if they knew there was going to be a good use; community centre, park or something positive. Would give the community something to look forward to, something to be positive about.
- Why not use school for a good purpose?

Perry– January 29, 2008

Attendance: one parent-teacher; one principal

Comment/concern

- Are issues of busing and lunchroom supervision being included as part of the plan ... especially allowing for the potential extra lunchroom and playground supervision that may be needed in schools that receive additional students?

Robert Usher Collegiate – December 6, 2007
Over 200 people in attendance

1. Questions of clarification

- Who was on the steering committee that guided the process?
- Where did the 600 – 1200 numbers come from? Is that a Saskatchewan number or a Toronto number?
- What is the plan for this building after June 2008?
- Is the superschool still in the plans?
- If we don't have 600 students will we be closed down?
- Where do the # projections come from? Was it considered to merge others into Usher?
- Do the trends projected include the people moving in from Alberta?
- Why is Usher being closed this year? Other schools get 2 years to adjust.
- When was demographic information last taken?
- Was there consideration of moving other programs to Usher?
- What will it cost to maintain Usher?
- Has it been considered that people have left the area?
- Will other school have room?
- In 6 years, will Thom have enough room?
- Will students be screened?
- Usher is closed, what will the transportation be?
- Why shutting down Usher?
- What are numbers at Thom & Usher?
- What can we do to make Usher more appealing? What is in the plan?
- What do the numbers show about the feeder schools and how they will affect Usher?
- Will you take into account the new #s
- Can you reopen the school if things change?
- Do City counselors have the report?
- How about amalgamating with the Catholic Board?
- Do you plan to have reps from other schools here to talk to kids?
- What about reps in Grade 8?
- If Usher is my choice, can I move to O'Neill, or is there not enough room?
- What happens if everyone goes to Winston Knoll, is there enough room?

2. What was upsetting or concerns you?

- Willingness of other schools to take Usher kids
- Quality education with fewer numbers
- Teacher losing jobs
- Students come for small size and leadership
- City counselors not here

- Abruptness of change – finding out in March
- Disregarding the study
- Following model of centralization that kills local community
- Appendix B – students lost in school over 600
- Being robbed of being Grade 12 top dogs
- How many houses are going up for sale and being bought by young people
- Transportation if school closes
- Looking at students as #s or as people
- Lower income families – more cost to send kids to other schools
- Transportation of bus for young girl if trouble happens
- Forecasts – reliability
- Athletics and other programs – get onto teams
- Letting dogs out at noon
- Have good, fairly new facility
- Effect of school closure on a community
- Students talking w/staff what happens with opinions
- Earlier consultation – how to keep Usher open
- Handling stress of new school when chose to be here
- Kids may not want more choices
- Know kids and teachers
- We want to be here!!
- Value of property for seniors

3. *What parts of the plan do you feel good about?*

4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*

- Smaller enrollment cannot offer choice of specialities and electives
- Buses in city – there are options – the Transit system provides a direct bus

5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*

- Losing our really good teams
- Losing family/community
- Losing choir and instructors
- Losing vocations programs
- Families who rely on high school kids to care for younger kids
- Engagement in school
- Easier to recognize bad things by media
- School of 2,500 was divided
- Offering only Thom means no choice

- Kids will go to O'Neill because it does provide transportation
- Students may drop out
- Fights
- Not being able to be on sports teams
- Won't know each other
- Pulling kids out to go to separate system
- Highest scores in city
- What if every student refuses to go to another school
- Trend to larger schools is not supported by RBE's own literature
- Study disregarded that community has a passion for the school

6. *What impact of implications will this plan have for student in the City? Positive?*

7. *What impact of implications will this plan have for student in the City? Negative?*

- New high school is not on calendar
- Money for the new school
- Replacing Balfour with new school later

8. *What parts look like they will work best?*

9. *What parts look like they will work the least?*

10. *What might you recommend, given what you have heard?*

- Bring more kids to Usher by closing older schools
- Look at opening boundaries now and reviewing Usher later
- Think about asking taxpayers of Regina what they want to keep open
- Building new school first then close down others
- Bring concerns to Board on January 17
- Amalgamate schools to use this building with separate school
- Transportation provided by someone else
- Specialized learning centres
- Close Balfour soon because it's crumbling
- Commission study – how to keep Usher sustainable
- Give a year or two
- Consider Usher for the Adult Campus
- Take deferred maintenance into account
- Close down older schools
- Don't close Usher
- Re look at plan and take more than numbers into account – take education into account

Robert Usher Collegiate – December 6, 2007
6 people – second small group comments

1. Questions of clarification

- Students miss opportunities in a smaller schools – concern about a smaller school
- Concerned about Imperial's safety in the long term – not a quality building.
- Teachers putting in extra-effort to work at Usher
- Lose quality education by continuing on the same path

