



BOARD MEETING DATE: MARCH 22, 2016

TOPIC: ATTENDANCE BOUNDARIES

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Open Session	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: External Reports/Presentations	

BACKGROUND

As part of the recommendations arising from the recent Accommodation Review (2015), the Administration was requested to:

- Conduct a review of the French Immersion program boundaries;
- Establish appropriate programs/boundaries for the three new joint-use schools; and
- Conduct a review of schools with higher projected utilization, to determine if changes are required to attendance area boundaries.

CURRENT STATUS

Twenty-four (24) schools were selected for review. Boundaries for French Immersion, new schools, and regular programs were examined, and plans established to achieve the objectives of the review. Details for the French Immersion, new school, and regular program boundaries changes are provided in the attached [report](#).

The proposed changes have been categorized into two phases for implementation.

Effective with the 2016-17 school year, attendance boundary changes will be made to align school boundaries with existing schools and growth projections. Changes will affect only new students/families who enrol at Regina Public Schools. Existing students will not be affected.

- French Immersion program boundaries will change for Centennial, Connaught, Elsie Mironuck and Massey Schools.
- Regular program boundary changes will include George Lee, Elsie Mironuck, Connaught, Argyle, Thomson and Douglas Park Schools.

In the 2017-18 school year, Regina Public Schools will be opening three new joint-use schools. Prior to that point, and to incorporate them into the School Division, several levels of boundary changes and program changes will have to be made. Additionally, the new schools will require to be named.

For 2017-18, three new school boundaries will be established and new French Immersion programs will be created at the new southeast and southwest schools. All students residing in the new school/program boundaries will be transferred to their new school when these schools open. School transition teams will

be created (during the 2016-17 school year) to assist and support student/family transitions to the new school.

Communications

There were three distinct announcements connected to these changes:

- Realignment of attendance areas (2016) not affecting anyone but families new to RPS;
- Attendance area/program changes for the new schools (2017) that will affect existing school families;
- Naming of new schools initiative.

On Monday, January 18, 2016, schools that will see attendance area realignments in 2016 received a flyer/brochure detailing the changes:

- This material was available for use in newsletters and was also to be sent to SCCs (before general school population distribution);
- There was a general school population distribution;
- The material was also posted on School and Division websites;
- SCCs were informed by principal that they can request a meeting/presentation from their superintendent, if required;
- A media release was sent out that included details of realignment of attendance areas and the *Name Your School Campaign*;
- All Division staff were informed by email and through the INFO newsletter.

On January 26, 2016, there was a media conference announcing the new school attendance area/program changes and information about upcoming open house meetings and dates. The same communication strategies as above were used. In addition, open houses were held for each new school area with one general open house held at the Division Office. The sessions were held on:

February 25, 2016 – 6 pm to 8 pm

- Centennial School
 - For the school communities of Centennial, MacNeill and northwest Regina community

March 1, 2016 – 6 pm to 8 pm

- Regina Public Schools Division Office
 - For the interest of all public school supporters in Regina
 - Discussing all the new schools
 - Opportunity for parents who can't attend other sessions in their area

March 2, 2016 – 6 pm to 8 pm

- W. F. Ready School
 - For the school communities of W. F. Ready, W. S. Hawrylak and the southeast Regina community

March 3, 2016 – 6 pm to 8 pm

- Ethel Milliken School
 - For the school communities of Ethel Milliken, Dr. A. E. Perry, Massey and the southwest Regina community

A summary of feedback collected as a result of these communications and the open houses, has been compiled in a [Q&A response document](#) (attached) which will continue to be updated and posted on school websites for information.

For the continued benefit of all school families, especially those who will be attending the new schools, a [web story](#) that includes the Q&A document was also posted (attached for reference).

Additional concerns related to traffic safety around the new schools is being brought forward to the City of Regina and the School Pedestrian Traffic Safety Committee for discussion. The new school communities will continue to be updated with the progression of any discussions.

The Administration is reporting back to the Board, according to policy, for the approval of changes to the French Immersion program boundaries and the establishment of new French Immersion programs for the new schools in Harbour Landing and the Greens on Gardiner subdivisions.

Approval of the regular, special needs, PreK program, and non-French Immersion new school boundary changes is delegated to the Director.

RECOMMENDATION

That the changes to the French Immersion program boundaries for the 2016-2017 school year be approved, and the new French Immersion programs and program boundaries for the new joint-use schools in the Harbour Landing and Greens on Gardiner subdivisions be approved.

PREPARED BY

Mark Whiting, Supervisor, Policy, Planning and Research, and
Terry Lazarou, Supervisor, Communications

DATE

March 17, 2016

ATTACHMENTS

Yes No

School Attendance Area Changes 2016 and 2017

Background

As part of the recommendations arising from the recent Accommodation Review (2015) the Administration was requested to:

- Conduct a review of the French Immersion program boundaries;
- Establish appropriate programs/boundaries for the three new joint schools; and
- Conduct a review of schools, with higher projected utilization, to determine if changes are required to attendance area boundaries.

Discussion

Purpose

The opening of new schools in 2017 provides an unprecedented opportunity to realign boundaries to meet future enrolment needs and to address distance/travel time issues that were previously created by school closures, grandfathering, and the creation of new programs. The objectives of this review are to:

- Realign attendance areas to address future student population growth and planning for the opening of the new joint schools
- Establish attendance areas for three new joint schools
- Plan for having program enrolments within the existing program delivery model parameters
- Avoid over capacity issues in schools
- Create opportunities to add additional programming or program changes at schools that are closer to students' homes
- Reduce travel distance and/or transportation travel times for students, where possible

Scope

The administration selected schools that, based upon the 2018 school enrolment projections, met one of the following criteria:

- Program enrolment size projected to exceed 500 students, or be less than 200 students, or
- School utilization factor that is projected to exceed 145%, or be less than 100%

Twenty four (24) schools were selected for review. Details for the French Immersion, new school, and regular program boundaries changes are provided.

