

## Community Meeting Outcomes

This is a content analysis of a February 25, 2014 public meeting in the Connaught School gym. The purpose is to record and quantify comments made by members of the public, for reference in decision-making, for both board and community members.

### Source:

Audio recording. The recording begins mid-way into one of the opening comments during the public input section of the meeting, following the board's presentation. Although every effort was made to ensure accurate transcription, accuracy cannot be rated 100 per cent due to variances in volume and sound quality. Where words are indistinct, they are marked as: (inaudible). A copy of the transcript used is appended.

### Sample:

The transcripts identify 31 distinct participants, as well as interjections from audience members that are less identifiable as distinct voices. An estimated 200 people were in attendance. Applause and audience reaction, where significant, are included in the transcripts to provide a sense of agreement/disagreement with speakers' comments, but do not factor in the categories and rankings.

### Method:

Comments made by members of the public are placed into groupings and categories, and ranked by frequency. Each frequency count relates to one distinct speaker, as opposed to repeat mentions/re-phrasings by the same speaker.

### Groupings:

**Options.** This includes suggestions of things that can be done.

**Preferences.** This includes statements of particular aspects that matter to the speaker, in relation to discussion of options.

**Concerns.** This includes aspects that the speaker describes as unsatisfactory or worrisome.

**Questions.** This includes requests for further information with no discernable preference or concern attached to the question.

**Follow-up.** This includes items noted for follow-up by the director. They not ranked.

### Categories:

Forty-seven categories of response are identified. Categories are intended to be exhaustive (covering all topics raised) and exclusive, meaning each comment is recorded solely in one category without overlap.

### Summary:

- ▶ **Under the category 'Options,'** the most frequently mentioned desired option was to undertake repairs to allow the school to remain open in September. The second most desired option was to gain a second opinion and revised renovation

estimates for the community to consider. Some relocation options were suggested within the Cathedral Area and River Heights. No relocation options were suggested beyond those boundaries.

- ▶ **Under the category ‘Preferences,’** heritage retention was mentioned the most frequently. There was also a preference for the school community itself to determine the best future options. Access to French Immersion and daycare are additional preferences. There was one mention of walking distance with no specific location suggested in this grouping; a preference for close proximity is more clearly evidenced in the ‘Options’ grouping.
- ▶ **Under the category ‘Concerns,’** the most frequently mentioned concern was lack of information and research into the options. Many participants questioned the scope, reliability and depth of information provided for decision-making, and expressed feelings that both board and community were under-prepared to select options at this point. System bias was also frequently raised, with several participants stating they had little confidence that feedback from the public meeting would be factored into decision-making. There was also frequent mention of facilities neglect. Other concerns included inadequate options to select from. Of note, safety concerns regarding relocation schools were more frequently mentioned than safety concerns at the current site.
- ▶ **Under the category ‘Questions,’** the most frequent questions were about process, catchment areas and accountability/responsibility lines.

### Grouping: Options

Category	Frequency
Immediate repairs / school open in Sept.	17
Second opinion on structure / renovation estimate	6
Relocation within Cathedral	2
Parental choice	1
Remain on site throughout	1
Relocation within River Heights	1

### Grouping: Preferences

Category	Frequency
Heritage retention	5
Community-directed decision	4
French Immersion access	3
Students together	2
New build	1 (+ 1 qualified – unclear if preference)
Walking distance / in neighbourhood	1
Daycare access	1

**Grouping: Concerns**

<b>Category</b>	<b>Frequency</b>
Lack of information / research	14
System bias / not listening	13
Facility neglect	7
Insufficient options	6
Accountability of decision-makers	5
Neighbourhood impact	3
Transportation access	3
Lack of input/dialogue opportunities	3
Impact on city/other neighbourhoods	3
Safety at relocation sites	3
Lack of planning	3
Property disposal - privatization of site	2
Loss of intergenerational school ties	2
Impact on families	2
Enrolment impact / school closure	2
Impact on First Nations and Metis families	1
Lack of input opportunities/dialogue	1
Bus time	1
Not enough time for decision-making	1
P3 Plan impact	1
Safety at current location	1

**Grouping: Questions**

<b>Category</b>	<b>Frequency</b>
Process / timelines	2
Catchment areas	2
Accountability / responsibility	2
Transportation costs	1
Renovation costs	1
Location of rebuild	1
Engineering report details	1
Transportation access	1
School site size	1
Public involvement opportunities	1
P3 plan impact	1
Possibility of combined school	1
Stand-alone or bundled design	1

## Follow-up

- Transportation analysis
- Capacity of former Athabasca School

- Transportation accommodation for non-catchment, non-FI families
- Other Kenyon contracts

Ecole Connaught Community School, Feb. 25, 2014.

Key:

P = Participant

D = Director

S = Superintendent

C = Chair

Personal name references removed.

Start recording 0.0.0

Participant 1: These options won't work for me. I want my rights back, to be able to take my daughter to the closest school.

(applause)

D. I'm glad you brought that up. First of all, we weren't planning to take away any family's right to choose, we were just trying to buy a little time to ensure the parents all had the same information at the same time. The way our policies and procedures work at the moment, if you choose to enroll in your own catchment school, you can register (inaudible). If you want to enroll in other than your catchment school, then we won't be processing those applications after the 25<sup>th</sup> of March.

