

Greater St. Albert Catholic School Division

Capital Planning Engagement Project

Phase 1 Engagement What We Heard



MAY 18, 2022



TOPENT

Tannis Topolnisky, CP3
Creating What Matters

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1. INTRODUCTION

Greater St. Albert Catholic School Division (GSACRD) is updating its Capital Plan. This Plan will guide decision-making about school facilities and programming, considering current and future needs. GSACRD is faced with aging infrastructure, underutilized schools, and a lack of schools in new growth areas. In order to receive provincial funding to replace, modernize or build new schools, the province requires the division to demonstrate that they are using their existing facilities as efficiently as possible. This means the division needs to make changes.

To ensure the best decisions possible are made, GSACRD is engaging with their school community through two phases.

Phase 1: Exploring Change. To identify concerns, opportunities and ideas for change.

Phase 2: Considering Solutions. To evaluate scenarios to help shape future solutions for decision making.

This report summarizes the highlights and key findings and results from phase 1 engagement, including shared perspectives as well as unique and divergent views related to ideas for change.

In assessing and making decisions about the Division's Capital Plan, Administration and the Board of Trustees will consider information from:



A summary of the input from this engagement process and recommendations for consideration in finding solutions will be presented to a Community Working Group consisting of Administration, school families, staff and members of the community. See Appendix A for an overview of the Capital Planning process.

1.1 Engagement Methodology & Techniques

Phase 1 engagement was launched March 16, 2022 and was completed on April 24, 2022. Over 39 days, people participated in-person and online.

Pre-Engagement. In order to design an effective engagement process and communications materials, initial interviews were conducted with various audiences to gather input related to the understanding of Capital Planning, interests, concerns and success for this engagement process. A total of 31 people including all school Trustees, Principals or Vice Principals from all division schools and nearly all school council chairs or co-chairs participated.

Best Practice in Public Participation. The International Association of Public Participation (IAP2) has a mission to advance and extend the practice of public participation. One of their key pillars of effective public participation is the [IAP2 Core Values](#). These core values were developed with broad international input and define the expectations for successful public participation. These core values were used as a guide in the development and implementation of this public engagement process.

A variety of engagement opportunities were provided to gather input on:

- Success for this engagement process
- Opportunities and concerns about addressing these challenges
- Creative ideas for solutions
- Considerations for decision making

Workshops

These 2-hour long workshops brought people together for a live, facilitated workshop online. Three workshops were hosted:

- 2 – open, public workshops
- 1 – GSACRD staff workshop

Online

This allowed the public to contribute their ideas whenever and wherever it was most convenient for them. The platform allowed participants to contribute their ideas and rate and comment on others' ideas. All submissions and responses were publicly visible [here](#).

Host Your Own Conversations

Conversation kits were made available to anyone who wanted to bring together friends, family, colleagues or any other group and have their own conversation around the key questions and submit their responses to GSACRD.

Student Engagement

A boardgame was developed for delivery in classrooms to students in grades 7-12.

1.2 Methodology Limitations

The data and process implemented included some limitations that should be taken into account when reviewing this What We Heard Report.

- The engagement questions focused specifically on gathering feedback on concerns, opportunities and ideas rather than determining preferences or choice for solutions. Therefore, the data often results in tensions where participants want to see GSACRD address one area more and others less
- The values-based input collected is not market research and is not a statistically representative sample of opinions at this point in time. The engagement process focussed on gathering input and ideas to inform possible ways forward.
- Not every participant provided input to every question
- It was noted with four days left of engagement that there was an issue for some participants with accessing and contributing to the online engagement platform. This affected 20 users. The issue was resolved and follow up emails were sent to these participants to let them know and encourage their participation.

1.3 Participation Summary

PARTICIPATION

March 16 - April 24, 2022



55
WORKSHOP
PARTICIPANTS

- General Public &
Staff



1,019
ONLINE
VISITORS

- 96 active
participants



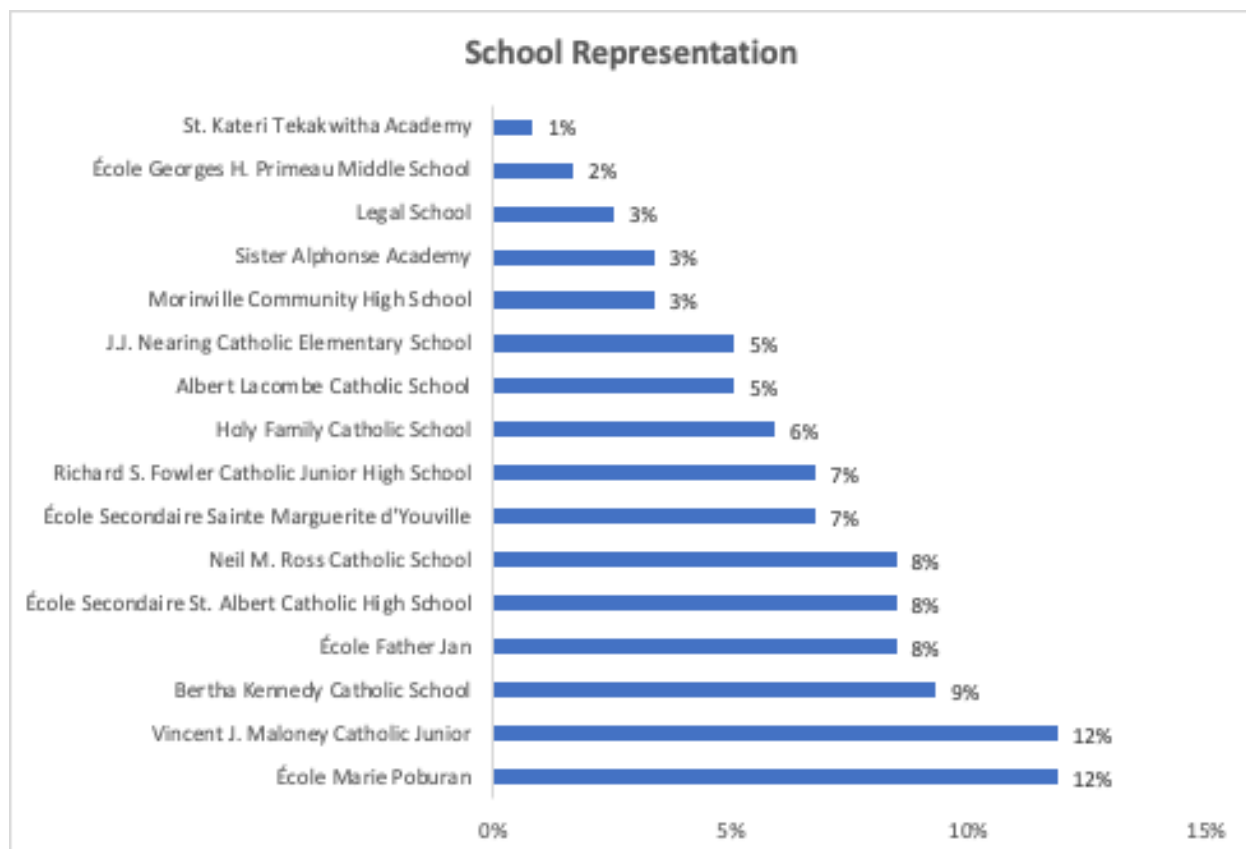
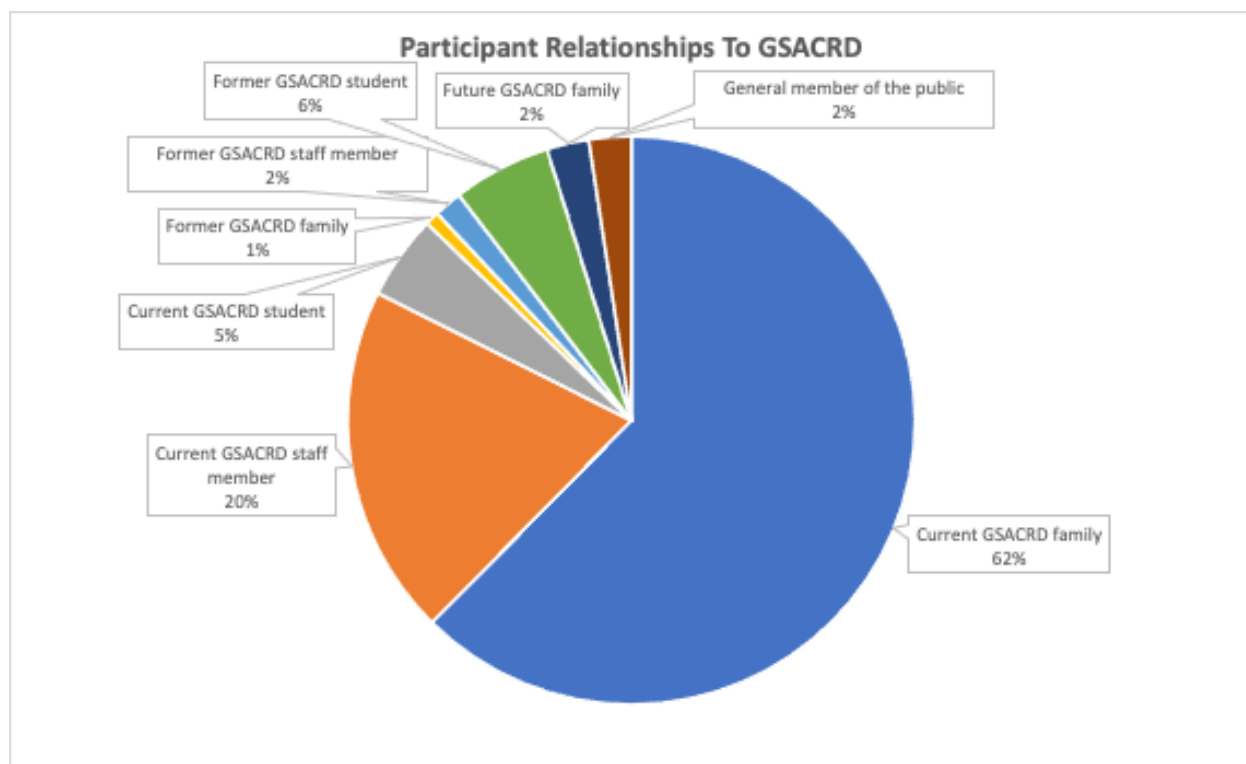
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HOST YOUR
OWN
PARTICIPANTS