The French Immersion, new school, and regular program boundaries were examined and plans established to achieve the objectives of the review. The proposed changes have been categorized into two phases for implementation.

Changes to occur in the 2016-2017 school year are premised on adjusting boundaries over time and have a minor impact on existing students, staff and programs.

Establishing program boundaries for the new schools (openings in 2017-18) will have a greater effect on students, staff and programs in neighbouring schools.

Implementation

Fall 2016 - Changing attendance boundaries

Effective the 2016-17 school year, attendance boundary changes will be made to align school boundaries with existing schools and growth projections. Changes will affect only new students/families who enroll at Regina Public Schools. Existing students will not be impacted.

- French Immersion program boundaries will change for Centennial, Connaught, Elsie Mironuck and Massey schools.
- Regular program boundary changes will include George Lee, Elsie Mironuck, Connaught, Argyle, Thomson and Douglas Park Schools

Impacts

- Has little/no impact on existing students/staff
- Applies to new students only – effective 2016/17
- Transportation services continue to be provided according to existing procedures
- Siblings of current students may be permitted to attend same school as their brothers and sisters, exceptions may be provided for their transportation services

Fall 2017 - New programs

Effective for the 2017-18 school year, three new school boundaries will be established and new French Immersion programs will be created at the new southeast and southwest schools. All students residing in the new school/program boundaries will be transferred to their new school at the opening of the new schools. School transition teams will be created (during the 2016-17 school year) to assist and support student/family moves to the new school.

- **New Northwest School (single track)**
Portions of the existing MacNeill School attendance areas and the Centennial English attendance area will become the attendance area for the new school in Rosewood Park. Effective 2017, K-8 students residing in the new attendance areas and currently attending programs at existing schools, will be transferred to the new school. The Centennial French Immersion program will remain at the current location as a single track French Immersion school. All intensive needs and supportive programs will be relocated to the MacNeill School in 2018.
- **New Southeast School (dual track)**
A portion of the existing W.F. Ready School attendance areas will become the attendance area for the new dual track school in the Greens on Gardiner subdivision. A portion of the existing French Immersion attendance area/program at W.S. Hawrylak School will become the attendance area of the French immersion program at the new dual track school in the Greens on Gardiner subdivision. Effective 2017, K-8 students residing in the new attendance areas and currently attending programs at existing schools, will be transferred to the new school.

- New Southwest School (dual track)
Portions of the existing A.E. Perry and Ethel Milliken schools attendance areas will become the attendance area for the new dual track school in Harbour Landing. A portion of the existing Massey French Immersion attendance area will become the attendance area for the French immersion program at the new dual track school. Effective 2017, K-8 students (K-2 students for French Immersion) residing in the new attendance areas and currently attending programs at existing schools, will be transferred to the new school.

Impacts

- Portions of existing school student populations will be transferred to the new schools, effective 2017/18 school year.
- Transition plans will be developed for each school to support students, families and staff in making these changes.
- Transportation services to be provided according to existing procedures based on student residence proximity to the new school/program.

Communication

A communication strategy will be developed to communicate this information to effected schools, families, staff and the public.

The RPS website will be a primary source for information. Information will be provided to parents through school newsletters, letters home, and content on the school websites. A public announcement will be made, through news release, about the changes and when/who they will effect. Employees groups, leadership and all staff will also be informed.

For the 2016-17 boundary changes, effected parents (those living in areas subject to boundary change) and school SCC's will be informed directly through letters. Contact for the schools (principals) and division office (review@rbe.sk.ca, info@rbe.sk.ca, 523-3000) will be communicated. Information sessions may be organized at schools upon the request of SCC's. Public information dissemination, through news release, will also be completed.

For the 2017-18 new school boundaries/programs, information sessions (open houses) will be organized at local schools to provide additional information about the new school developments and to inform effected parents (those living in areas subject to change). Effected parents will also be contacted directly through letters. Contact for the schools (principals) and division office (review@rbe.sk.ca, info@rbe.sk.ca, 523-3000) will be communicated. Public information dissemination, through news release and a media conference, will also be completed.

Open houses sessions will be held at Centennial School (Rosewood Park area school), Ethel Milliken School (Harbour Landing area school) and W.F. Ready School (Greens on Gardiner area school)

The school naming process will also be announced and will commence during this time.