2. What was upsetting or concerns you?

- Focus on what is better for our children?
- Fear of retaliation
- Voices not being heard
- Students at Usher
- 1 year time-line make it difficult for families to adjust
- Small schools overuse active parents and active students
- In a small school – some students get over powered

3. What parts of the plan do you feel good about?

4. What impacts of implications will this plan have for students in this neighbourhood? Postive?

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

6. What impact of implications will this plan have for student in the City? Positive?

7. What impact of implications will this plan have for student in the City? Negative?

8. What parts look like they will work best?

9. What parts look like they will work the least?

10. What might you recommend, given what you have heard?

- Renewal of Imperial earlier
- Combine McDermid and Imperial sooner – they are starting to do that now
- Continue with activities that are bringing both schools together (SCC's continuing) – in the future they will be together.
- Focus on what is going on inside of the school not just the building
- Use Usher as a facility as the site for Imperial/McDermid
- More opportunities to use the building (Usher)

Rosemont School – December 3, 2007
2 in attendance

1. Questions of clarification

- Where will the school be around here?
- What will happen to Dieppe School?

2. What was upsetting or concerns you?

- It's clear some schools have to close, but it's never a good thing when there are closures. (not just schools, but stores, banks, etc.)
- If I had a Grade One student coming into the community, knowing there would not a high school, I would look elsewhere.
- Will busing to a high school be a cost to me?
- How many teachers will lose jobs?

3. What parts of the plan do you feel good about?

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

- I understand that Rosemont needs repairs, and that's not cheap.
- I didn't feel good about any parts of the plan presented. People don't like change.

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

- Closing Rosemont will have a very negative impact in the area. That's what happened when Mabel Brown closed.

6. What impact of implications will this plan have for student in the City? Positive?

- In response to the question about the plan from a city-wide perspective, she said the city is not growing. With a bit of prompting, she agreed that having more money to spread equitably was a good thing.
- she said the open high school boundaries may be good and bad. Kids might want to go to the newest or trendiest school.

7. *What impact of implications will this plan have for student in the City? Negative?*

8. *What parts look like they will work best?*

9. *What parts look like they will work the least?*

10. *What might you recommend, given what you have heard?*

- Close Dieppe and Wilfrid Walker, and re-build Rosemont. Move grades 6,7&8 to Martin to create a Junior High.
- Final comment: only one school in area would be a negative. Keeping a high school and an elementary school in the area would be good

Ruth M. Buck School – December 5, 2007
2 people in attendance

1. Questions of clarification

- Will you be limiting schools in this plan to 400? To reduce to 400?
- What if a school fills up? Winston Knoll?
- What if, as extreme example, a school like Wascana ends up with only 100 students?
- What is the projection for Dieppe? Where will they move when it comes time?
- Why would they not close Dieppe now?
- What is projection for Buck's population
- When were the projections made?
- Is HarbourView (south of Airport) in the plan?
- Is the net savings 0.9 million per year?
- Anything for Buck in the 90 million capital cost?

2. What was upsetting or concerns you?

- Will the public schools lose students to the separate system?
- Timeline
- Parental choice may be a problem. Separates kids.

3. What parts of the plan do you feel good about?

- That there is a plan. Board seems to be willing to act on the plan.
- It's time to go ahead.

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

- No impact
- Nothing
- Even if we get a few kids here, not a large impact.

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

6. What impact of implications will this plan have for student in the City? Positive?

- Better education. Bigger schools, not triple grading of classrooms.
- Bring everyone to the average. More equitable distribution of class size
- More opportunities for programs across schools.
- Small schools can be dangerous, if you don't fit in, you're left out.

7. *What impact of implications will this plan have for student in the City? Negative?*
8. *What parts look like they will work best?*
9. *What parts look like they will work the least?*
10. *What might you recommend, given what you have heard?*
 - A faster process. As soon as a new school can be ready, move the kids in.
 - Timeline
 - Would like to see Fairways West going to Buck
 - If a school closes, move all kids to same school
 - Move forward with this plan.

Ruth Pawson – January 30, 2008
3 people in attendance, plus principal

1. Questions of clarification

- What is being looked at in the transportation study? Will busing be available for kids who are attending Usher now?
- Are they talking about transporting the high school kids?
- How will transportation affect the open boundaries?
- The only boundary that is closed right now is Winston Knoll. Is that right?
- How many programs that aren't based in the community does Coldwell have?
- What will happen to the Band program?
- The separate school system – what about shared facilities?
- What happens to all the buildings that are closed?
- Has it been taken into account that the money would go to build future schools?
- Has the school board approached the new government?
- Students have to board a bus and if they miss the bus how do they get to school?
- Is there any reason why the only 2 schools that are slated to close don't have a Catholic school beside them? (Both Martin and Usher)
- Did the administrator design the plan or did the board design the plan?
- Are there any high schools that are over populated?
- Do we have rural kids bused in? Are all the kids going to the same two schools? Why don't rural kids go to Usher instead of Thom?