P1. And if your daughter's in the French immersion program, is it not different?

D. (inaudible) I'm not sure how that will work.

S. If you lived in another area, like the Massey area, if you wanted to go to Massey, then you would be able to go.

P1. There is no other French Immersion school in the area. That I'm aware of, there's only 5 other French Immersion Schools. So there is just no way that these options are going to work for me. The second comment is my daughter was in the classroom with the wall falling apart. She's made other comments to me about the bathroom, the boy's bathroom. I'm not 100 per cent sure that my child is safe in the school. Are you saying it can be safe? However I'm not sure it can be 100 per cent guaranteed. Being placed in the basement by the boiler, it's been very stressful.

D. We understand that. We are rely obviously on a structural engineer and (inaudible) people up here. We rely on professional experience that we can hire. The information that we have now, is that the building is safe through to the end of this year, with some improvements made over the summer it can continue to operate for a year beyond that. But he has indicated also that he is not prepared to continue to certify the building (inaudible).

P1. I have your word that you are 100 per cent guarantee that there is nothing going to happen within the time frame my daughter is here.

D. I cannot give you a guarantee, that's my problem.

P1. That's my problem. Safety to me, we have to deal with the brick.

Audience member: No one can guarantee 100 per cent for any option.

P2. I am on my third generation of children coming to Connaught. My daughter came here, my grand daughter came here, and now my great grand daughter is here (applause). And I want her to finish at Connaught. And unfortunately, and I know you said don't blame anybody, but it seems to me from at least 20 years that I've been in this neighbourhood, we've been trying to fix Connaught. It hasn't happened. We are now in a crisis situation. Like it or not, I blame the board. I blame the Department of Education (applause). You can talk to me for another hour, and that isn't going to change my mind. I can assure you I listened carefully and I am as open minded as much as possible, given that I am very, very attached to this community and this school. My question to you guys is, I am looking at some of your options, you're going to have kids on the bus an hour. An hour minimum. And both those kids are little kids. It's not going to happen to my grandkids. I work. I'm 70 and I'm still working. But I'll quit to drive them to school. You're going to be sending kids on a bus for over an hour?

D. Unfortunately in this situation that's one of the options we have to look at. We have not done our analysis on transportation yet.

P2. You haven't done any analysis?

D. We haven't done the analysis on the ride time.

P2. Wow. I gotta tell you. You've brought a lot of information, but the stuff you haven't done is all the answers we need tonight, and we don't have them. And that's not how we make decisions.

D. We'll work on getting that to you.

P3. I've lived in this neighbourhood since the early 1980s. My kids went to this school, and I find all this concern about the building now crocodile tears. Because when we were working on the playground, and I worked hard along with a lot of other parents under adverse conditions, because at that time I was advised that we shouldn't even bother with the school grounds because the school board had plans to close the school at that time. So this has been going on and on. Then you tried to combine us with Davin. Then you tried to take all our French Immersion away. I just don't see a commitment to this school at all. And if the school board knew for 20 years there were problems in the basement, why didn't something get done? (applause) As a parent at the time, we focused on the play structure. We took the knowledge that the school board was trying to close us as

advisory, that we were going to try to make this the best school we could possibly make it. At that time I guess none of us were as concerned with the structure as we are today, but the school board neglected the school, and I wonder if the parents here have a right to legal action against the school board for deliberately neglecting the school for the last 20 years. (applause)

D. I would encourage you to investigate that if you feel you need to (inaudible) I need a little job security, too (laughs).

P3. The other thing is the fact that parents were willing to pay for a second type of evaluation along with the structural evaluation and the school board would not allow it. There was a public meeting where there was a vote, and I have to say that in future all your public meetings have a secret ballot, because there were a number of principals and teachers at that meeting voting for the school board proposals, maybe out of the goodness of their hearts, but if I was a teacher I would have never have gone to that school board meeting and raised my hand and voted against a school board proposal. If you are going to allow teachers and principals to go and vote, as they should as taxpayers, then you should have a secret ballot. It would make it a longer meeting, but I found it, it's truly disturbing. (applause). And the next point I want to make \$20,000 to make the school sustainable for the next year, I've already had an offer from someone sitting here of \$200 to do that. Why can't we do that for the school instead of having a big shock for all these people who have moved to this area?

P4. The first speech I ever did was in this gym. We are starting a social media war over this. I am going to war with the Sask Party because if they can spend \$500,000 for a billboard on Sask Drive, why can't they fix this school? In Europe, what do they have left, they have buildings that have been there for hundreds and hundreds of years, that people can walk through, like Buckingham Palace. I have built a school in Kenya and I would never, ever, ever tear it down. I would be horrified if someone tore it down, or took any of the trees I planted while I was there. I came here to tell you that we are hoping there will be funding to fix this. We could move Connaught School to the Neil Balkwill Centre, there is a big park where we run cross country anyway. There's a soccer pitch, there's a ball diamond, there's a beautiful view of the Saskatchewan prairie where the airport is. You can't put 500 kids out of school in September, that's just not how it works. That's just not how it works. All we want is for you to do a little bit of research. I'm really happy to see a lot of people here today. The government has to start getting involved. My sister couldn't be here today unfortunately, I'm interning with her at the leg(islature) right now, I am a writer for the university paper, I write the (inaudible) articles and I also write pop culture. Any thoughts on how we can help you help us?