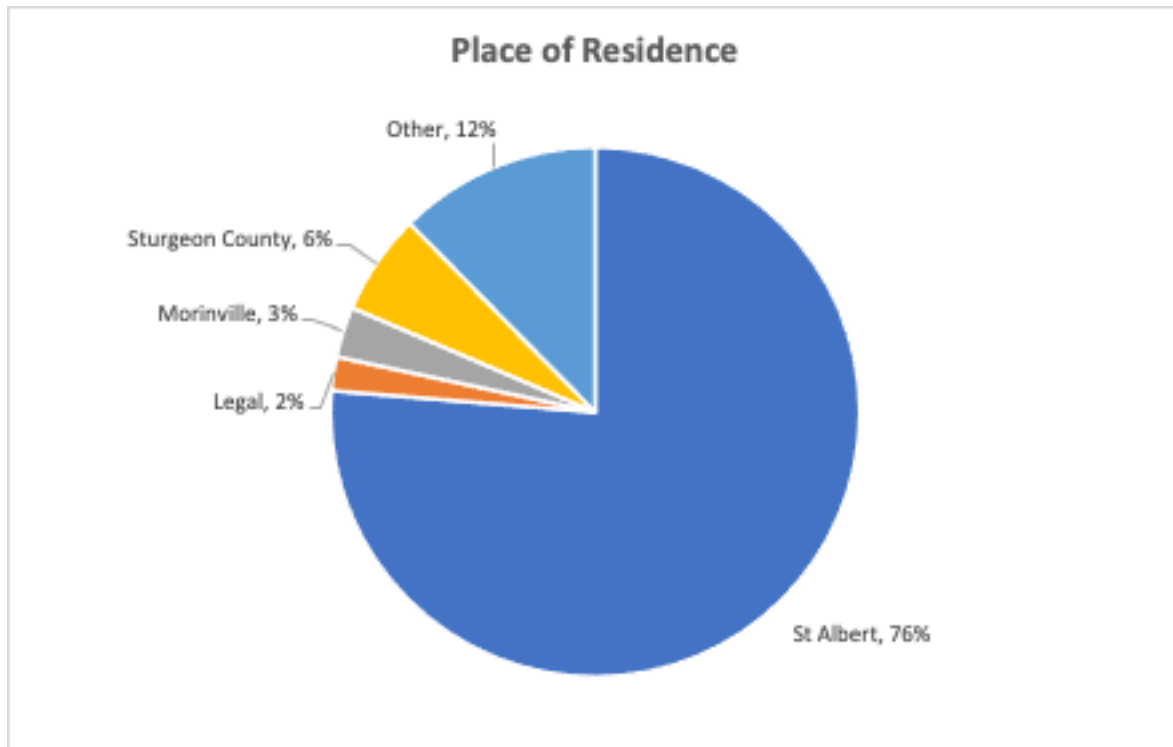
52
STUDENT
GROUPS

- Grades 7-12
- From 5 schools

The following represents the summary of who participated in this process from those who responded to these questions:



NOTE: Several participants indicated multiple types of relationships with GSACRD and connections to multiple schools.



Participation from our students:

St. Albert Catholic High School: 26 groups of students

Vincent J. Maloney Catholic Jr. High School: 7 groups of students

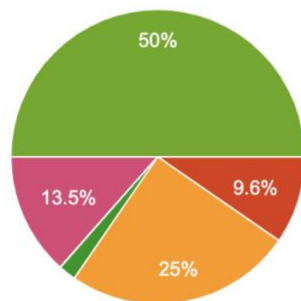
Morinville Community High School: 1 group (whole class)

Legal school: 13 groups of students

École Secondaire Sainte Marguerite d'Youville: 5 groups of students

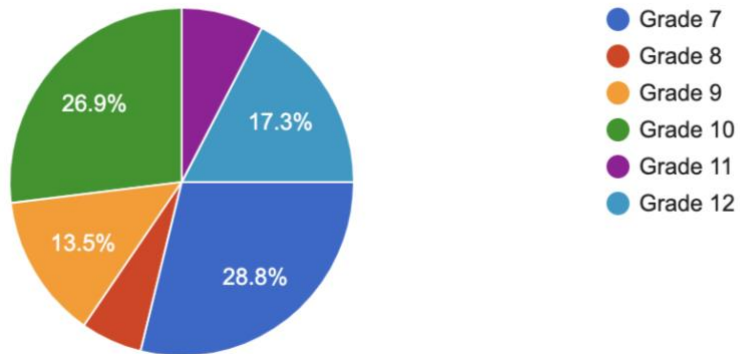
We currently attend:

52 responses



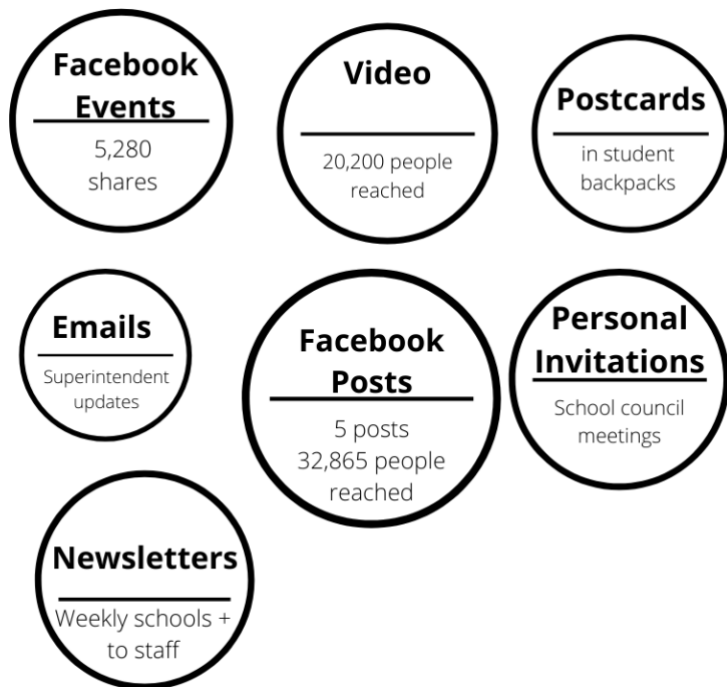
- École Georges H. Primeau Middle School
- École Secondaire Sainte Marguerite d'Youville
- Legal School
- Morinville Community High School
- Richard S. Fowler Catholic Junior High School
- Sister Alphonse Academy
- Vincent J. Maloney Catholic Junior High School
- École Secondaire St. Albert Catholic High School

Grade 7: 15 groups of students
Grade 8: 3 groups of students
Grade 9: 7 groups of students
Grade 10: 14 groups of students
Grade 11: 4 groups of students
Grade 12: 9 groups of students



1.4 Outreach and Communications

Various outreach and communications tactics were used to promote and increase awareness about this engagement process.