2. What was upsetting or concerns you?

- These numbers have only considered the historical data not taking into account growth? or city development?
- For schools that are closing in 2008/2009 they don't get the two year window. I think that's unfair.
- The lack of timing that Usher doesn't get that all the other schools get.
- When you say "opening the boundaries" since only one school is closed, that's not very significant.
- Transportation is a huge issue for Usher parents.
- Everyone else, (Federal Government / Provincial Government) are talking about a growth everywhere except schools is talking about a decline.

3. What parts of the plan do you feel good about?

- Agree that you don't want triple grades but if your class has 11 you get individual attention.

4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*

- There will be an impact on the band; more kids in the band.
- The board isn't all negative. If I choose to merge and get a better house and a bigger pool is that all bad? If the merger results in better sized school it might be positive.
- At the last community council meeting there was lots of good suggestions given by parents.

5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*

- The board is looking to save money with some facilities. For 5 years, they will be operating Coldwell at below the best numbers, maybe should close Coldwell sooner and keep Usher open so that kids don't have to leave the communities.
- From a teacher's perspective, there is a problem with small schools. When the school is too small, in reality the teacher that's in the small school is taking away a teacher from a large school.

6. *What impact of implications will this plan have for student in the City? Positive?*

- Pawson not closing, staying open.
- Might have to have less than 200 children and keep the school open. So kids can stay in their community.

7. *What impact of implications will this plan have for student in the City? Negative?*

- We will lose people; no one will move into Uplands because the schools are closing.
- Elementary schools use the Robert Usher facility's gym and theatre.
- Community also uses the gym and theatre for community events.
- The Thom SSC has been reluctant to meet with the Usher SSC and that is causing issues.
- There is a difference between urban schools and rural schools. If Regina property is sold we don't know that the money is definitely slated for Regina schools.

8. *What parts look like they will work best?*

9. *What parts look like they will work the least?*

- Bad if school closes (Usher) the elementary school will lose the opportunity to walk to high school for events and opportunities.

10. *What might you recommend, given what you have heard?*

- When the United States went to big schools, they had more problems so they are reverting back to small schools.
- What is going to happen in the future? When teachers say that I wouldn't let my kids go here – what does that mean?
- There is not as much extra-curricular at Usher is a rumor.
- Will there be a after school and pre-school program at Possum if Coldwell comes to Pawson.
- That the school board review this school closure policies. Don't think its right that you create a school for closure in November and it closes in June.
- When you think about merging schools it would be nice to look at joint programming & have the schools start working together fairly quickly.
- It would be nice to know in advance as grade 11 at Usher will have a hard year changing schools.

Scott Collegiate – January 7, 2008
(no parents attended – no facilitation was held)

Sheldon-Williams – January 15, 2008
10 people in attendance, plus 4 teachers

1. Questions of clarification

- Would a high school in the southeast be additional to the numbers in the plan?
- Will the plan change?
- Have projections been done on how Sheldon-Williams will be affected by the closure of Usher and Martin?
- Does open boundaries mean we can go and make presentations to other elementary schools?
- How old is Usher?

2. What was upsetting or concerns you?

- It seems the process is being driven by demographic projections and the influence of the consultant's report. Couldn't find a methodology for the projections.
- I've seen a lot of strollers in the Lakeview area. I'm worried that the projections may be off.
- Have you taken the Aboriginal birth rate and population movement into the equation?
- The feeling of knowing that your school will close in 5-6 years, eg Martin.
- You end up pitting parents and students against one another.
- How many times can you put Usher on the chopping block?
- About \$1m spent at Davin 6-7 years ago, and now you're going to close it.
- Davin and Connaught have heritage, streetscape and other value to their communities
- It's good that the school board is looking into the future. The "Big Bang" model of housing development makes it difficult for the school board to plan because new clusters of houses create a demand for a new school.

3. What parts of the plan do you feel good about?

- The plan is good if it moves money from operating buildings to lower class sizes and better programming.

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

- Even with the merger people will have 3-4 schools to choose from. Better than other areas of the city.

5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
 - We're hearing more negatives than positives because of the unknown.
6. *What impact of implications will this plan have for student in the City? Positive?*
7. *What impact of implications will this plan have for student in the City? Negative?*
 - The closures will reduce recreational space in neighbourhoods. it would help to include more recreational space in the re-designs.
8. *What parts look like they will work best?*
 - If the \$\$ go into smaller class sizes, more computers, programs, etc., then it's good.
9. *What parts look like they will work the least?*
10. *What might you recommend, given what you have heard?*
 - You can never make everyone happy. The Board should stand its ground and decide what's best.
 - It's hard to see Usher close, but it's the right decision.
 - I question the elementary school population projections and the population size in the service delivery model.