French Immersion Programs

Trends/Issues

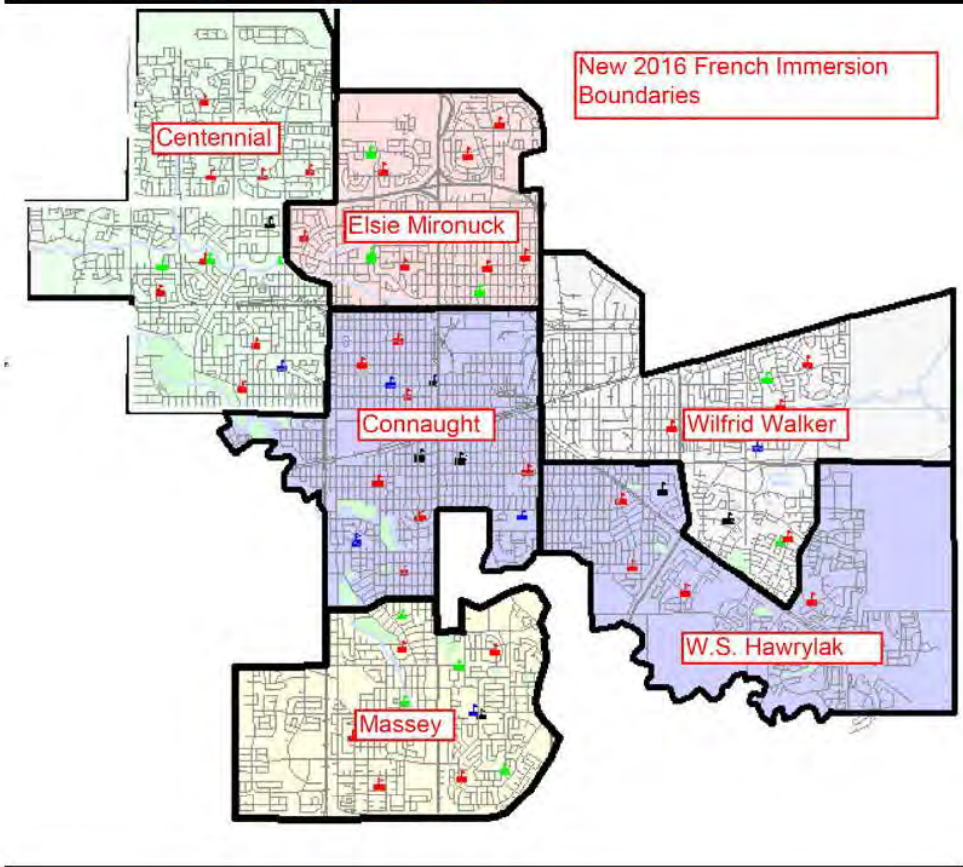
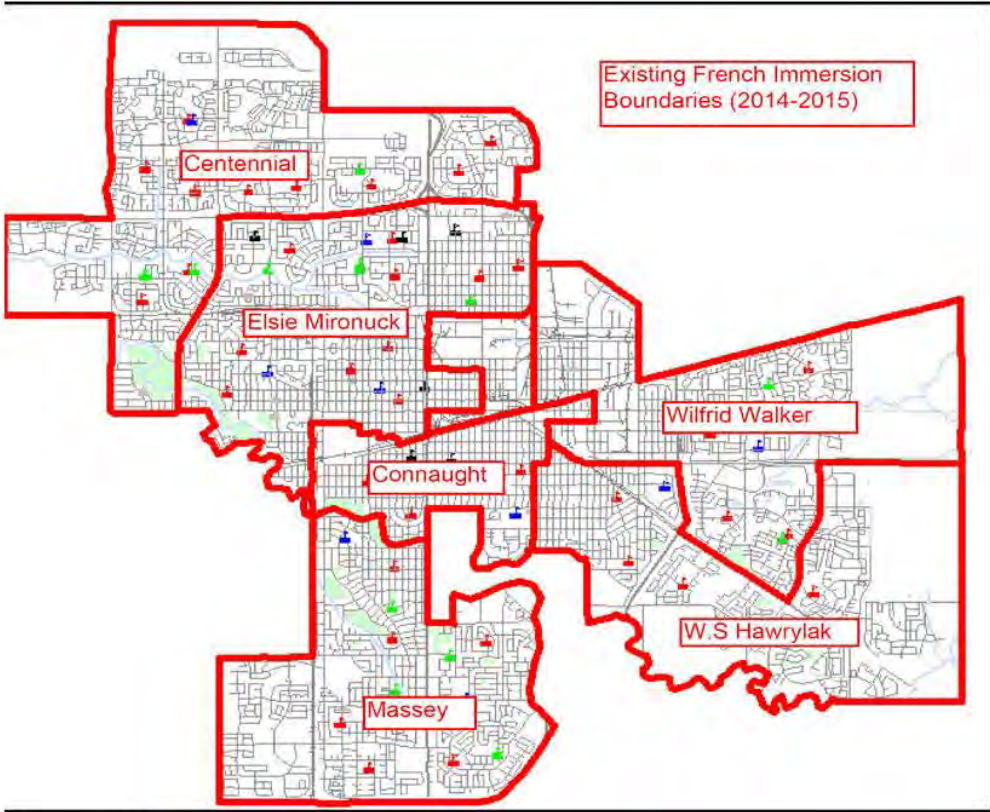
- French Immersion enrolment at RPS continues to grow
- All programs, with the exception of Connaught, continue to grow
- Programs serving new city growth areas are at greater risk for increases in enrolment over existing projections.
- Growing program populations in dual track schools are creating larger schools and creating capacity issues.
- Existing schools with French Immersion programs are fully utilized
- School capacity constraints may require the relocation of dual track programs.

Criterion

- Preference is for programs to be geographically centered within an attendance area to minimize travel time to the program. French Immersion program attendance areas have historically been aligned with a group of area schools, or slightly altered to accommodate major thoroughfares that enhance the efficiencies for transportation.
- Program locations are also subject to available facilities. The facility should have sufficient capacity to offer both English and French programming (dual track). Most of RPS schools were not designed to accommodate two large programs. Optionally, surplus facilities not specifically required to support regular programming could support a French Immersion Centre (single track)

Solutions

- Connaught attendance area to be expanded both north and south to increase the projected program enrolment to levels similar as the other programs and to reduce enrolment (and growth pressure) at Massey and Elsie Mironuck schools.
- Centennial and Elsie Mironuck French Immersion attendance area boundaries will be altered to accommodate future City and program growth. The new boundary configuration can support the creation of additional future dual and/or single track French Immersion programs, if required. (Options for single track schools would only exist as a result of school mergers and the freeing up of existing facilities that were in good condition).
- A portion of the existing W.S. Hawrylak French Immersion area will become the French Immersion area for the program new Greens on Gardiner School (dual track) effective fall 2017. W.S. Hawrylak students in Grades 1-8 who reside in this new area will be transferred to the new Greens on Gardiner School upon opening. This change will reduce growth pressures at W.S. Hawrylak School including the overall school population (size). The establishment of a French Immersion program in the new school will accommodate future growth as the City expands to the east.
- A portion of the existing Massey French Immersion area will become the French Immersion area for the new Harbour Landing School (dual track) effective fall 2017. Massey French Immersion students in Grades 1 and 2 who reside in this new area will be transferred to the new Harbour Landing School upon opening. This change will reduce growth pressures in the Massey program while establishing a base for a French Immersion program in the new school. The establishment of a French Immersion program in the new school will accommodate future growth as the City expands to the west.