A Note To Readers: I want to express gratitude and thanks to each of you who participated in this process. I am grateful for your time, wisdom and commitment for improvement.

*Tannis Topolnisky, CP3
 Topent Ltd.*

2. FINDINGS

2.1 Concerns

We asked participants what their concerns are about potential future changes. The top three concerns included:

Loss of single track French immersion. Many participants expressed concern of losing the choice of single track French immersion and the loss of culture that is different at dual track schools. Some participants also expressed the need for dual track French immersion as an option as well for families.

Loss of ideal and historical school location. This is specifically related to École Father Jan. Participants noted that the central location with close access to surrounding amenities allows for unique opportunities within walking distance.

“Location of EFJ is amazing (parish, city hall, river valley) moving would be a big drawback. Having that physical space is an asset.” - participant

Declining enrolment. Participants had questions about what is contributing to declining enrolment in order to see if solutions could be found to address this. There was also concern that uncertainty of this capital planning process and the future of current schools may deter families from registering.

Additional concerns included:

- Planning with a future vision, future growth and changes in demographics in mind so that solutions are sustainable.
- Creating flexible solutions and facilities to adapt to changes (ex. technology, learning needs, demographics).
- Using facilities for age groups that they weren't designed adequately for (ex. fitting elementary students in a high school)
- What will happen to the schools and the land of those that do close.
- Some staff expressed concern around job security and the need for existing staff should schools combine.
- Solutions need to be found divisionally and not just impact one school, neighbourhood or community.
- Changes may mean an increase in the amount of time students are on buses for and concern about the mix of student ages on the buses.
- Loss of small class sizes.
- Increase in split grades that were viewed as less attractive.
- School catchment areas not aligning or changing with changes in demographics.
- The loss of catholic schools in St. Alberta and of catholic education in Alberta in general.

2.2 Opportunities

Participants were also asked to identify what they saw as potential opportunities.

Programming. For students to have access to new or different programs or options.

Focus on the Division's Strengths. To identify what the district offers that's working really well or is different and focus on that.

Retain Students After Grade 6. Participants noted a loss of students after grade 6 and see this as an opportunity to identify how to retain students at this point.

Be Flexible. Consider future issues or changes that may impact or create issues in the future and find solutions that address current and future challenges now, and be proactive in planning.

"Schools cannot be just a brick and mortar school, they should have the ability to be reconfigured" – participant

Renaming. While changes are being made, this can now also be an opportunity to consider renaming.

"Many of our schools don't have Catholic names....If schools are merged then a new name would help all students feel welcome rather than feeling like they lost their school and moved to another established school. New names would encourage a new start." - participant

2.3 Creative Solutions

Proposed solutions fit into the following categories:

- | | | |
|-------------------------|-------------------------|---------------------|
| • Combining schools | • New schools | • Boundaries + |
| • Programming/Academies | • Grade reconfiguration | Transportation |
| | | • Other suggestions |

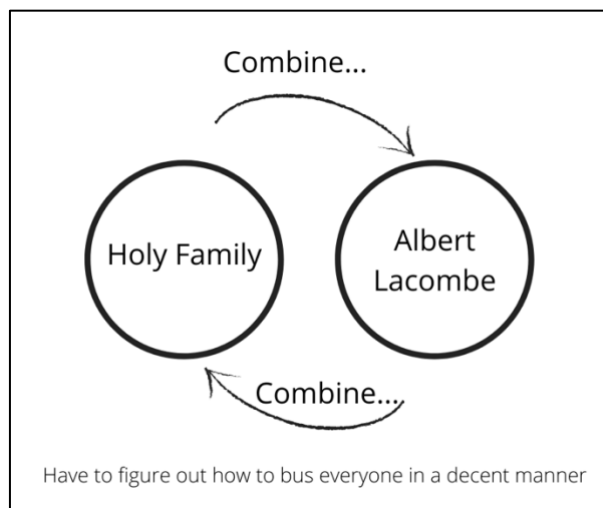
Combining Schools

The following were considerations about combining schools:

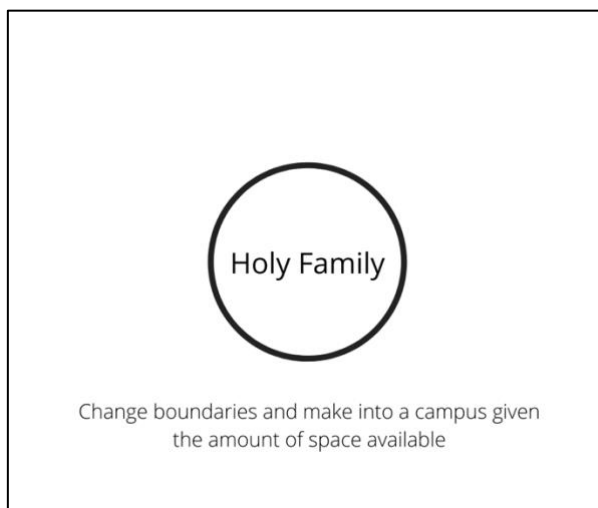
A guide to reading the ideas:

- Single arrows indicate moving students from one school to another.
- Multiple arrows indicate combining schools. Not all ideas indicated a specific school to move students to.
- Additional details, suggestions or explanations have been included at the bottom when provided. Not every idea had additional details and may be blank.
- Ideas presented below are in no particular order.