Stewart Russell School – December 3, 2007
12 people plus 9 school board officials in attendance

1. Questions of clarification

- Where did the # of 2-400 come from?
- Have there been studies done about results for students on size of schools?
- Redesign aspect – what does that refer to?
- Do the numbers include a range of socio-economic backgrounds or are they for average students?
- In regards to choices, how will plan deal with choices beyond the model?
- Who comes up with the enrollment parameters?
- Does transportation mean from your own home or from the caregiver's home as well?
- What are the histories of boundaries?
- Is there a study that shows the effect of small schools on special needs children?
- What happens to building? Who gets money from school sale?

2. What was upsetting or concerns you?

- Stewart Russell getting closed
- Worried about bigger and bigger schools
- Numbers vs feelings
- They think kids will learn better in large schools
- Earlier stages of consultation – not allowed to say less than 200
- Recognize decline in enrollment and closing schools will help \$ but what about future baby boom
- Transportation – kids who are habitually late
- Length of time on buses to new schools
- Kids w/challenges who are in small classes could be shunted to larger class
- Nearly meeting Kindergarten #s has kept us from having kindergarten
- Confusion
- First rescinded decision had implications on numbers
- Haven't considered that this is a community and a school is a big part of the community

3. What parts of the plan do you feel good about?

- Amount of effort put into the process
- Welcoming feedback from the community

4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*
5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
 - Closing Russell and Glen Elm – ship a lot of kids further away
 - Kids bussed from different areas – friends farther away, not accessible
 - Been with some kids from kindergarten – shock
 - Will be with more new kids
 - Kids may fall through the cracks at bigger school
 - Now have family environment – larger school it is harder and more impersonal
 - Are our kids going to get picked on?
 - Parents may feel they don't have power or voice
 - Final year – kids going into – really tough
 - Losing kids to Catholic Schools
 - Children unable to go home for lunch – cost for families
 - Impact on Aboriginal kids – Aboriginal studies
 - Sell our house and move
 - Others may not consider sending kids to a school that is closing
 - Crossing large streets with/without crosswalks
6. *What impact of implications will this plan have for student in the City? Positive?*
7. *What impact of implications will this plan have for student in the City? Negative?*
 - Losing a school is a hardship for a neighbourhood
 - If high school and elementary boundaries were in place – there might be more #s in local school
 - Empty schools are unsightly
 - Property values in communities w/no school might be affected
 - Kitchener & Herchmer – large #s of Aboriginal students
 - Far from Usher to Thom
 - Closing Russell and Glen Elm – ship a lot of kids further away
 - Final year – kids going into – really tough
8. *What parts look like they will work best?*

9. *What parts look like they will work the least?*

- Least – kids going from small to large school
- Breaking up friends
- Have chosen this school – other one has more vandalism

10. *What might you recommend, given what you have heard?*

- Why not bus kids to current schools rather than to new schools?
- Look at dropping the boundaries/catchment area
- Two teacher aides for classes to devote more time to kids
- Research #s of First Nations kids deal with racism, take into account w/amalgamating
- Building in supports – i.e. older to younger kids
- Include Aboriginal culture
- Watch class size to pay attention to kids
- Consider staff transfer with kids for continuity
- Make space for parent involvement
- Don't close Stewart Russell
- Map on website – so we can see big picture with dots

Thom Collegiate – December 6, 2007
(no parents attended – no facilitation was held)

Thompson– January 24, 2008
0 people in attendance, no facilitation held

W.H. Ford School – December 5, 2007
4 people in attendance

1. Questions of clarification

- How does the plan impact Ford?
- How does high school open boundaries work?

Surprised you?

- Open boundaries?
- Martin closure

2. What was upsetting or concerns you?

- Does advance notice of closures increase rate of student population decline?
 - Maybe this is good
 - Maybe it will accelerate the plan
- What's going to happen to jobs E.g. temp/part-time assistants?

3. What parts of the plan do you feel good about?

- The plan shows vision
- Allows families to plan ahead
- Well thought-out
- Lots of research ... and information on website – good depth
- Not the “shock” of previous plan (too much change at once)
- This could be a model for other divisions

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

- Immersion French will be more accessible
- May attract more families to the area

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

- Would we become too big? (Knoll especially)

6. *What impact of implications will this plan have for student in the City? Positive?*

- More choice
- French at Wilfrid Walker (centre) could be a model for better French programs
- More staff in schools is better for students (real smalls schools have too few staff) for services and students need
- Busing and lunch is good for some families

7. *What impact of implications will this plan have for student in the City? Negative?*

- More choice
- French at Wilfrid Walker (centre) could be a model for better French programs

8. *What parts look like they will work best?*

- Hard to argue with (well thought out and thorough)
- Doesn't feel like there's a chopping block (softer)