D. I could use all the help I can get right now.

P4. I'm here to work, to walk with you to help us. When you look at Quebec City, when you look at Montreal, I'm French Canadian, my dad worked on (?) the Immersion policy for French. And so we joined the French Immersion school. So does that make sense to, like, it doesn't to me. They will be turning it into luxury condos, taking out the insides

and making it a place where people can spend money and buy apartments. It doesn't have to be a school but why? We grew up here. I work at a (inaudible) shop and a lady came in and said she was nine years old and she went to Connaught and she said it would be shame if they tore that down, and I'm very open to hear the alternate views on this.

P5. I have two children who are too young to go to Connaught school, but I attended Connaught as a student and I plan to have my kids attend Connaught, so they can walk to school and live and play with the kids they go to school with, and, you know, that's important. It's really important. It's really, really important. I want what is the best for them. What I wanted to suggest is, I understand you have a concern about the health and safety of kids who go here. But I would also like to suggest that the parents of the children of at Connaught also have strong interest in the health and safety of their children, I would say equal if not more concern. So what I understand is that to keep the school open from September 2014 to June 2015 would cost an estimated \$20,000. Is that correct?

D. The estimate we've been given for repairs that would allow that window of operation for that additional one-year period, yes it's been estimated to be between 20 and \$25,000.

P5. It seems to me to be a fairly minimal amount. Even if it was my own house I could do it. I understand that you're recommending against that but I just hope that when you're asking people what their preferences about what will happen in 2014, that's your preference, that hasn't even been voted on by the board yet.

D. That's correct.

P5. And it wasn't given as a preference. That might well be the preference of the parents, to have \$20 to \$25,000 invested to keep the school open for a year and find out what's going to happen, find out if funding is going to come through for a new school, find out how much funding would cost to do any necessary repairs to the foundation. For just a year to have a bit more stability in peoples' lives, that just seems like such a minimal cost. (applause)

19. 40

D. I agree with you it is a minimal cost. And as I've indicated, I make recommendations; the board doesn't necessarily follow them.

P5. But they usually do, right?

D. They've asked me, though, where we are is, we need to get your input, so.

P5. Then why isn't that an option on your list. Why wasn't it given as an option?

D. I didn't list it as an option, in the sense, I, I shouldn't say I, we, we, didn't list it as an option because from a management perspective, really, from a management perspective, really, from a risk management perspective, we're looking at whether these options come into play this year or whether they come in a year from now, when a new school is being built, the impact on our families is going to be the same, the options...

Audience member: They're not your family.

Audience members: No, no.

Audience member: It's just a year later; it's a notice.

P6. So you have an option to keep our school?

D. I do, but I also have to balance the risk.

P5. But if an engineer said if with 20 to \$25,000 it could be saved for a year? Then why not? Why not? And why isn't it given as an option, because I'm sure if it was an option on the survey, I can imagine 80 per cent of the people would say please spend 20 grand on our kids so they can go here another year.

D. That information will be put in front of the board.

21.05

P5. But it won't be because it hasn't been collected. You haven't given it as an option.

D. Well, but there's room on the survey that we did say make your suggestions, give us your opinion and to make suggestions about other options. If you need to have that included, then please just (do that).

P5. I mean theoretically the vote hasn't happened. Theoretically it's not a certainty, the vote hasn't happened yet. So why not include it? Maybe you can change it on Survey Monkey, I'm sure you have time to adjust it now. Add an option 6.

P8. Why is not an option for you? Why?

Several audience members: Why? Why isn't it on the survey?

S. Can we keep the questions to the microphone?

P5. We've started an Indiegogo campaign, we're going to be fundraising for the \$20,000 to keep Connaught open. (applause)

22.31

P9. I have two children who attend Connaught. And firstly, I am an engineer, and I'd just like to forward that line of thinking. I'm just wondering why we haven't considered the repair to the school, plus an accelerated build as one of the options. We do have two construction seasons that will allow you to build something, I know there's a lot of bureaucracy, but if this is a real priority I think those kind of options should be considered.

D. And I'm sorry if I gave the impression that we weren't going to try, that we weren't pushing for a decision and a quick build. I should have mentioned if I didn't, the board has already passed along letter to the Minister advocating for an earliest possible decision and stressing the urgency of the situation.

P10. I appreciate you coming and giving us all the information that you already have. The misinformation and the rumours are unbelievable. What some people think are a great idea, luxury condos I heard, many of us do not think is such a good idea. And that's one of the examples of the diversity of (inaudible) what is important to many of us. Many of the things that we would like to preserve may not be important to other schools. I understand the sense of urgency that you are facing and that you have to prepare well. Some of the rest of us haven't the same sense of urgency (inaudible) but that does not mean that we do not want to act. So if that means that we want a school on this site, how and when could that be, I guess, addressed?