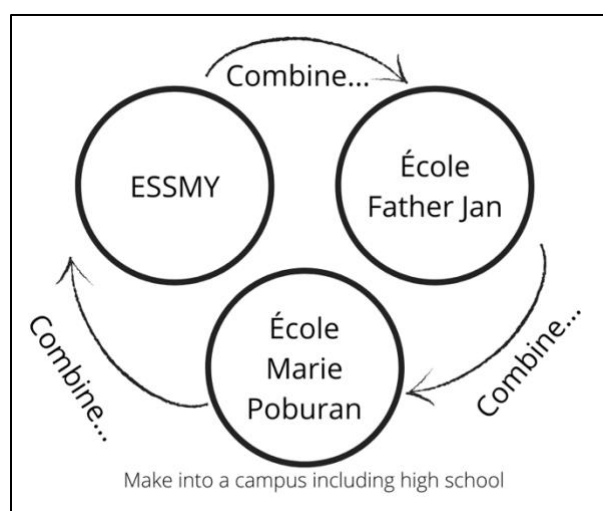
IDEA #1



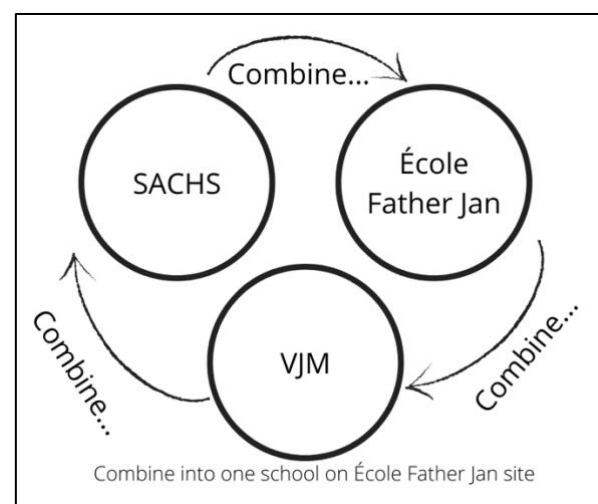
IDEA #2



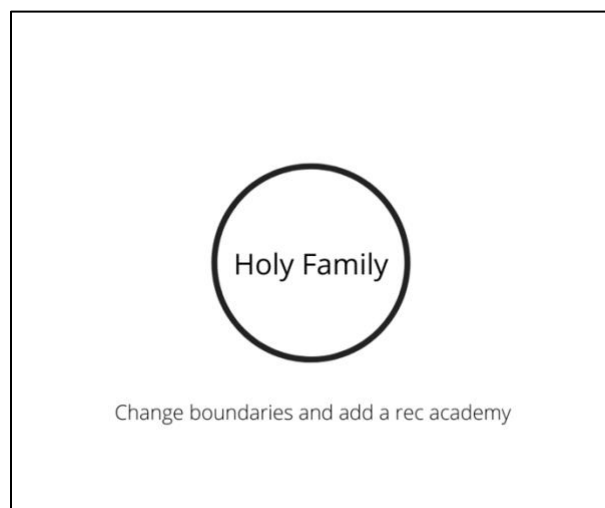
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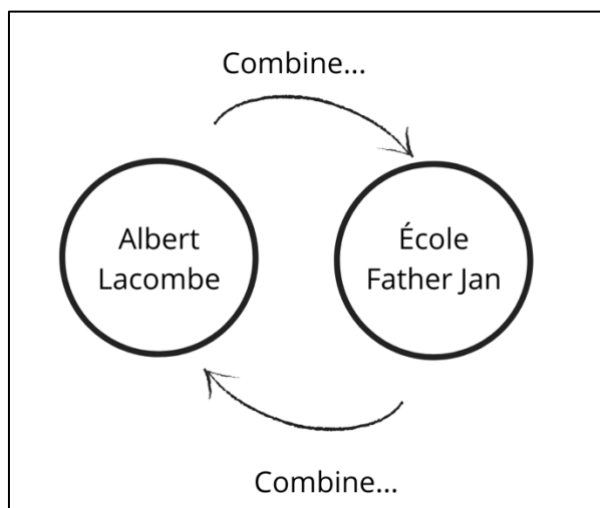
IDEA #4



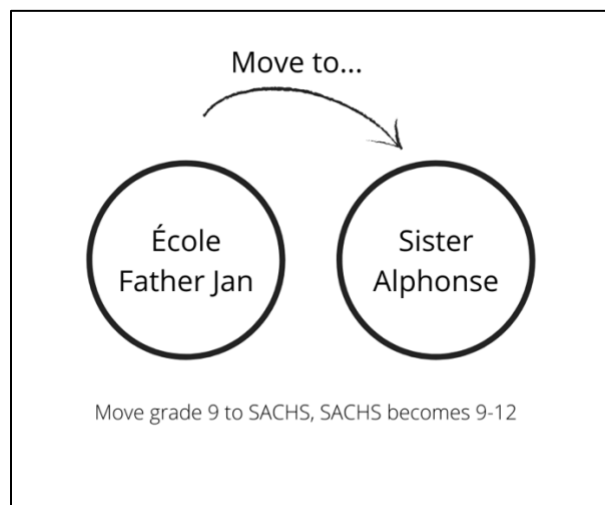
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IDEA #6



IDEA #7



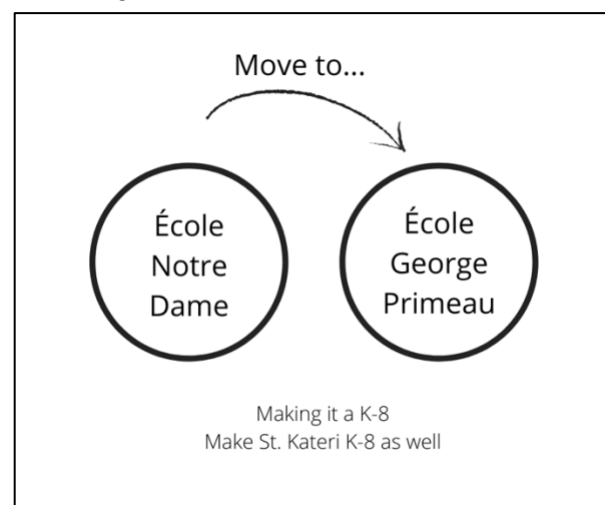
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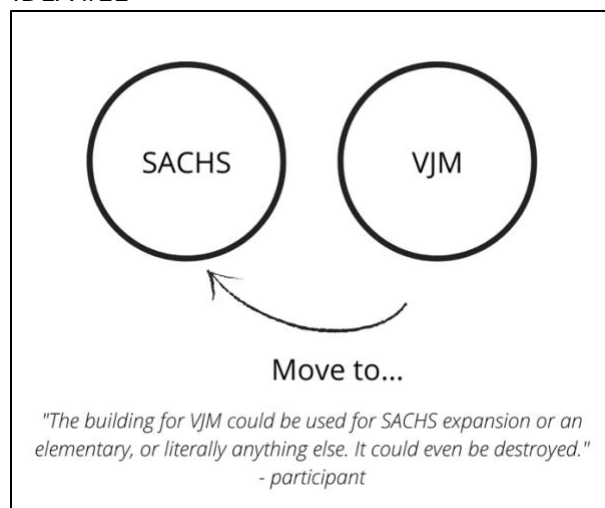
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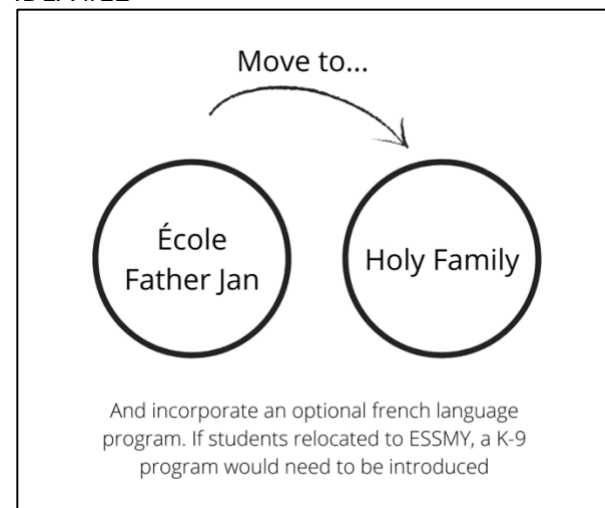
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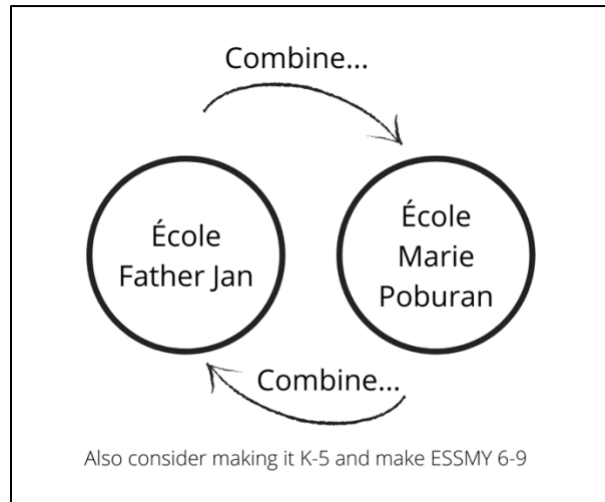
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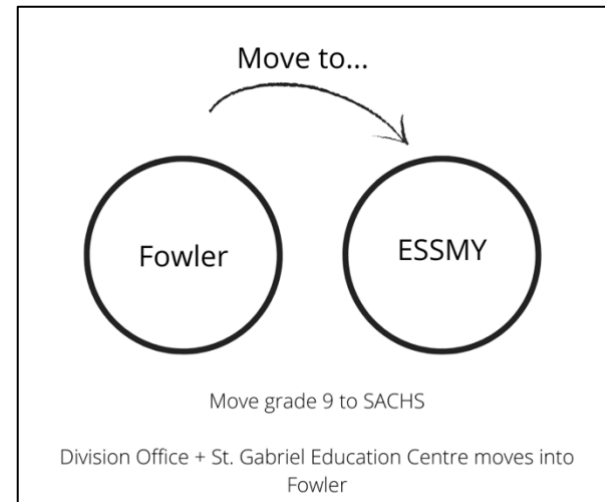
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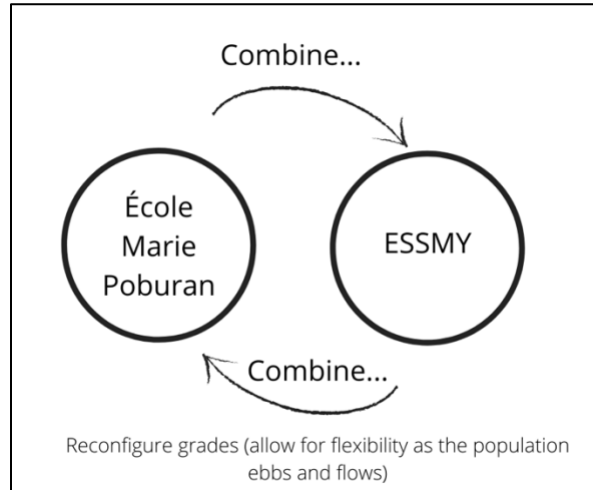
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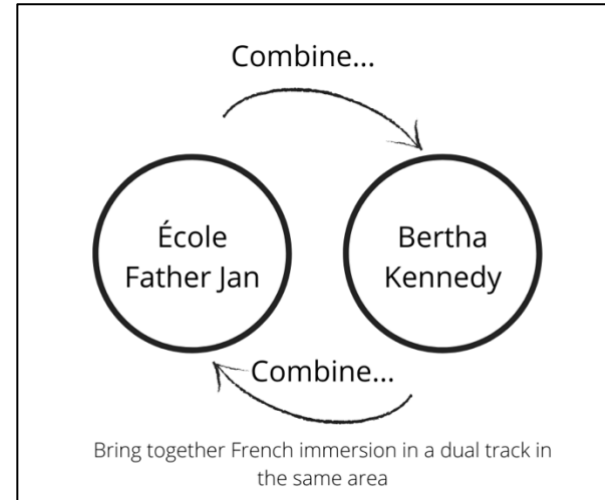
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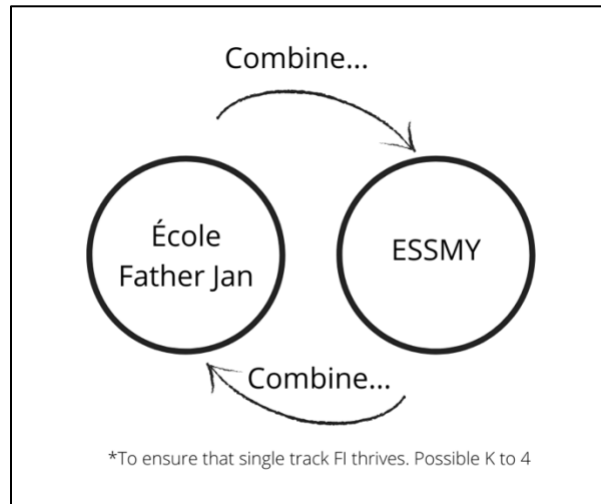
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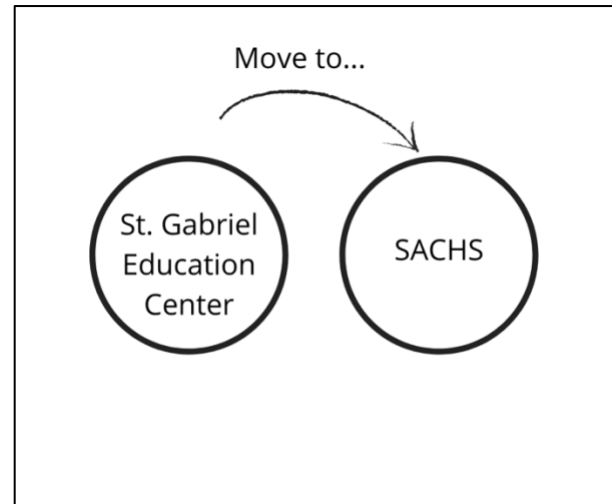
IDEA #16