9. *What parts look like they will work the least?*

- Will happen faster than 10 years
- Should just go and get it done

10. *What might you recommend, given what you have heard?*

- Need more efficient coordination of buses (public/separate/elementary/high school)
- Get started as soon as it's clear there is general support
- Get benefits of plan to students sooner

Walker School – December 3, 2007
8 in attendance

1. Questions of clarification

- What's "dual track"
- Consideration of rising construction costs?
- Does sale of property raise money?
- Is staff concerned about losing jobs?
- Are split-grades being done away with?
- Will building expansions be required – e.g. gyms, bathrooms
- What's happening to Dieppe and McLurg children – if Walker increases, need more facilities (at capacity)
- What is basis for enrolment projections?
- What happens if enrolment goes up?
- Is there any discussion of cultural or ethnic schools?
- Is there a plan to have every high school more of the same, so that none are more attractive than others?
- What's happening to program for Scott What are the plans for programs?

2. What was upsetting or concerns you?

- 10 year instead of 5
- Wascana and Herchmer are old buildings
- Will more transportation be needed? Is so what
- Will Martin close earlier than planned?

3. What parts of the plan do you feel good about?

- 2 – year review
- Good to close schools – we have too many
- Process has been very open to public – everyone has had a chance to participate
- Like 10 year horizon (one preferred 5 year)
- Plan allows people to plan where to live
- Could Martin become an elementary?
- Some local families will go to Luther or W.C. when Martin closes people who chose to be in Rosemont
- Can there be "special buses" to go directly from area to high school? (student-rate, city run buses)

4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*
 - More resources to share amount fewer schools
5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
 - More busing could mean less exercise/physical activity
6. *What impact of implications will this plan have for student in the City? Positive?*
7. *What impact of implications will this plan have for student in the City? Negative?*
 - More busing could mean less exercise/physical activity
 - Maybe more gangs in bigger schools
 - Are high school numbers too volatile if students can pick their school?
 - Will there need to be a cap on enrolment in more popular high schools?
 - Were the closure issues any different than last time they closed schools?
8. *What parts look like they will work best?*
9. *What parts look like they will work the least?*
 - Unreliability of projection of numbers
 - enrollment
 - construction costs
10. *What might you recommend, given what you have heard?*
 - Combine Public and Separate

Wascana School – December 12, 2007
1 parent in attendance

1. Questions of clarification

- When you merge Wascana and Herchmer what curriculum will be used in the school?

2. What was upsetting or concerns you?

- Will Herchmer kids be challenged at Wascana?
- When Herchmer closes in 08 would the changes and transition plan be implemented right away?
- Came from a country school with small classes and everyone excelled, will you be able to excel at large school?.

3. What parts of the plan do you feel good about?

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

- *The school community is fairly positive on changes*
- *But there will be some resistance because of the differences in school cultures*

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

6. What impact of implications will this plan have for student in the City? Positive?

7. What impact of implications will this plan have for student in the City? Negative?

8. What parts look like they will work best?

9. What parts look like they will work the least?

10. What might you recommend, given what you have heard?

- Start having students spend a day at the other school.

- Teachers told parent, his kids grades would drop because the curriculum was harder at Wascana,
- Concern that Wascana kids wouldn't be as challenged, as kids from Herchmer have more learning disabilities and more life style issues. There also could be intimidation issues.
- The plan is good because schools are getting out of date, they need new equipment and modernization.
- Schools need to be wheel chair accessible
- Positive feedback once new school is built
- Make sure the new school is assessable to the public -- the core area needs places for kids to hang out, play games – need to have supervision especially in the winter. Lack of facilities for kids leads to increased crime, etc.

Statement by Wascana School Community regarding Renewal plan proposal

To be read at Feedback meeting to be held December 12, 2007

As members of the Wascana School Community Council, we wish to let the representatives of the Board of Education know that, at this time, we have no questions or concerns regarding the Renewal Plan proposal. We have, to date, received no concerns and have not received any questions from affected parents to be brought to the Board.

We recognize that certain members of our Council have questions and concerns on a personal/family level and have encouraged them to attend the Feedback Meeting and express those concerns and pose those questions, however, as a council, we have not been presented with concerns or questions.

We are prepared to bring forward any feedback we receive between now and the meeting to be held on January 31st.

Thank you for your time.