Regular Programs (non-French Immersion)

Trends/Issues

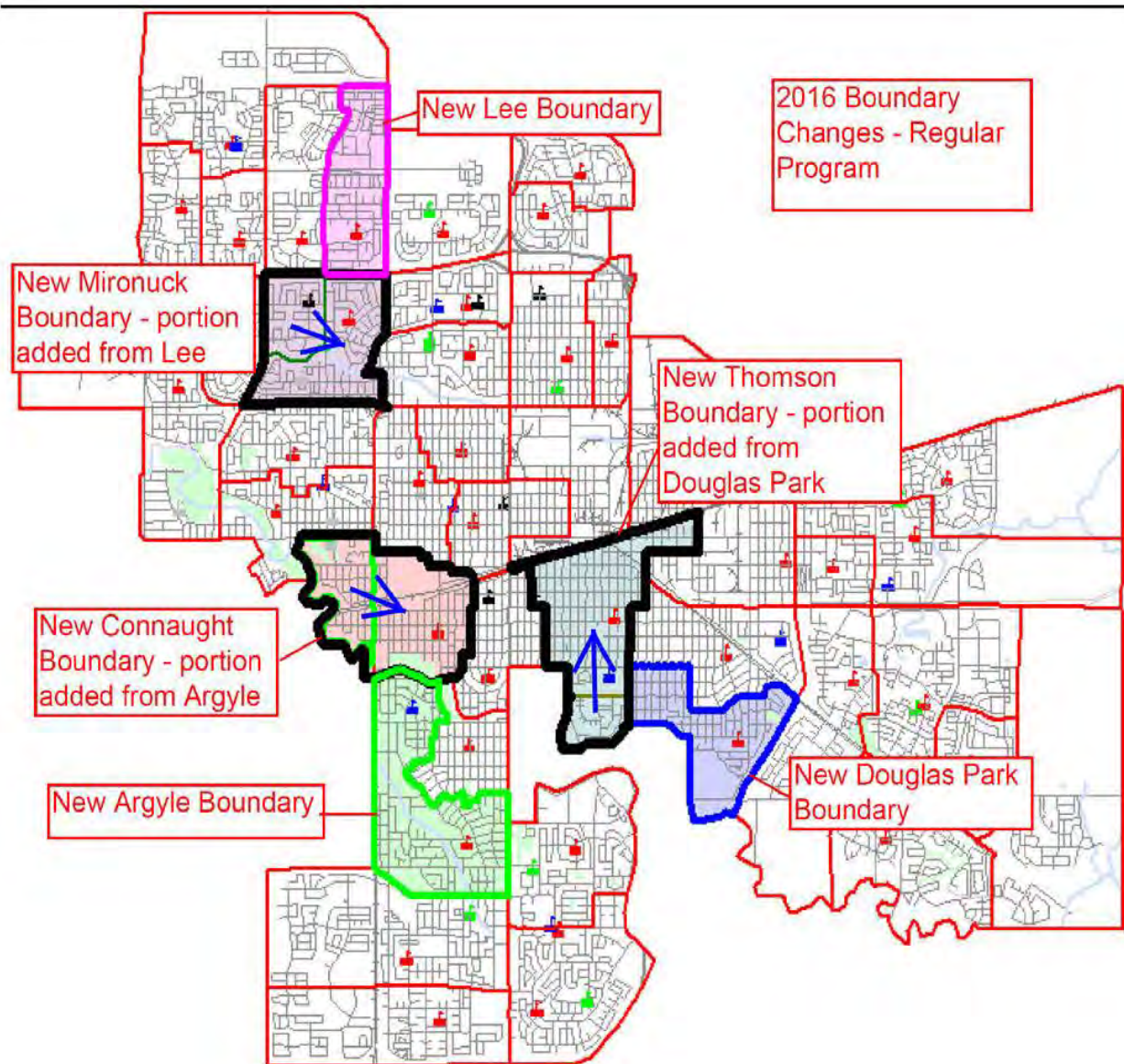
- Enrolment at RPS continues to grow
- Some programs projected to exceed program delivery model of 500 students or be less than 200 students. Increasing enrolments beyond the capacity of the school may result in overcrowding.
- Some school facilities are not geographically centered within an attendance area due to changes previously created by school closures, grandfathering and the creation of new programs.
- Some students live closer to their neighbourhood schools than to the schools they attend.
- Out-of-area attendance at schools can overpopulate schools.
- New schools can impact local schools.
- Some school mergers, renovations or reconstructions are contingent upon capital approvals from the Ministry, these approvals are heavily influenced by school building utilization.

Criterion

- Program attendance areas have historically been designed to maintain sufficient enrolments (present and future).
- Preference is for programs to be geographically centered within an attendance area to minimize travel time to the program.
- Areas sometimes are altered to accommodate major thoroughfares that ensure student safety and/or enhance transportation efficiencies.
- Attendance area design and size is also subject to available capacity of the facility.