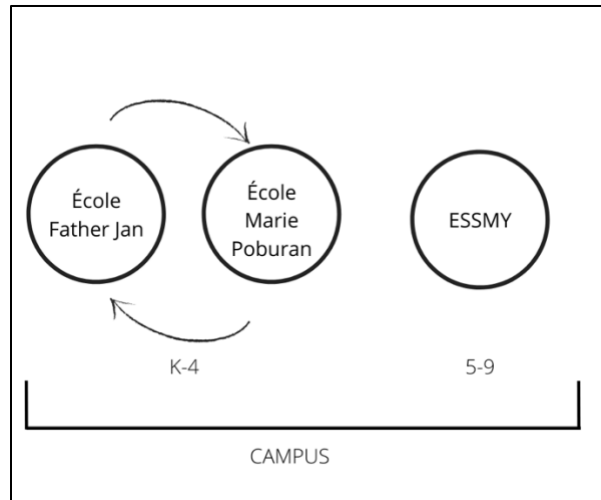
IDEA #17



IDEA #18



IDEA #19



See Appendix B for more details on the mixed opinions about consolidating schools.

"I thought about Legal being K-6 and the rest coming into Morinville" – participant

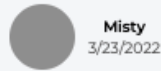
"Holy Family Catholic School is a great location to house more kids." - participant

"There is a sense of community created from EMP and ESSMY - sense of belonging between two schools, interconnectedness. Family feel. This is a strength. More connections like this between elementary and junior high and therefore high school. would help enrolment. Capitalize on what we know works from ESSMY and EMP." – participant

"SACHS is along no major road, this is a disadvantage. Barring a move... the HUB is a start. What can we offer that no one else can - partnership with someone to fill the back field." - participant

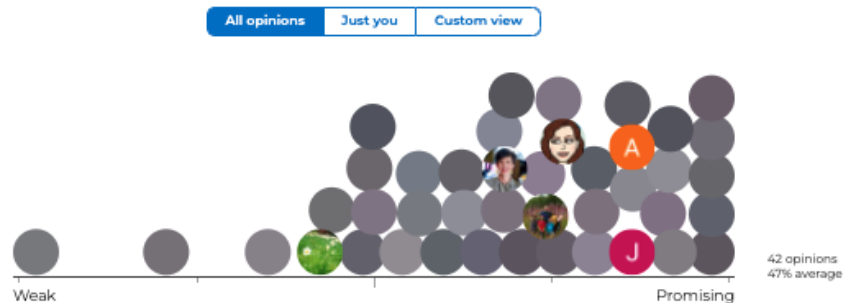
Programming

Add or promote a program that would attract new students



Ask families why they choose other schools to figure out if there is something we can do to service them.

Opinions about this proposal



Suggestions focusing on programming were aimed to attract new and retain existing students in order to increase student enrolment. There is a desire to consider programs beyond recreation and sports:

- Spanish bilingual or immersion program, and other language options
- Ukrainian program
- Academic focused program or create an academic-focused campus housing all programs (ex. at Holy Family Catholic School given the size of the property)
- Arts program (ex. music, theatre with cosmetology, performance, visual arts), middle school with this focus, or arts academy at Vincent J. Maloney
- Cogito program
- For those who show promise in a certain skill or field
- Pre-kindergarten programs, a hub at the École Father Jan site*, 100 Voices pre-kindergarten program
- Full day kindergarten
- STEM
- Collaborate with the public system to offer LOGOs program

* It was also noted that while these programs may help in attracting and retaining families into the Division, these students are not considered as part of the utilization rates.

There were ideas about creating or customizing campuses or academies around specific programming, considering consolidating schools or building new schools (ex. early learning, arts, languages). There were suggestions to create an academy to house all existing sports and recreation programs in a location with easy access to off-site learning to reduce bussing for special programs.

There was concern expressed, however, about offering too many program choices that might lead to competition among the Division schools. As well as the potential impacts of program/academy-based vs community-based schools, the preference that families have for these options and the impact on transportation.

See Appendix C for some of the benefits participants identified about programs.