Wascana Community Council

WF Johnson– January 9, 2008
0 people in attendance, no facilitation held

WF Ready – January 28, 2008
6 people in attendance, plus 2 teachers

Questions of clarification

- Only open boundaries for high schools, not elementary?
- Wilfrid Walker English combines with Wilfred Hunt . . . why not Ready? Why designate Hunt and not Ready when Ready is closer?
- High schools . . build one in SE, but still have 8?
- What other High school is slated for closure besides Usher?
- Do they think Balfour's facility will last another 10 years?
- Stewart Russell French – would they go to their home school, or could they come to Hunt/Ready?
- If Ready had an influx of students, how does that affect daycare?
- Why does the Daycare not pay for the space?
- Is there going to be a study on businesses that use space in our schools?
- Did you look at things like how much gyms are used (utilization rates) when deciding to close schools?
- What's the threshold for the vice-principal? Is it based on size of the school?
- Did they look at having a junior high school? Any chance of going K-9 in schools?
- Where is the S.E. high school being planned?
- Wilfrid Walker = only French?
- So . . . Ready could still close after the 10 year plan?
- As part of this plan, are there discussions with the City about transportation to help with school closures?
- Is there a direct bus from here to Balfour?
- Will schools take any students right into June?
- What kind of notice would they give to a Montessori or Daycare if they have to move out?
- Any details on the planned practical and applied arts?

What was upsetting or concerns you?

- Doesn't make sense to cut English program to allow for French . . . trying to keep Hunt open, but years down the road Hunt's population will not increase that much
- Hunt: landlocked area, not much room for new development. Able to develop around Jack MacKenzie. Why can't new development area be slated to come to Ready? Unusual that Hunt was not part of the (closure) plan this time.
- As a taxpayer, I'm offended that some businesses do not need to pay to be in our schools. And then they in turn do not decrease their rates. Montessori went up by \$20.

- I was hoping a High school would be build sooner than 10 years.
- Concerned about the futile attempt to keep Hunt alive. This only promotes more frustration, causes family upheaval.
- Could we lose kids to the Catholic school system?

What parts of the plan do you feel good about?

- I like that we're combining to make bigger schools. This also allows us to improve facilities. I've had good experiences in larger schools. More opportunities in larger schools like intramurals.

*What impacts of implications will this plan have for students in this neighbourhood?
Positive?*

- Hopefully more money to add to programs for all students.
- Increased school population means more teachers for bigger pool of extra-curricular activities. Will 'lock' our students into the school.

*What impacts of implications will this plan have for students in this neighbourhood?
Negative?*

What impact of implications will this plan have for student in the City? Positive?

- I'm excited to see the addition of the applied arts. Will be a benefit to students across the city.
- More consistency across the city.
- Maintenance cost savings from school closures can be redistributed to other schools.
- Having larger schools will improve class size, create less grade splits.
- I see the bonus to having more bussing.

What impact of implications will this plan have for student in the City? Negative?

- Depends what school you're at.
- Unable to walk to schools, more bussing.
- Hard on communities losing a school.

What parts look like they will work best?

- I like that they're closing smaller schools to give bigger schools a better opportunity.
- More equitable class sizes across the city.
- Always good to look ahead.
- I like giving parents a choice.

What parts look like they will work the least?

- The stand alone French.

What might you recommend, given what you have heard?

- Like the 10 year plan. Show us what you are going to do in the long term.
- Get a High school out here sooner than 10 years.
- I would hope we would have ample notice to find a new daycare if we need to.
- I still think Daycares should be charged for the space, at least at cost. Because they're still charging parents the same amount.

Wilfred Hunt School – December 12, 2007
14 in attendance

1. Questions of clarification

- Property tax increase: \$8.83 per year or at end of 10 years?
- Capital costs: \$8 million is consistent throughout 10 years. What is the theory there?
- What kind of criteria will you be looking at in terms of the SE high school?
- Projection clarification = exclude kindergarten.

2. What was upsetting or concerns you?

- Concern of ongoing capital costs. The numbers are in question. Cost-escalation.
- Will you have accountants to deal with rate of inflation, cost escalation?
- Can you provide the provincial capital priority list?(requested by Greg Enion that the above questions be passed on to the Board and administration asap so that answers/explanation of numbers can be provided.)
- How will you take into account the population growth?
- If numbers (students) don't come to Hunt, what happens to the school? – if rest of community goes to Ready?
- Do you have a map of the areas where #'s went down?
- Are there guaranteed numbers coming to Hunt, those moving into the community and grandfathered?
- Is there a % factored into the projections from those who don't live in the area?
- What is the plan for Hunt re: new schools opening, causing fluctuations in Hunt's population? It needs to be consistent with the population projections from other firms like the Chamber of Commerce.

Surprised you?

- Projection review – What % of Hunt is outside normal catchment area? Surprised that this % is not part of the review.

3. What parts of the plan do you feel good about?

- Like the review every two years.
- Research was done.

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

- Positive for our community. School not closing
- Property values increased
- Good plan
- A lot of choice.
- Long-term vision presented
- School will be better with 200 students. Many parents already choose to send their kids here.

At some point during the evening, there was a discussion about Montessori, a private organization that rents space in Wilfred Hunt and W.F. Ready schools. These are questions arising from that discussion:

- What is Montessori?
- How many students?
- Is it a revenue stream for the school board?