D. I would encourage you to get that information to the board, to the address that was earlier, that was on the forms.

P10. One of the things that is a concern, when we hear about the number of schools that the province funds. So what does it take to say to the people who moved to this 100-year-old community, and we all deal with our basements, we do it by getting as many opinions as we can, we don't get just the one, we get several estimates (applause). And based on that, we do whatever we can do, or people rip them down and we start over again. But we get those costs, and we have a right to achieve the build that we want. And when we look at the options, that the students will go here or there, how are we going to plan to get them back? Thank you. (applause)

27.20

D. Certainly I will try, I will encourage you all to (inaudible) personnel. With your point about how we are addressing growth in other parts of the city, we have three new school builds announced. What is still uncertain for us at this point is with respect to a proposed rebuild on this site or in the neighbourhood, is the degree to which we would have control, or how much, what processes there would be for community input into the design. But I guess the only thing that I would feel reasonably comfortable saying to you is while we have built some very modern and very award-winning brand new architectural style schools, I think there has to be a level of trust that we would try to build something that fits with the character of the neighbourhood.

P11. If the school board approves a rebuild, does that decision include a location in our neighbourhood?

29.11

D. First of all, the school board doesn't make the decision about the rebuild and what we build, it's the government of Saskatchewan, and they are aware of our circumstances here. We would not have the specifics on the start date but out of our experience with getting these projects designed, tendered and constructed, we would figure the end time.

P11. I think I heard you say that regardless if it was a rebuild or a repair, the students would have to relocate regardless of that?

D. That's my understanding, with the condition of the building here.

P11. So if you did rebuild why would you have to relocated everybody?

D. Because we can't rebuild with the children here.

P11. If you built a new school, why wouldn't the kids be able to stay in this school?

D. Because the information we have right now is that beyond 2015 it's not (inaudible).

30.17

P12. I'm a teacher with Regina Public Schools. A new school might not be a bad thing. I'm working with schools, I'm working in schools, and new schools have a lot to offer staff and students. And I think that the Cathedral neighbourhood obviously has deep roots and deep attachments to their school, and that makes it hard for us. Because we love our old homes, we love our old buildings, we loved our old Safeway, we love, right? We love the big trees. I think for myself, it would be great to see some ideas, some plans, so that we know what we're going to be looking at. I live on Argyle Street. I look in this direction every time I walk out to my car, and I'd like to know what I'm going to be looking at in 2017. I think that would help us make a rational plans around moving forward.

D. Again, fair point, but we don't have yet, projects advanced to designs or drawing, until after we have a decision about another school. And I don't put that out there to shut down your observation. I understand that your (inaudible) is concrete and real (inaudible) as soon as we have drawings they will be shared.

32.35

P13. I have grandchildren who moved to this school when Athabasca School was closed. And I came to meetings at Athabasca much like this, where the community came out to speak. You said there's a shortage of trust. There's a reason for that. (applause) It's been

a long history of meetings, of nothing (inaudible). I certainly urge keeping the school here at least for another year, at least for the board to consider it. I have no confidence, I have no trust. My trust is gone in the board voting, I've heard the board does not plan to vote that way, they've basically made up their minds. Some of them have made up their minds and they haven't even come to the bloody meeting today. (applause) And just out of respect for the community to come here and listen today, because we know how they're going to vote, and that's where the lack of trust comes from. Because it's really important for the community to have another year at least, to decide, because you can't tell, you can't tell even in Seven Stones if everything is going to be okay. We can't guarantee absolute safety anywhere.

Audience member: Yeah.

P13. The fear factor, you brought it. If you want to see a trust factor, well let's see it at the next board meeting. (applause)

C. I would just like to speak about the other board members not being here. They send their regrets, due to hospitalization and family bereavement. Thank you.

35.22

P14. I am chair of the School Community Council (applause). And one of the things we've done, we actually invited all the trustees. Of all the trustees, Katherine wasn't going to be here tonight but has shown up. Carla is of course our subdivision trustee so she was planning on being here. We thank Kathleen O'Reilly for coming, but no one else showed up and they weren't planning on being here. I am not a public speaker. The SCC has been working, and we will take all your comments into consideration, but we have come up with, as an SCC, with preferences as follows: for our children to stay in our community, to stay in Ecole Connaught School for as long as possible, to 2015 or longer, to keep our children together, to keep the Ecole Connaught family together, and if or when we are told to relocate until a new school is built, our first choice is Victoria School, corner of Retallack and 12<sup>th</sup> Ave. with added portables. I understand there are some portables at Dieppe, that the school is closed and they are no longer needed, and those could possibly be relocated. Victoria Campus has a playground, a large enough area, football goal posts and most important it's in our community. Of course the downside is that it doesn't have the gyms that are needed but our community does have gyms here that we could possibly walk our kids to. They're within blocks of this area. We'd like see stay in this school until June 2015 and do repairs, more transition time for parents, children, teachers, staff and community and daycare, the cost of repair, \$20,000, and more time to sort out relocation, portables and busing. As I'm sure you are aware there are ads all around Regina right now looking for bus drivers, and I'm just wondering how we could pull off busing an entire school population, if there's no bus drivers anyway. (applause)

P15. Two questions. One, you mentioned the former Athabasca School among the other options there. It seems a pretty ideal location, I know the board doesn't own it any more, but is it big enough to accommodate everybody?