“We need something other than sports, arts, exposure for the average kids - something for everyone and not one specific group.” – participant

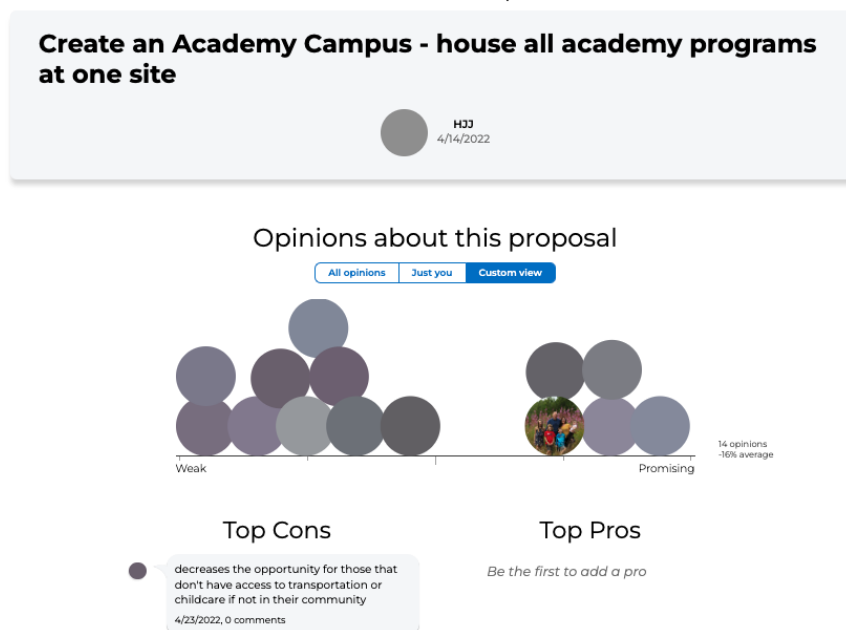
“Centralizing programs, the fear is that it takes away from the community but are people really considering that. Is St. Albert that large that it is impossible to drive to programs.” - participant

“Programs that could improve are options like foods and construction, by having teachers that have or are actual experience chefs/welders or mechanics. Because students will learn from experienced, creative, professional chefs/mechanics.” - participant

“It’s efficient. Instead of having 3 libraries you have one main library for all of those levels. I think in today’s world people want “academies”. It elevates the program if you were to call it a campus. Might be a way to attract others.” - participant

French-Specific Programming

Several participants noted the importance of continuing to offer single track French immersion in GSACRD as this is not offered anywhere else in St. Albert. Many also noted the importance of offering dual track French immersion to accommodate and retain families with children in both languages.



Suggestions included:

- French immersion campus, amalgamating all single track schools (combining École Father Jan, École Marie Poburan and ESSMY and offer high school)
- Add French immersion dual track program to an underutilized school
- Offer French programming in Legal
- Add English to ESSMY
- Make Morinville K-9 dual track

See Appendix D for more details on the mixed opinions about building a French immersion campus.

“Single track is not offered outside of St. Albert, we are supporting kids going through sacraments, being catholic and being French, this opens up doors for them.” – participant

“ESSMY would not survive with dual track, be cautious of this. Dual track k-6 for retention, if we do this into JH, we would lose ESSMY.” – participant

“Single-track is a huge advantage, however we have lost a lot of children due to French being too hard.” - participant

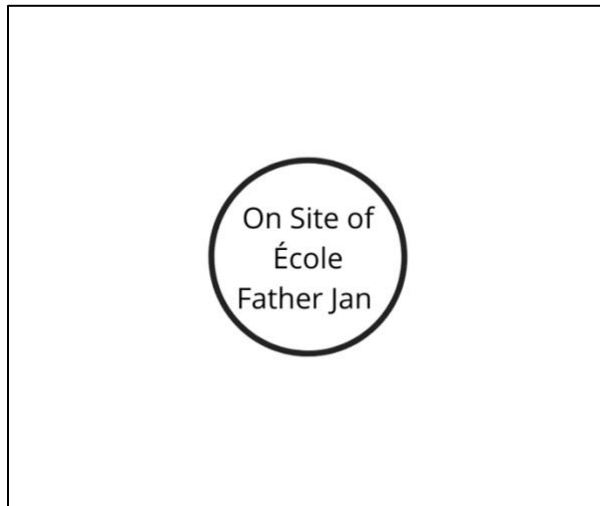
“ESSMY serves all of St. Albert and very underutilized - maybe it could be a dual track JH. At the end of the day, we are losing kids from single track program.”- participant

New Schools

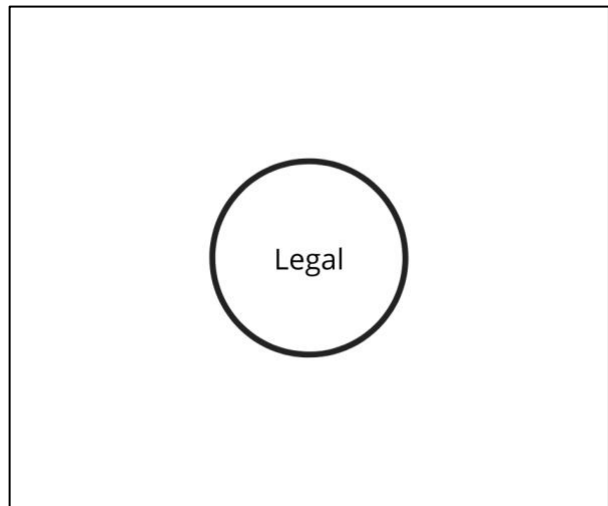
Suggestions for building new schools include:

- Riverside
- Modernize or replace our aging schools in rural communities such as Legal to attract new families and retain current families. If being replaced, build a smaller school so the utilization percent increases.
- Move École Father Jan to Riverside and offer dual track French Immersion
- New school on the site of École Father Jan, focusing on community, experience + nature

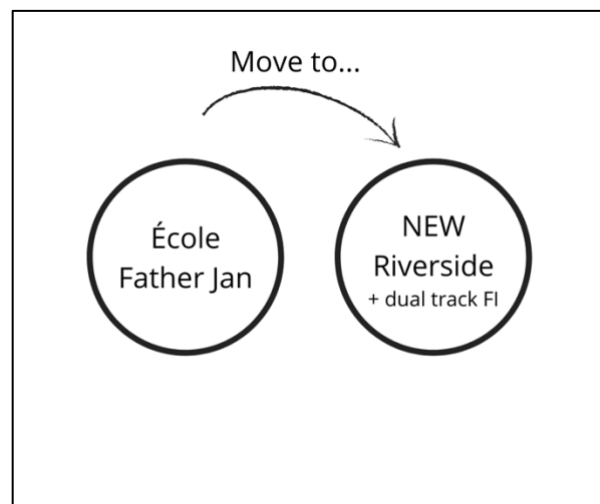
IDEA #20



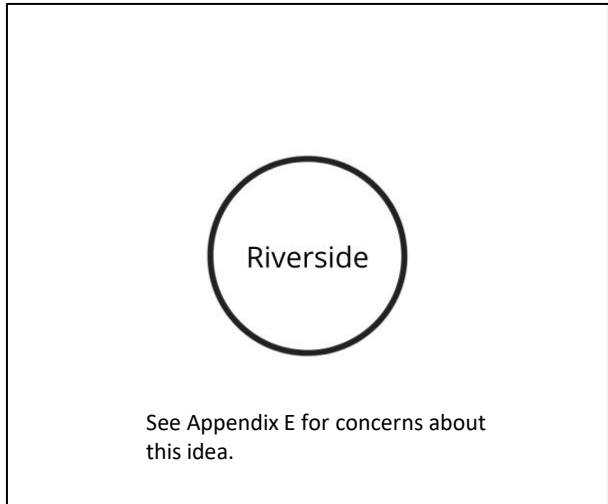
IDEA #21



IDEA #22



IDEA #23



If building a new school on any existing site, such as École Father Jan, consideration needs to be made for what to do with existing students during construction.

"EFJ is such a great location, it will be sad to lose it, but it feels inevitable." – participant

"ESSMY would not survive with dual track, be cautious of this. Dual track k-6 for retention, if we do this into JH, we would lose ESSMY." - participant

Grade Reconfiguration

There were suggestions to consider reconfiguring the grade levels offered in schools:

- Kindergarten to grades 4, grades 5-9 and grades 9-12
- Kindergarten to grades 9

Participants identified that students often leave the division after grades 6 and 9, and that this would help to retain students. There were others who expressed concern about having younger students mixed with older students in mixing Kindergarteners with grade 9 students and in mixing junior high and senior high school students. See Appendix F for more details on the mixed opinions about grade reconfiguration.

“I like the middle school model, it brings together the entire division.” - participant

“Schools cannot be just a brick and mortar school, they should have the ability to be reconfigured.” - participant

“Students mentioned that they liked this grade configuration for the schools: K-4 - elementary, 5-8 - middle school/junior high, 9-12 - high school” - participants

“Allows older kids to mentor older ones but also might teach younger kids bad habits” – participant

School Boundaries

Participants noted that an important consideration for success around combining schools, offering special programming or creating campuses is creating more flexible, or even eliminating boundaries to allow for families to choose the best school options rather than being determined by where they live. They noted that this would then impact bussing and more flexible transportation options would also need to be provided. Questions were asked as to whether families want to have open access to schools and if bussing could be offered into Edmonton to attract more students (ex. off Ray Gibbon Drive).