Solutions

- Portion of the George Lee attendance area (Normanview subdivision, formerly the Pickard School area) to be reassigned to Elsie Mironuck school for new students starting in 2016-17. The change will reduce the enrolment (and growth pressure) at George Lee and Elsie Mironuck School will increase in enrolment to replace proposed French Immersion student decreases. Students will reside in closer proximity to their school and travel/transportation times will be reduced in most circumstances.
- Portion of the Argyle attendance area (McNab subdivision, formerly the McNab School area) to be reassigned to Connaught School for new students starting in 2016-17. The change will offset the enrolment (and growth pressure) at Argyle school. Students will reside in closer proximity to their school and travel/transportation times will be reduced in most circumstances.
- Portion of the Douglas Park School attendance area (Gladmir Park subdivision, formerly the Peart School area) to be reassigned to Thomson School for new students starting in 2016-17. The change will reduce the enrolment (and growth pressure) at Douglas Park School. Students will reside in closer proximity to their school and travel/transportation times will be reduced in most circumstances.



School/Program Enrolment Projections* for planned Boundary Changes 2016-17

Mironuck/Connaught/Centennial FI Changes & Mironuck/Lee English Changes

	English		Immersion		Mironuck School		Lee School	
	Before	After	Before	After	Before	After	Before	After
2015	214	214	344	344	558	558	426	426
2016	231	254	354	329	585	583	439	416
2017	250	296	358	308	608	604	453	407
2018	261	330	364	289	625	619	457	388
2019	270	362	376	276	646	638	457	365
2020	271	386	372	247	643	633	455	340

Connaught/Mironuck/Massey FI Changes & Connaught/Argyle English Changes

	English		Immersion		Connaught School		Argyle School		Massey School	
	Before	After	Before	After	Before	After	Before	After	Before	After
2015	86	86	109	109	195	195	304	304	428	428
2016	83	91	110	127	193	218	319	311	440	440
2017	86	102	112	146	198	248	331	315	441	435
2018	86	110	112	163	198	273	333	309	466	442
2019	88	120	108	176	196	296	343	311	484	437
2020	94	134	113	198	207	332	361	321	504	424

Thomson/Douglas Park Changes

	Thompson School		Douglas Park School	
	Before	After	Before	After
2015	181	181	394	394
2016	190	206	401	385
2017	189	221	415	383
2018	193	241	430	382
2019	206	270	442	378
2020	211	291	450	370

* Projections using 2014-15 dataset

New School Boundaries (Effective 2017)

Trends/Issues

- Three new joint schools located in new subdivisions to open in the fall of 2017
- Students currently residing in these subdivisions have been assigned and transported to local area school(s)
- Host schools have experienced large enrolment increases with many reaching building capacity. Future projections indicate continued growth in enrolments. Programs serving new city growth areas are at greater risk for continued increases in enrolment over existing projections.
- New school boundaries are required to create attendance areas for local students and to accommodate projected growth
- Student relocation is required to balance programming at schools, accommodate future growth, and effectively utilize school buildings.