D. I don't have it with me tonight, that's certainly information we can get back to you.

P15. The second question, this one year time frame the engineer talked about, I guess I'm wondering because I'm a lawyer, did the engineer say it won't be safe in a year, or did the engineer say I'm not prepared to stick out my neck to guarantee that it will be safe?

D. I, (inaudible), actually I have the report with me as well. So he basically said that the school should close, and that it is possible to extend that date by up to one year with immediate repairs in some areas of the foundation, and enhanced structural monitoring. He goes on to say the engineering firm is prepared to continue to monitor the condition of the school and continue to provide the structural engineering service for continued operation until June 2015, but we will not continue beyond that date.

P16. I don't understand the decision making process, your decisions about when things get built, what should get built, are all decisions made by the ministry, and I don't know what the provincial government has to say. People in the community have to say that all of the decisions should be what we want.

D. There is a member of the Ministry staff here, Sheldon Ramstead who works in the infrastructure branch.

P16. The second issue I have is where you say you will build the school. Excuse me if I'm wrong, but I thought the plan was to package the builds into projects big enough to interest a P3 partner.

D. There's actually a school build budget that will see 18 schools built in the province using at this point, a different funding model. We've not had any indication however that that's what the plan is for our project here in Connaught.

P16. So Connaught will be its own design?

D. Connaught right now is in a queue as a stand-alone project.

P16. So Connaught will be a stand-alone, it will not be a cookie cutter.

D. I wouldn't use the word cookie cutter because I hope we have some influence on those designs. But there will be a shared corridor, shared (inaudible).

P16. Did they break down the cost between to renovate Connaught and to rebuild Connaught?

D. The Phase 1 facility study showed a 4 and a half million dollar difference and, again, in conversation with the engineer, given what is now known about the condition of the building that is going to have to be revised.

P16. How big a difference?

D. Four and a half, it works out to about 20 per cent. 18.8 I think was the cost for a rebuild, and that's using 2012 figures.

P16. I've spent most of my working life asking groups of people to make decisions. And the one thing I've learned, I'll share with you, is you don't ever go to people and say 'trust me.' (audience laughter) And it seems to me that one of the problems here, is there is insufficient information. You don't set out by saying to people, pick one of these options, to tell them you have to make the choice first. So the first question is, do you want to be in the school for another year? Because that gives some options, that gives some more flexibility. Then the other question following from that is, then what choice do you want to make? And it seems you've jumped over that whole process. And if you treat people that way, you can't expect them to trust you. (applause)

P17. I will play devil's advocate. Let's say the school can't be fixed and we have to take it down. And I'm not saying that's the case, because we've got enough information. I don't think we've had enough people look at it. (applause) So why wouldn't you give yourselves an extra year to make decisions about a community that, you know, is important to Regina, not just to us? Why wouldn't you take that time to ask people in the community to brainstorm and come up with ideas and make plans for their children? Like our children, like where are we going to go? I need that daycare. I think you've failed to show that you're doing your job by not making a major commitment to the public.

D. I appreciate that, and I understand that there is a strong opinion in the community that that should occur.

P17. No it's not just a strong opinion. I'll be sad if the school goes away but..,

D. The board will consider doing...

P17. But it's not your life. It's an extra year in our lives. These decisions affect us. It is one more year for me to make a better decision to ensure the ongoing safety of my children. What school they're going to go to, how am I going to facilitate that, what kind of financial arrangements do I need to be able to facilitate that?

D. There's a lot of difficult decisions....

P17. It's very logical, it's not emotional. Because if you live in Cathedral, it's not that we just cry our wolves. We're thinking our way through this, and we're asking that you do the same. (applause)

P4. The SCC chair said she was told trustees weren't planning to come, and then we heard it was hospitalizations. That is lying, and lying in politics...

P18. She didn't say they were lying, she said the SCC invited them personally to come.

P4. Well sorry about that, that's how I interpreted that situation. So why haven't there been major repairs to this school since 1990-what?

D. There have been major repairs, but they're ongoing repairs. The school board spent \$350,000.

P19. I just want to say a few words. I really love this school and I almost started crying when I heard it was going to close. Think of all the friendships that would be destroyed, like I would be left with one friend if this happened. Thank you, that's all I have to say. (applause)

P20. You talk about poor foundations, etc. Yale, Cambridge, Harvard, Oxford. Oxford has a building that is 700 years old. It's the same kind of foundation, and it's one of the most sought-after schools to attend. Also I think you've been a little bit remiss in giving the parents all of the information. I heard you talk about costing, 18 months ago you talked about the problems, but the one thing you haven't told the parents is what caused the problems. There is below Classroom 12 a structural steel framework that the engineer installed, sort of like your telepost, but it's rigid and immovable. It's causing upward thrust and that what buckled that wall and caused the deflection in the floors. And that's what you haven't been told. So, there's a whole bunch of information. I like science. I like quantifiable science. You can stand by your engineer that there's deflection but you can't quantify over three years, you can't tell me how that deflection in the floor happened over three years. And those are really important points. I'm not saying the engineer's right, and I'm not saying they're wrong. But I think you're a little bit remiss in some of the information you've been putting forward. (applause)