“I see a world where bussing does not dictate the way we offer schooling.” – participant

“It’s cheaper to transport people rather than build a new school.” – participant

“Drawbacks of open boundaries- always that chance that we lose a population as well. Depends how it is set up- don’t want to compete against each other.” - participant

Other Suggestions

Other ideas raised included:

- Removing modular classrooms as an option to increase utilization rates rather than closing schools.
- Look at partnerships to offer something unique.

“Father Jan is a piece of history. Sort of in the middle of town. Bigger piece than just a school leaving to the community.” - participant

Ideas To Consider While Making Changes

Additional ideas were provided that do not directly relate to this project, but could be considered while making changes:

- Change bell schedules in junior and senior high schools to reflect research in this area for these ages
- Rename schools to reflect the Catholic faith
- Look at including sacraments in school
- The parking lot at SACHS is already too small for 600+ students. When the parking lot is full they spill into the nearby neighbourhood and cause inconvenience to parents picking up

“Students would like to experience going to other schools for “the day” to see what is offered.” - student

2.4 Guidance for Decision Making

The following were suggestions for guidance in making future decisions:

Consider Divisional Needs – this isn’t about any one single school, several changes need to be made. Keep in mind what these changes can do to improve the division.

Maintain Single Track French Immersion

Consider the Impacts – of all solutions.

Maintain What’s Working – build off of what is working well in the division.

Student-Centered – keeping in mind what’s best for students.

Consider the Future – base solutions off of projected demographic and consider solutions that are flexible and be adapted to future changes.

Align With GSACRD Values

Don’t Try To Do It All

Create Energy – think outside of the box in finding solutions that are exciting.

Open Boundaries – to allow for access to schools of choice.

Create Connections – across the Division in making these changes.

There were also suggestions made about guiding principles for after the decisions are made:

- Communicate and let people know about the changes and decisions.
- Explain how the decisions were made, make visible the reasons and rationale.
- Be empathetic and compassionate as changes to schools will be hard.
- Explain the impacts of the decisions.
- Take the time to do this properly.

“People are willing to make sacrifices if there is a great result. Now let’s shoot for the moon. I hope there will be excitement from this. Let’s reignite something good and not melt away as a division.” - participant

2.5 Other Input Received

Additional input received that does not relate to capital planning but that is important to participants:

- Change bell schedules in junior high and high school to reflect the research showing teenager’s need for more sleep.
- Rename schools to reflect the Catholic faith.
- Reconciliation to build trust in the community. Truth then reconciliation is an ongoing process of honoring treaties, acknowledging Indigenous rights and acknowledging the past.

2.6 Questions

See Appendix G for the questions that participants have about this project.

3. RECOMMENDATIONS

Recommendation #1 – Consider the Creative Solutions Received Through This Engagement

There are a variety of solutions proposed in Section 2. Have the Community Working Group consider these options and to identify the viability and effectiveness.

Recommendation #2 – Consider Combinations of Solutions

There are no single solutions identified that will solve the division's challenge. Solutions will need to consider a combination of school combinations, grade reconfigurations and programming.

Recommendation #3 – Establish the Goal and Decision Making Criteria

The Community Working Group should establish a clear goal of what needs to be achieved and establish decision making criteria considering the suggestions received through this engagement process.

Recommendation #4 – Keep Options for French Immersion

Single track French immersion programming is important and unique to this division, and the option of dual track is also important. Many families would like to see this continue regardless of the changes made.

Recommendation #5 – Identify Impacts of Changes

When developing solutions, identify what the impacts, positive and negative, will be.

Recommendation #6 – Explain

When developing solutions, identify the reason they are being suggested.

Recommendation #7 – Communicate Back

Provide ongoing and regular updates to the public about what the Community Working Group is considering and why to support them in participating in the second phase of engagement.

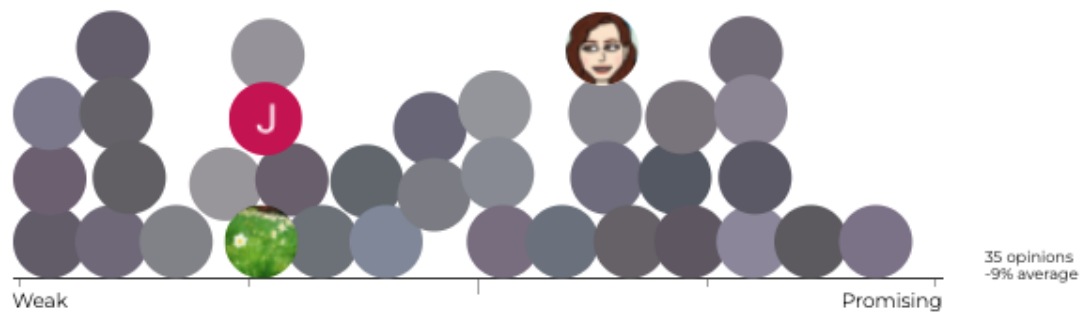
4. ENGAGEMENT EVALUATION



Appendix A: Capital Planning Process Overview



Appendix B: Opinions About Consolidating Schools



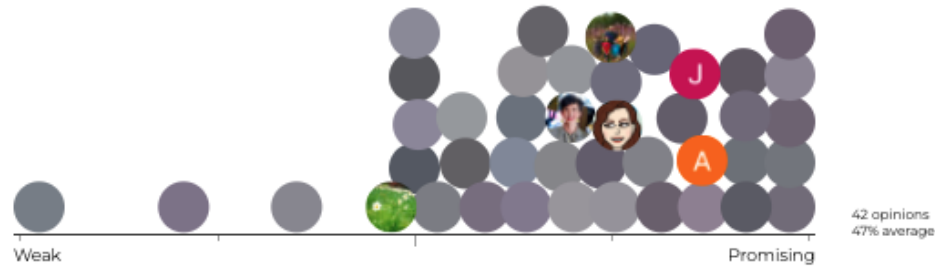
Top Cons

- Students are unable to walk /bike to their home school. Transportation becomes costly. Student will spend too long on a bus
4/10/2022, 0 comments
- Be careful if trying to consolidate schools that offer unique programming. [\(read more\)](#)
4/14/2022, 0 comments
- The small school feel with single track French is the reason we chose EFJ [\(read more\)](#)
4/21/2022, 0 comments
- Remove modular classrooms instead.
4/25/2022, 0 comments
- Consolidating English and French schools leads to having one language dominate and the other to be lost [\(read more\)](#)
4/21/2022, 1 comment
- We need to see beyond an old building and look at the particular programming that is unique and special to our district [\(read more\)](#)
4/25/2022, 0 comments

Top Pros

- I believe K-9 (ESSMY) would be a great idea: the young see the older ones speaking French, the older ones tutor and model for the young
4/9/2022, 0 comments
- Possible consolidation of ESSMY and Fowler, making it a dual track junior high school
4/9/2022, 1 comment
- Consolidating schools may give students more opportunity for programs and options. It would eliminate spilt classes and keep costs down. [\(read more\)](#)
4/19/2022, 0 comments
- HFCS, BK, and AL are all between 40-60 years old and only utilizing about half the school. Consolidate and modernize one of them and house them all in the same location.
4/21/2022, 0 comments
- Create a single track FI campus at ESSMY by bringing over EMP students. ESSMY would need a reno to support younger students in it. [\(read more\)](#)
4/21/2022, 0 comments
- Consolidating EFJ, EMP, ESSMY into one, FI campus (at EMP/ESSMY)). Allows for single-track French immersion all in "newer" schools in a fairly central location.
4/22/2022, 0 comments
- Keep FI students together [\(read more\)](#)
4/25/2022, 0 comments