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

- Hunt will need more room. Montessori currently occupies the back end room. Have there been discussions about what will happen to Montessori?
- Considering Montessori and other partners, is there room for Montessori?
- What does this mean physically (space) and to class sizes, with more students coming to Hunt.
 - Where does Ready sit? Is there a plan to make that school bigger?

6. What impact of implications will this plan have for student in the City? Positive?

- Looks like a better job has been done on the plan this time around.

7. What impact of implications will this plan have for student in the City? Negative?

- Tough time for a lot of parents
- Will class sizes increase above the average?

8. What parts look like they will work best?

9. What parts look like they will work the least?

10. What might you recommend, given what you have heard?

- Do a survey with Walker parents to find out where they would send their children.
- Would like to see visual map of school closures and catchment areas.
- Would like to see historical tracking of other Baragar projections.
- Would like to see the statements that qualify the capital plan.
- What effect will numbers have on split classrooms? Hopefully split classrooms will continue.
- Tie performance measures into the next stage of the renewal plan.
 - Eg. Maybe the specified average class size can decrease based on future performance measures
- On March 11, will they vote on the plan in place, or will they make changes? Will they/can they vote on items individually, or on the plan as a whole. If parents come up with logic and reasoning, small changes could be made to the plan.

Wilfrid Walker School – December 11, 2007
50+ people in attendance (Large Group)

1. Questions of clarification

- How were #s arrived at – are they based on an assumption that area would have the same # of Catholic students as the existing area?
- Do 54% of students choose English? Why is French population larger?
- Do you not think Catholic attendance is declining? So following historical data is flawed
- Do you think enrollment # are premature?
- Did you consider the other school event that was scheduled for this same evening?
- 90 students is that the total at Hunt?
- Does school board foresee no combined English and French schools?
- How many current dual track schools?
- Business case is 200 minimum or 200 per program? What is the rationale for per program?
- Do you have the same type of program # rules for high school?
- Where is additional dual track schools?
- Why isn't French study included in the plan?
- Do stats provide # of families? Who will pull kids for schools?
- What is French program at Hawyrluk
- What is rationale behind busing kids to Hunt instead of Walker?
- If Centennial is dual track, what trends are you basing French trend on?
- What are current facilities for French?
- How is it determined why kids would be bused to Hunt rather than Walker?
- Are there really only 13 families affected by having kids in both the English and French programs?
- If you give choice, if #s don't go to Hunt, then Hunt may close? (#s under 200)
- Board change criteria to suit the decision
- Is triple grading a cost at Walker?
- Have we considered current data? (Would be willing to go door to door)?

2. What was upsetting or concerns you?

- French Centre decision premature (needs study)
- Schools pitting against each other is a concern
- Loss of teachers and admin if loss of a program
- Dual track #s exceeding limit

- # of people that don't yet have school age children
- One child bused and one walking – issues around that
- Reintegration of students in school program
- Attendance choice for displaced students may cause closure of schools
- Integration of displaced students into much bigger school population
- Cultural diversity of Wilfrid Walker vs Ready
- Criteria changed to suit decision
- Need assessment of French study
- Cost of busing higher than triple grading accommodations
- Tax \$\$ going to a school where children are not attending
- Closure decisions – do we have a say? Is it out of our control
- Economies vs schools
- Spent \$\$ wisely
- Only 93 students at Hunt
- Determination of bused students
- More tax dollars for inconvenience
- Gardiner Park growth consideration in plan (entire catchment area)
- Splitting families (if kids in two schools)
- Payment of transportation assumed by ?
- Criteria (advantage) of having French immersion centre vs dual track
- Stress on children
- The change in decisions between this plan and two years ago
- Some parents may go to Catholic schools

3. *What parts of the plan do you feel good about?*

- The Wilfrid Walker move to Hunt (nice facility and situation)
- May regain “lost” students from St. Andrew
- Future decisions have schools working together to determine which schools remain open
- All schools are good, schools with lots of positives
- Love idea of French Centre
- May draw families from further away
- Plan does a better job of matching community with schools
- Like choice provision for relocation of students

4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*

- Putting kids in an environment students are used to – diversity (cultural, income etc)
- Having school in your community

5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
- Catholic vs Public -- all inclusive schools
 - Concern with where tax \$ go
 - Segregation created
6. *What impact of implications will this plan have for student in the City? Positive?*
- Encourage students to walk
7. *What impact of implications will this plan have for student in the City? Negative?*
- Lunch availability
 - Extracurricular activities 4 travelling (choices)
 - Larger schools more opportunity, smaller schools less
 - Destroy communities
 - Large elementary schools
 - Affect property values
 - Split from friends and siblings
 - Safety is crossing Arcola
 - Ownership and pride may be lost if kids attend further
 - Supporting and being involved in more than one school difficult and costly
8. *What parts look like they will work best?*
- Better athletic program at Hunt with more children.
 - Not! Maybe!
 - Parents from French Centre indicated positives
9. *What parts look like they will work the least?*
- Where do we move students who have to change program (from FI and E for example)
10. *What might you recommend, given what you have heard?*
- Different choice for school