50.46

P21. Thank you so much for coming out here. I know it's difficult and I'm happy for the trustees who are here, and I know that things do come up for people, and I think we all understand that. A few questions, a couple clarifications. I understand the original renovation estimate, about, over 4 million of that was underpinning, which a subsequent report suggested may not be needed, which brings the costs in line. That first report, the renovation also included 90 per cent demolition of the building, which is not really a renovation, if you look at what they were proposing closely. Also, the whole thing around the possible combined P3, we know it is an open conversation at our neighbour school, and that seems to be a possibility that's on the agenda of people, a combined Holy Rosary and Connaught. Having said that, I'm wondering a couple of things. On the option of Dieppe, how will people feel, because they've just gone through a school closure. There's 100 plus kids being bused out of that neighbourhood. So why would they want to put their kids on a bus if there's a school open again in the neighbourhood?

D. Again, we are looking at a situation here where at least from our perspective we need to find space for children. At this stage of the game we have to be looking at all options.

P22. A couple of the other options, I know that with Victoria and Wascana, or I've heard that, I can't say that I know, but I've heard that there are air quality problems, that there's been testing going on. Which makes me wonder that the building stock of the whole division should be a concern. And I think we should recap the situation here. Where we're at now, the building is deteriorating, and I appreciate some renovations were made to make a nutrition room, but we probably could use more, people have been asking for 20 years for more. And so where we're at now is a deteriorated building. There is no budget for replacement. There's no location identified. There's no plan for the students. By seeing examples, I wish trustees had gone on the tour of the Moose Jaw schools that Heritage Regina put on, because I know buildings of this age and older can be beautifully maintained, even under the funding model we have now (applause). That doesn't seem to be happening in this division. That's a problem we've been left with. For quite some time now Save Our Connaught has been asking to bring in specialists, building conservationists, I don't understand why you don't want heritage engineers in here, people with heritage background who know these old buildings and how they are put together, who know very up to date techniques for refurbishing them. So I have a question about that. But I also worry about what the plan is for the whole division and other schools. To me this doesn't seem like facilities management. It seems like facilities mismanagement. My question is who is going to resign for this? Somebody should resign.

Audience members: Hear, hear (applause).

P23. My question is a very small question. The board has submitted to the province that they'd like to see another school here. If we put in \$20,000 to allow people more time to consider other options, is the relationship with the province time sensitive. If we stay in the school another year, whatever happens on this site is going to take about three years. Are they looking at it if it starts now, or do we have to do a resubmission?

D. No. We would not have to do a resubmission. Essentially when we find out if we've been approved or not, we then get to try and map out a timeline, we would be pushing for excavation and construction in order to get the school within that three year window. One potential outcome, though, of, if the building isn't approved, and the decision is passed to have the school continue to operate here, then that delays that three year cycle.

P24. I am wondering about the families who are out of the Connaught area. We choose to come to this school. I feel part of this school, but we're not in the catchment area.

D. Our objective as a working assumption that we have is everybody who belongs to Connaught belongs to Connaught, and at this point we are trying to work to keep the entire community or at least some of the programs together, and if we're unable to come

up with an option that satisfies everybody, that that's when we will have to come back to individual families and ask them what their choices are.

P24. And will you bus them to wherever the relocation school is?

D. We will...

P24. If we're not in this area? I don't get busing now.

D. That again I haven't worked out. It would be my recommendation that we do whatever we need to do to facilitate that.

P25. I just have a few comments. Like a lot of parents, this is hard for them. To think back that this all could have been done to save it. Like, if you guys are supposed to be responsible for our children and our schools, like why weren't we given more lead time? And four months you are saying? I think it's ridiculous. I want to see the school open until June 2015. I don't see how we can do it before that, like really (applause). You present all these things to us, and I can't be the only person feeling this, but it just dawned on me, that it will be, 'oh, no, hey we listened to them, now we can do whatever we want.' How many people are going to be voting? How many people vote on the issue we have here?

D. Seven. Seven elected trustees.

P25. Seven. So there's only seven. Seven people of the Regina community are the ones that have the control over what's going to happen to our school, right? And how many have really heard us? How many have come to these kinds of debates and community meetings and have listened to us, and have really heard us? How many? There's three here. Three out of seven. Like, I...

D. This is not your only opportunity to influence them or to....

P25. But how much time do we have? This decision is going to be made in less than a month, isn't it? I mean that's quite ridiculous. I mean, this has been ongoing for the last, as community members we have been asking for information for years. These structural reports, why have they not been public knowledge to the community, or at least why have they not been public knowledge to us as community reps for the school itself? Like, it's, you wonder why there seems to be roadblock here? My understanding is this is the only inner city French Immersion school, and what are you going to do with it, what's going to happen? These are what our options are? This is a very diverse community. We have a lot of different kinds of people here. There are a lot of First Nations people here, and a lot of Metis people here, going to this school, loving this school, and I just feel like we're going to be put out to pasture. The bus is going to be gone and we're not going to get any kind of school here. That's my worst fear, and I can't be the only person thinking that way. (applause).

1.01.01

D. Part of the reason we are here tonight is because we are aware of the (consequences?)

P25. And because you also have to show some kind of commitment to be listening to us. But we've been talking for a long time about this and we don't seem to be getting anywhere.