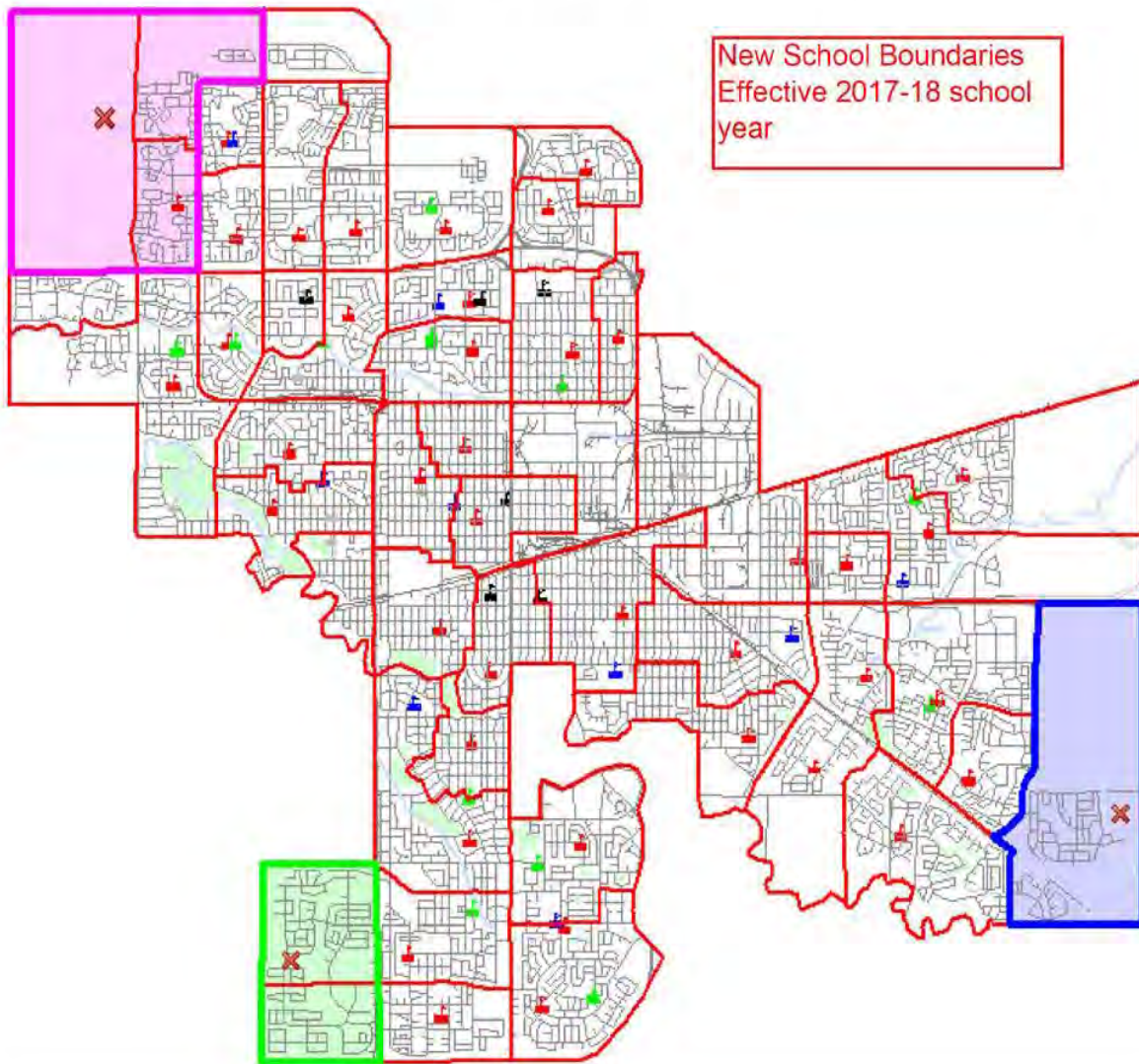
Criterion

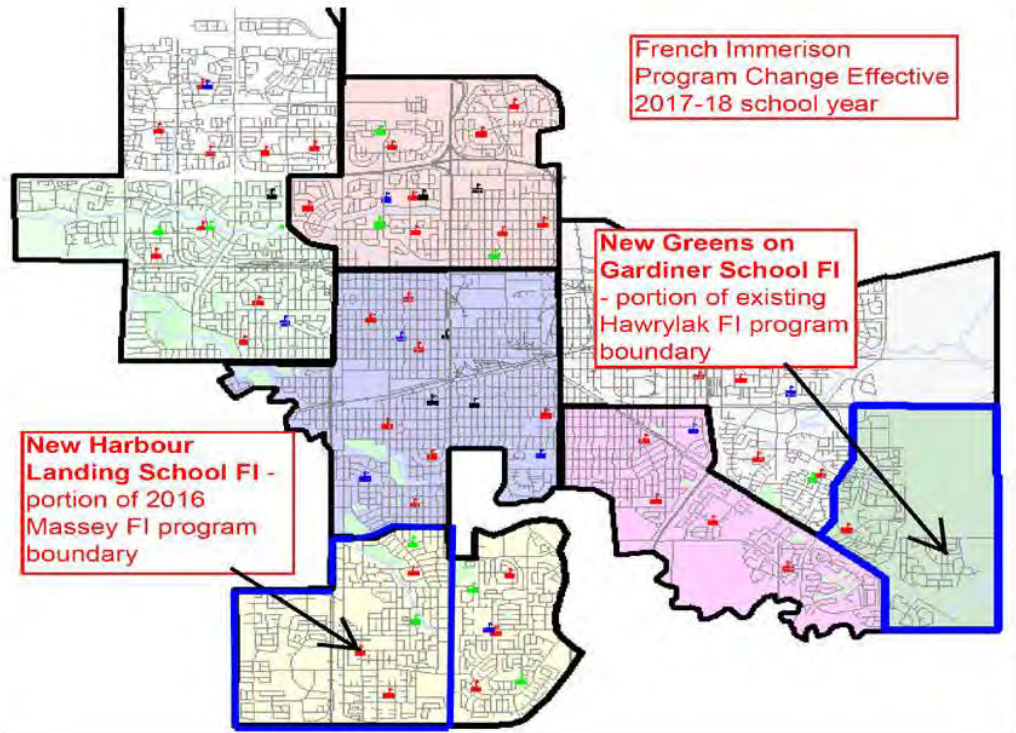
- Program attendance areas have historically been designed to maintain sufficient enrolments (present and future).
- Preference is for programs to be geographically centered within an attendance area to minimize travel time to the program.
- Areas sometimes are altered to accommodate major thoroughfares that ensure student safety and/or enhance transportation efficiencies.
- Attendance area design and size is also subject to available capacity of the facility.

Solutions

- The regular program (English) attendance area for the Harbour Landing school (dual track) is to encompass the “Harbour Landing Subdivision”. Existing portions of the Perry and Milliken School attendance areas and the students located in “Harbour Landing” will be moved to the new school. A portion of the existing Massey French Immersion attendance area will also be assigned to the new school. The French Immersion program at the Harbour Landing school will start with Kindergarten to Grade 2 students and continue to add a grade each year thereafter. Kindergarten and Grade 1 students (in 2016/17) who live in the new attendance area but attend Massey school will be moved to the new Harbour Landing School upon opening. The new school is projected to open with approximately 540 students, and the change will reduce the enrolment (and growth pressure) at Perry and Milliken Schools. The change will also reduce the enrolment (and growth pressure) at Massey French Immersion School.
- The school attendance area for the Greens on Gardiner school (dual track) is to encompass the “Greens on Gardiner” and “The Creeks” subdivisions. The regular (English) programming for these areas is presently part of the W.F. Ready attendance area. Students located in these areas will be moved to the new school. A portion of the existing W.S. Hawrylak French Immersion attendance area will be assigned to the new school. Students residing in new area and attending the existing W.S. Hawrylak French Immersion program (K-7 students in 2016/17) will be moved to the new Greens on Gardiner school (dual track) upon opening. The new school is projected to open with approximately 325 students, and the change will reduce the enrolment (and growth pressure) at W.F. Ready and W.S. Hawrylak Schools.