Appendix C: Opinions About Offering Programs



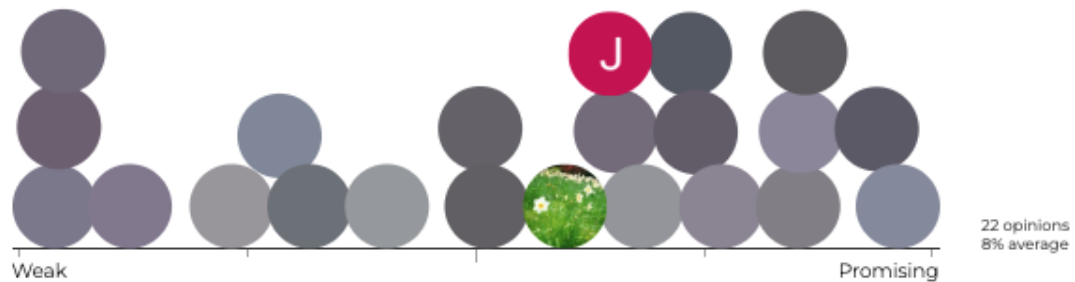
Top Cons

- Additional programming is great but cannot come at a cost of other programs already utilized in the school and sourcing staff that will not become an asset
4/23/2022, 0 comments
- Are we trying to attract students in the public system? I don't think St Albert is big enough to handle GSACRD schools fighting for students
4/9/2022, 1 comment
- Lack of transportation options for families that live in the county surrounding the school, and lack of childcare options for families when busing isn't available [\(read more\)](#)
4/19/2022, 0 comments
- I think a majority of families likely go to their community school because they can't access transportation to get their kids to another school. [\(read more\)](#)
4/21/2022, 0 comments


Top Pros


- A technology or STEM/coding/robotics program could attract students.
4/15/2022, 1 comment
- Could the sport academies be available at more/all schools? Could there be more sport categories?
4/14/2022, 0 comments
- Make transportation more accessible to families, before, mid day and after school. Look at before and after school care for students that is located in the school [\(read more\)](#)
4/19/2022, 0 comments
- Would nature inspired Early Learning Programming work?
4/14/2022, 1 comment
- What other languages can be offered at various levels?
4/14/2022, 0 comments
- different programs are great to attract families and should be offered at more school. It also would help to be aware of what the public school in the same neighborhood offers. [\(read more\)](#)
4/22/2022, 0 comments
- A french program that is 50/50 english and french would be desirable. Have ELA, Math, Science in english, FLA, Social Studies, religion, Art, Health in French. [\(read more\)](#)
4/25/2022, 0 comments
- New programs and improving the appearance of the buildings would help.
4/25/2022, 0 comments
- Talk of closing schools may also be scaring away students.
4/25/2022, 0 comments


Appendix D: Opinions About Building A French Immersion Campus





Top Cons

- 

Small school feeling [\(read more\)](#)
4/21/2022, 0 comments
- 


We already have great French Immersion schools. Please don't close these to build an new one.
4/25/2022, 0 comments
- 


We have great schools that just need a little maintenance.
4/25/2022, 0 comments
- 


Transportation to a FI campus could be tricky. [\(read more\)](#)
4/21/2022, 0 comments
- 


Local schools for local students [\(read more\)](#)
4/21/2022, 0 comments

Top Pros

- 

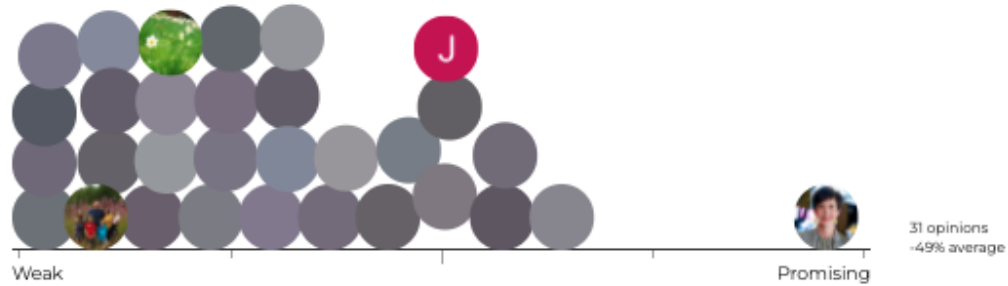
Our French students deserve to have a place they can learn French with other French students
4/21/2022, 0 comments
- 

Our FI high school students already had to give up ESSMY. They shouldn't have to lose out any further.
4/21/2022, 0 comments
- 


No criss-crossing the city throughout the school years. Makes choosing where to reside in the city easier for FI parents.
4/22/2022, 0 comments
- 


Combine FI at EMP/ESSMY site
4/25/2022, 0 comments


Appendix E: Concerns About Building A New School in Riverside





Top Cons


- 


The schools we have now are currently underutilized. While building a new school will likely happen, we have to start by using what exists.
4/21/2022, 1 comment
- 


This shouldn't be done at the detriment of other GSACRD schools. One of the main drivers of Faith in our Future was to build a new school in Riverside. [\(read more\)](#)
4/14/2022, 0 comments
- 

I care more that my child has access to tools in a school and staff that are caring and feel supported with what they need over a new building.
4/24/2022, 0 comments
- 

If the area is already build and is just a green area, don't cram in a school. [\(read more\)](#)
4/21/2022, 0 comments
- 

Existing schools are not being properly maintained. New schools should not be built if existing schools can't be maintained.
4/25/2022, 0 comments
- 

Maintain/ improve existing infrastructure before building new schools.
4/25/2022, 0 comments
- 

Central areas have so much to offer students, especially in an era when experiencing education is becoming increasingly important
4/25/2022, 0 comments
- 

Riverside school not needed at this time
[\(read more\)](#)
4/25/2022, 0 comments

Top Pros

Be the first to add a pro

Appendix F: Opinions About Grade Reconfiguration: K-4, 5-8, 9-12



Top Cons

- Developmentally, grade five students aren't ready to be in a junior high setting.
4/21/2022, 3 comments
- Making this change would have a negative impact on the siblings that go to school together and depend on seeing each other daily.
4/21/2022, 0 comments
- fifth and sixth graders might be better off in the protective environment of an elementary school than in a 5th, 6th, 7th, and 8th grade school.
4/22/2022, 0 comments
- Sixth graders would lose the benefit of an elementary school program and would not be available for safety patrol, student council and other leadership roles.
4/22/2022, 0 comments
- This just sounds like a way to close schools.
4/25/2022, 0 comments
- High school is not a place for grade nine.
(read more)
4/26/2022, 0 comments

Top Pros

- With more years in one school, a stronger community can be built.
4/21/2022, 0 comments
- Combining schools to make a K-9 would be efficient, providing there are enough teachers.
4/15/2022, 1 comment
- In a K-9 school, older students would be required to model positive behaviour for the younger; more leadership opportunities.
4/21/2022, 1 comment
- More opportunities for staff collaboration, which could lead to more extra curricular activities for students due to a larger staff population.
4/21/2022, 0 comments
- The transition to junior high would be easier in a K-9 school.
4/21/2022, 0 comments
- this may allow a stronger school program for primary and older children, keep all our schools alive and thriving in age appropriate environments
4/25/2022, 0 comments
- Reconfigure and combine schools to increase utilization
4/25/2022, 0 comments
- Prefer a K-5, 6-9, 10-12 configuration (read more)
4/25/2022, 0 comments

Appendix G: Participant Questions

What happens when schools are closed

- What is the plan for EFJ? This school is historic and part of our history, but it is also near wrongs that have been done, residential schools. Should we gift it back to the people who probably should benefit from it, as part of reconciliation.

New schools

- Do we really need a new school if we are at current enrolment numbers? For ex: Riverside.
- How and who makes the decision whether to build a school in a new area as opposed to improving a current older building.
- What is the criteria to receive funding for a new school?

Decision Making

- What factors are considered from the decision makers when approving capital plans?
- What experts will the district be consulting so that practical solutions can be presented in the fall and further discussed?

Decreasing Student Population

- Where are we losing families along the way, there is a drop after JH going to HS?
- What is driving the decrease? Why are people leaving?
- losing a lot of children because French is too hard. Other schools who are underutilized, where are we losing these kids to? Public? City? Where are the non French or non EFJ students going?
- How can enrolment be increased in schools that are in older neighbourhoods?

Modular Classrooms

- Removing moduls is complicated. But does it help?
- Why can't more portables be removed to increase utilization? Is it a cost problem?
- Most of the underutilized schools still have several portables.

Division Office

- Is moving the division office still on the table?

Transportation

- How many students are driven to school? There were 9 buses at EMP and this year there are 4 but not all are full. I'm curious to know the percentage of families who are driving kids in.
- Who makes decisions over transportation in French Immersion?

Open Boundaries

- Do parents want open access to school?

Impacts

- If we make changes, what backlash can we anticipate?