D. I understand your situation.

P25. I don't think you really do. There are many people in this room. I'm not the only person in this room feeling this way.

D. I guess, let me just say this. The reason we are here tonight is because, I mean, I am here tonight because I feel an incredible sense of urgency around the safety issue.

Audience: comments, noise

D. And yes, you can argue that we should have been more concerned earlier, that work should have been done. But that doesn't change the circumstances and the board now needs to hear your input. There are three, the rest of the trustees here tonight, as has already been mentioned, the others have family circumstances, that most of them would not be attending the public meeting.

Audience member: Then why couldn't it be rescheduled?

D. We have also indicated that there will be other meetings, that there will be other opportunities for you to be heard, and that we are trying to make a commitment to improve the communication.

P25. But it's less than a month away, this important decision, is it not?

D. The government decision is less than a month away. The board, as I said at the beginning, I'm recommending a quick decision, it may very well be that the board decides that I'm putting too much pressure on them, and they may be prepared to wait on the basis of what we heard tonight. I don't know what they will do.

P25. Why do they think that, like for the benefit of this community, and we are one of the oldest communities in the city, as I mentioned we are a very diverse community here. It is owed to us to give us that respect. Like on a personal level we need time to make adjustments, whatever kind of move it's going to be, not only for ourselves but for our children. We need until June 2015. Thank you.

(applause)

P26. I am from Holy Rosary School, I don't think anyone for sure knows if it's going to be a rebuild or a combined school. We were told let's discuss this, the school board, that

there has been a request that we will have to close Holy Rosary and build a combined school. You look amazed at this point (to audience). Why? And what I find amazing, is, do you know that this is going to be a combined school? And why would the separate school board already be prepared for this question? And by the way, most of the people said, if we have to give up our school, if we have to, we have to. But I don't think people realize it could be a combined school.

D. And again, I just need to clarify, with respect to, clearly there's the government, with respect to the joint projects that were announced outside the regular capital schools program, there is a clear direction towards moving towards joint projects, and that is partly understandable in terms of the cost to taxpayers of dual infrastructure, two schools in every neighbourhood, that kind of thing. We had, there was, a conversation that was had between our board chair and the previous minister of education, to explore the concept of joint schools conceptually, but there's not been any suggestion to this point that that is under consideration for this particular project. I would not be surprised, however, given the infrastructure needs of our province.

P26. People need to know this is probably coming down the pipe. And I really appreciate the separate school board, all that they've done so that we can think about it. I really appreciate the separate school board for doing that. If it comes down the pipe you need to be prepared for that. And they do need a new school here, somebody dropped the ball, and that's a fact, there's no doubt about it, somebody dropped the ball. We just have to go on. People made mistakes, they dropped the ball, and we have to go on and live with it.

P27. I haven't been here for generations, I haven't grown up with the school. I do have a three-year-old in pre-K who adores it. I don't know the area well and I have no way of getting her to a new school. That said, the facts are, apparently this place, it wasn't maintained, it wasn't, the decisions that have or would have to be made were not publicly available, and not enough information was given out. We've had very, very few opportunities to voice any opinions, and what has been said is based on this information we get now. What I can't find out, and what I'd like everybody up here, is, who is the school board actually responsible to? Who put you there? Because, they're supposed to be parents in the community, is what they should be. Why are you not listening to us? And why have you come to a public information meeting tonight, when it's already too late? (applause)

1.05.40

P28. I just have to make a quick comment. So our house is almost 100 years old. And if somebody came to me, in June you gotta be out of your house, it's not safe anymore, and I kind of thought it was maybe, the first thing I would do is get a couple of more opinions before I...(applause). And when I went over the information of renovation versus new build, it wasn't just a normal renovation. It was the garage doors, and the vast majority of the building being demolished. Would it be possible for the board to get a revised quote? Like with my house, I would get three or four for sure. Like, how much would it cost to fix the foundation? They figured it out for other buildings. Like they fixed the foundation

of the legislature). What if you got people on board for a revised quote for a different type of renovation, like not the kind with garage doors and stuff. Just regular classrooms, fix the foundations, electrical work if it needs to be done, that kind of thing. Just basic things. Some drywall. Stuff like that. Like, is it possible to get quotes on that? Maybe it would be cheaper than a brand new school.

D. I think at this point, we have a lot of options, but we also have some urgency, and I really, I can't speak for the board with respect to that suggestion. I can tell you that they will consider what they've heard tonight from you and from others and (inaudible) with respect to that we move forward.

P28. If the board spent the \$20,000 to \$25,000 it would be a little bit less of a time crunch. It might allow the board to look at other possibilities.

P29. I am a member of the SCC. I own a 100-year-old house in Cathedral and I put at least as much into my basement, and I'm planning to live there a long time. So I do think that this is a minimal amount to fix the school to allow us more time. I hope that you do look into what's being said tonight because these people are people in the community and people in the school, and I just hope you have open ears.

P30. If you do not get the funding for this new school, and we have come together in a school, in a temporary location, and we do not get that school within three years, what is the plan then?