- Review demographic information and accuracy of data for Wilfrid Walker
 - concern with not using census data
- Not accounting population growth – premature wait 2 years
- Movement in 6 months to a year increased

Wilfrid Walker School – December 11, 2007
50+ people in attendance

1. Questions of clarification

- Review census data
- What is the decision-making process for number projections
- How much money would be saved if the English program is closed
- Could the division analyze the cost of the English program closure
- How many students currently at Hunt?
- Is the Board considering bringing in additional French students
- Why not close Hunt and bring English students to Wilfrid Walker
- What 12 elementary schools will be closed in 10 years?
- The French Centre – the before and after program affected?
- Have stakeholder groups been consulting regarding facility change?
- If we believe French Centres are viable, why are we building/creating another dual track school?
- If the research leads to not having French Centres – what if the research says no to French Centres
- Why can't Wilfrid Walker English be put off until all the French Centre research is done.
- Will more fundraising have to be done if English students leave?
- How many students can Wilfrid Walker accommodate?
- Will transportation be provided for English from out of area to Ready or Hunt?
- No discussion about Hawryluk?
- Could a new school be created for Hunt and Wilfrid Walker to house a dual track school
- Stewart Russell – bus to Wilfrid Walker

2. What was upsetting or concerns you?

- Dual track school is good for all students
- Feedback meeting were attended by only 94 parents – system-wide (phase 2)
- Hunt staying open because of pressure from 2005
- No one is questioning Barager
- Wait for the data
- Why are we changing a school that's working well
- Wait for 2 years to make sure all the questions are answered.
- Dividing families who have children in French and English program?
- Wilfrid Walker located in growth area (not Hunt)
- Some families will pull all students to go to Hawrylak for dual track

3. *What parts of the plan do you feel good about?*
4. *What impacts of implications will this plan have for students in this neighbourhood? Positive?*
5. *What impacts of implications will this plan have for students in this neighbourhood? Negative?*
6. *What impact of implications will this plan have for student in the City? Positive?*
7. *What impact of implications will this plan have for student in the City? Negative?*
8. *What parts look like they will work best?*
9. *What parts look like they will work the least?*
10. *What might you recommend, given what you have heard?*

Winston Knoll Collegiate – January 14, 2008
5 people in attendance, plus 2 teachers

1. Questions of clarification

- Why is the mill rate being raised to pay for the plan?
- Will we save money in the long run?
- Why are schools closing if it is costing money?
- Is Winston Knoll's projected enrollment for next year a decrease?
- How many attend Usher in grade 9, 10 or 11?
- How many teachers will be displaced from Usher?

2. What was upsetting or concerns you?

- Open boundary for WK Collegiate
- What is the anticipated jump in enrollment?
- What about Prairie Valley students?
- Is there a plan in place if WK's numbers get too large? What is too large?
- How were the boundaries opened everywhere else? Is there history to learn from? What happened when Johnson's boundaries opened? Have we thought about that?
- What is the current process for accepting students from outside WK boundary?
- The amount of time that the plan will take – puts schools in “limbo” – better to do it (closures) sooner than later.
- Class sizes getting too large
- School size – commons area too crowded
- Short timelines – we need to plan ASAP.

3. What parts of the plan do you feel good about?

- Knoll's borders opening to accommodate displaced students. – to accommodate a greater variety of classes
- They are planning to do something – the schools getting too small, buildings getting too old.
- Good that mill rate is not increasing by a huge amount.

4. What impacts of implications will this plan have for students in this neighbourhood? Positive?

5. What impacts of implications will this plan have for students in this neighbourhood? Negative?

6. *What impact of implications will this plan have for student in the City? Positive?*

- Benefit socially to meet new people
- Opportunities to offer different classes/extra-curricular activities
- Better part-time job opportunities for students in new area

7. *What impact of implications will this plan have for student in the City? Negative?*

- Frustrating for grade 11's to have to start over in a new school
- Attitudes towards displaced students by other students
- More time spent on bus / inconvenient bus schedules

8. *What parts look like they will work best?*

- Increasing # of teachers at a school
- Possibility of improved facilities
- Cost saving on things like utilities

9. *What parts look like they will work the least?*

- Separating English/French families at Wilfrid Walker

10. *What might you recommend, given what you have heard?*

- Consider transportation – make a plan with schools/parents/students
- Provide lots of support to schools that are closing and those receiving students.
- Are there any questions we can ask now, before March 11? Is that being too presumptuous? Re: planning
- Would it be appropriate for us to have Central Office or through community feedback, to find out from Usher what their concerns are, what they would expect from us? - Allow SRC's of receiving schools to meet now with schools that are potentially closing. We want to be proactive.
- When the Board makes their decision, they stick to it this time.