- The school attendance area for the Rosewood Park school (single track) is to encompass portions of the existing MacNeill School attendance area and the entire Centennial School regular (English) program. Existing portions of the MacNeill School attendance area and the students currently residing in that area will be moved to the new school. All students attending the English program at Centennial School will be moved to the new school. The new school is projected to open with approximately 400 students, and the change will reduce the enrolment (and growth pressure) at MacNeill School.
- The intensive needs and supportive programs currently located at Centennial School will be relocated to MacNeill School in 2018, after the opening of the new school, to allow for any facility modifications to accept these programs.
- French Immersion students and programming will remain at the current Centennial School location.





School/Program Enrolment Projections*

New School/Program Boundary effective 2017-2018

Rosewood Park School (Single Track) w/ Centennial becoming French Immersion (FI) Centre

	English		Immersion		Centennial		MacNeill School		Rosewood Park School	
	Before	After	Before	After	Before	After	Before	After	English	Total
2015	177	177	267	267	444	444	530	530		
2016	185	185	284	296	469	481	600	600		
2017	185		298	322	483	322	681	470	396	396
2018	183		312	348	495	348	748	503	428	428
2019	189		330	378	519	378	793	518	464	464
2020	196		336	396	532	396	851	533	514	514

Greens on Gardiner School (Dual Track) w/ new French Immersion (FI) program

	English		Immersion		Hawrylak		Ready		Greens on Gardiner School		
	Before	After	Before	After	Before	After	Before	After	English	FI	Total
2015	403	403	361	361	764	764	488	361			
2016	401	401	375	375	776	776	527	375			
2017	397	397	371	214	768	611	556	400	156	157	313
2018	382	382	363	200	745	582	595	410	185	163	348
2019	382	382	359	191	741	573	628	411	217	168	385
2020	369	369	363	191	732	560	657	395	262	172	434

Harbour Landing School (Dual Track) w/ new French Immersion (FI) program

	Perry School		Milliken School		Massey School		Harbour Landing School		
	Before	After	Before	After	Before	After	English	FI	Total
2015	451		450		428				
2016	534		517		440				
2017	634	394	569	329	435	375	479	60	539
2018	687	419	632	364	442	362	537	80	617
2019	736	441	668	373	437	337	589	100	689
2020	748	419	730	401	424	304	658	120	778

* Projections using 2014-15 dataset

Background Information

Options for Managing School Enrolments

Closing attendance boundaries

Perhaps the simplest and most immediate method to limiting enrolments in a program is to close the enrolment for out-of-area students. This will only be effective for schools that have seen increasing out-of-area enrolments in their programs. The downside of closing boundaries is the removal of public choice and potential disappointment from those who had planned to attend and/or have siblings or friends attending at present. Accessing childcare is often raised as a reason for students attending outside their home attendance area.

Changing attendance boundaries

For school program growth that cannot be controlled through program closure restrictions, an attendance boundary review is necessary. Formal attendance boundary reviews usually include school community discussions, consideration and analysis of community growth and development, student enrolment forecasts and student transportation and safety issues. Local school enrolment, as well as usage and capacities need to be evaluated to determine if there are opportunities to adjust boundaries to better balance populations served. Neighbourhood demographics, alternative local educational opportunities, and transportation impacts will factor into the decision making.

Adjusting boundaries – changes over the longer term

This involves changing boundaries for future students only, while allowing existing students to remain at their current school. (has a similar public impact to closing attendance boundaries). Since the changes only apply to new students moving into the area, the changes for RPS enrolments would occur over time as schools impacted by the changed boundary would see redistribution of new students to their programs. These changes are appropriate for longer-term planning and for enrolment situations that do not require immediate attention (school overcrowding or program changes)

Introducing new program boundaries - immediate changes

Alternatively, school boundary (program) changes can be applied to all students, or groups of existing students. These changes result in a much greater change for students and families. The need for this type of change would result from a situation where enrolments were required to be lowered immediately to address school overcrowding, large programs, the introduction of new programs (including new school facilities), or even school mergers. The establishment of new schools can assist in easing enrolment pressures in existing schools that currently accept students from the new community and residential developments.

School Attendance Areas and School Sites (Administrative Procedures 310 and 605)

The School Attendance Areas and School Sites Administrative Procedures provide guidance to establish or revise school attendance areas and for determining school sites in newly developed neighbourhoods. The relevant guidelines are:

- The program in which they are enrolled, grade level and residence determine the school attended by each student.
- School sites are to be located as near as is possible to the centre of school attendance areas.
- Peak enrolment for a K-8 attendance area is to be no less than 500 students.
- Student walking distances are to be minimized.

Transportation of Students (Administrative Procedure 570)

The Transportation of Students Administrative Procedures provide the framework for provision of student transportation. The relevant guidelines are:

- Transportation is provided for Kindergarten students residing more than 0.6 km from their designated elementary school.
- Transportation is provided for Grade 1-8 Students residing more than 1.2 km from their designated elementary school. (effective 2016-17 school year)
- Transportation may be provided for elementary students enrolled in a program for which transportation is authorized (French Immersion, Special Needs).
- Transportation may be provided for elementary students for health and safety related to major arterial or other barriers considerations.
- Transportation is provided for elementary students in approved circumstances where space in the receiving school is available.

Certain other limitations on student transportation may apply and transportation is provided for students and their siblings to attend their existing school when boundaries are changed.

The establishment of school attendance area boundaries is the responsibility of the Director, as outlined in administrative procedure AP310. According to procedure, the school attended by each student is determined by place of residence and program requirements. Students from outside their home attendance are allowed to apply to attend any Regina Public School, subject to the availability of space and staff. Where present or anticipated enrolments warrant, the Director may declare a school's attendance area to be closed.