D. Right now, actually you've raised a really important issue and it's something I should have raised earlier. We realize that if we don't get that rebuild approved, then we have to go back to the drawing board. Because the only options we looked at, sort of behind this dialogue, were ones for the temporary relocation. If in fact we're not approved for the rebuild, then we need to come back to the community, we need to be prepared to let the longer term strategies that involve looking at things like the French Immersion program review, where another program could be located, (stronger?) boundaries, that kind of thing. Until we know that the answer is no, we simply don't have the resources to invest (inaudible).

P31. I just have a couple questions about the quote you received for the estimates on the renovations. They were given to you by the engineer?

D. One did the cost, it was another firm that did the facility study, the feasibility study.

P31. Is this engineer, does this engineer also do the new school plans?

D. I'm sorry, the question is whether Kenyon Engineering does the structural engineering for the new schools, is that right? I'm sorry I will have to get back to you. I don't think so, I think we've gone for engineering firms (inaudible).

P32. I have a couple of technical money questions. First of all, not so much the school, but this property, is 103 years old, and I'm sure this property fit the regulations for a school of this size 100 years ago. Given your projections, does this footprint, does this site, provide sufficient footage for a new school, under the current regulations?

D. There is room for a school on this site, and the plan was we would actually increase the footprint a little to make room for a daycare addition.

P32. So there is room?

D. Yes.

P32. If it takes three years for the changeover, what will be the cost approximately of busing?

D. I don't have that information. Without specifics, without routes, without decisions about where they're going, how many students will access the option, I won't have that information.

P32. So at this point, that's considered a detail?

D. No, I don't have the information.

Audience member: It says here \$1,400 a month for one student.

P32. \$1,400 a month is that what it is per child per year? So there is an actual study? So my question is, how much per child per year to bus, according to the information you have now?

D. Again, I don't have that information with me to reference. If we did have information public before that it's \$1,400 per child then that's the only information I have.

Audience member: It's \$840,000, let's call it a mill(ion).

Another audience member: Over three years, that's \$280,000 per year, so \$840,000.

D. Okay, I'm going to call this, not because I necessarily want to, because we did say the time (inaudible)

P22. I do think the community needs to be informed about the combined school option, because we heard in a meeting with someone from the board that because this neighbourhood is very tight construction and small footprints, and that's the way we like it, that it's going to be difficult to find land in this neighbourhood for a school like that. So people need to know that. And, quickly, we have rented the community centre on Sunday, so people can chat more and decompress from this meeting. Also a retired

teacher has donated flowers, and she would like it if you would each take a flower to decorate the fence, she's here. (applause)

P33. I have a daughter that goes here and potentially a son that would go here. But my concern is with Wascana School. I lived in that neighbourhood, I grew up in that neighbourhood. I ran home daily from school, not going to that school, but a school in the neighbourhood. That neighbourhood has not gotten any better. It's gotten worse. And my daughter's not going to go to school at Wascana School. I called Davin, and they said no, we can't take your kid.

D. You live in the Davin area?

P33. I live in the Cathedral Area. I live two blocks away from here. And my kid's not going to Wascana. My kid can go where I feel she's going to be safe. Do you understand?

D. Yes, I hear you.

P33. Do you know what the statistics in that neighbourhood are for crime? For drugs?

D. I understand.

P33. You do? C'mon.

P34. My children went to this school, and my children plan that their children will go here when they have them. My children's grandmother went to this school, and her kids. So there's some history on that side, and when I moved into the community, this is where we chose to live, because it is a community. We feel strong as a community. And it really, really concerns me that continually the school board acts like they hate us, and they want to smash us down, because we are a strong community. And for a school board to do that to the people who choose to live here, who choose to raise their family here, who plan to have their grandchildren here, it's really disturbing. And I hope you pass that along to your bosses. Pass that to the rest of the board. It's really disgusting, and it's hurtful. And we're going to live here anyway, of course we are, but we want our heritage to stay here. Heritage is an important part of education. Teachers know that. There are ways you can use this building. I trained as a teacher, I know there are ways. Please don't take that away from us. Please don't try to take this away from us. Please consider the options to fix this building. Get in a heritage conservationist, someone who knows about heritage buildings. Do what's right for once, Regina Public School Board. (applause)

P31. I just want to say it's been brought to my attention the new school actually was a Kenyon build, as well, Arcola as well, so I think you guys know that. It's on their website.

1.20.56

D. I understand why you have those concerns and again we are listening. I realize that first of all we have left some gaps in the information that you would want. I realize the (inaudible) I realize that you need us to consider other options. I realize that you need us to consider continuing to have the school operate for another year because you feel you need more time. The information that you provided to us tonight, plus any other information you choose to provide through the survey process, will be considered and presented to the board. I felt it was only fair to share with you as the director of education what my leanings are. My leanings do not bind the board in any way. It wouldn't be the first time in my career that I had a board make a decision against one of my recommendations. It is survivable. This was very difficult (information?) for us to receive and to manage. I understand it is also difficult for you to hear, and for you to anticipate, without all of the answers in place. I want to commit to you that we will try to keep the information flowing. I want to commit to you that if you have other options and suggestions they will be heard, and we will try to get as much information back to you in as timely a fashion as we can. Thank you for coming out.