Schools Reviewed

So as to comprehensively look at schools that may require consideration for this review, the administration selected schools that, based upon the 2018 school enrolment projections met one of the following criteria:

- Program enrolment size projected to exceed 500 students or be less than 200 students or a
- School utilization factor that is projected to exceed 145% or be less than 100%

Twenty four (24) schools were selected for review. These included:

Program enrolment to exceed 500 students (K-8)

MacNeill
Perry
Milliken
Ready

Utilization factor to exceed 145%

McDonald	Argyle	Massey
Hawrylak	Mironuck	Lee
Walker	Glen Elm	Grant Road

Program enrolment to be below 200

Connaught (FI and Eng)	McDermid
Coldwell	Thomson

Utilization factor to be less than 100%

Janzen	Kitchener	Imperial
Hanna	Hunt	
Lakeview	Ford	



New School/Boundary Q&A's

March 3, 2016

Do I have to go to the new school?

If a student resides within the new school boundary, the new school will become his/her designated school. Transportation services (if the student qualifies) will be provided to the new school only. Students may remain at their exiting school as an out-of-area student; however, no transportation services will be provided.

Regina Public Schools hopes that all students eligible to attend the new schools will make the transition to their neighbourhood school along with their fellow classmates and neighbours.

The opening of the new schools will be an exciting time for students, families, and staff. Regina Public Schools will be working toward establishing school transition teams for those students/families impacted by the changes. These transition teams will work with school staff and the school community to ensure the move to the new school will be a smooth one.

What about daycares?

If your daycare is located within the new school boundaries, transportation will be provided (if it qualifies) to the new school.

The new schools will open with a 91-spot daycare facility. These daycares will be independently operated following a selection process approved by the Ministry of Education. The selection process is not anticipated to occur before the spring of 2017.

Will the new schools have before- and after-school programs?

Before- and after-school programs are usually established and provided by the school community and/or with any on-site daycare provider. If these programs are established, it may not be until after the school opens in 2017.

Will the new schools have Pre-Kindergarten programs?

All three new schools have spaces that can accommodate a Pre-K program, if approved by the Ministry of Education. Regina Public Schools is applying to have the Pre-K program from Centennial School transferred to the school in Rosewood Park. At present, the schools in Harbour Landing and Greens on Gardiner will not open with an established Pre-K program.

Is there transportation to the new schools?

Transportation services to the new schools will be provided according to our transportation procedure. Effective for the 2016-17 school year, students in Grades 1-8 must reside farther than 1.2 kilometres from the school in order to be eligible for transportation; Kindergarten students must reside farther than 600 metres.

How will I be kept informed?

Information will be updated on both the Regina Public Schools website along with the website of schools involved in the transitions. In addition, school websites for each of the new schools will be developed in advance to provide a point of contact and source of information for the new school communities. These websites will be active in early summer.

For more information on attendance boundaries and procedures, you are welcome to contact the principal of your local school.

Will the new schools open in 2017?

The new schools are on schedule to open in September of 2017. The public can follow the progression of the school construction on the division website. The Government of Saskatchewan, in partnership with Joint Use Mutual Partnership, have launched nine 24/7 webcams. These allow people across the province to see real-time progress being made on the construction of 18 elementary schools on nine joint-use sites. Links to these webcams are also available on the division websites.

How will Regina Public Schools manage all of the changes for the fall of 2017?

Regina Public Schools will be designating a “principal on assignment” to coordinate the planning and transitions required for the new schools. This principal will work with all of the schools and school communities involved in the changes to support the successful transition of students and families. This principal will work with the new school administrators, staff and community to ensure that the educational resources and appropriate learning environments are in place when the schools open in 2017.

New School Open Houses Hosted

Between February 25 and March 3rd, 2016, Regina Public Schools held four sessions to inform parents, staff, and school communities about the details of the new joint-use schools that will be opening in 2017.

The sessions were held at the schools that had student populations that would be most impacted by any boundary or transportation changes, as a result of the new schools. These schools are Centennial, W.F. Ready, and Ethel Milliken schools. Administration and staff from these schools and from the school division were present. Additionally, administration from other schools that would also experience change participated in the sessions. These other schools are MacNeill, W.S. Hawrylak, Dr. A.E. Perry, and Massey schools. One session was also held at the Regina Public Schools Division Office for the benefit of all public school families and the Regina community. The new joint-use schools are in Rosewood Park, Greens on Gardiner and Harbour Landing.

The sessions had an “open house” format where guests could come any time and ask questions of school and school division administration on issues including school boundaries, transportation, school design and a variety of other topics. Over 200 people attended the sessions. Some families of infant and toddler children came with their children to find out more details about what their kids’ first schools would be like.

These sessions were also another opportunity for the school families and the public to submit names for the yet-to-be named schools. The Name Your School Campaign will be accepting submissions until March 24th. More details are available here: <http://www.rbe.sk.ca/school-division/name-your-school>.

At these sessions, school division administration heard and answered a lot of questions. For the benefit of those who were not able to attend, a question and answer document has been compiled. That document is available here and will be added to as more questions and answers develop: http://www.rbe.sk.ca/sites/default/files/q_and_as_revised.pdf.

Moving forward, Regina Public Schools, over the next few months, will create three new web pages for the new schools. On those pages will be information relevant to those school communities and families who wish to send their children to them. These pages will be with the other school pages here: <http://www.rbe.sk.ca/our-schools/elementary-schools/school-list>. Watch for the announcement.

Currently there is considerable information about changes to existing school boundaries that will take place in 2016 here: <http://www.rbe.sk.ca/news/2016/01/school-boundary-changes-2016> and in 2017 here: <http://www.rbe.sk.ca/news/2016/01/new-school-announcements-2017>. There is also a web page that links to the Government of Saskatchewan page that includes design details and live webcams of construction here: <http://www.rbe.sk.ca/news/2015/12/joint-use-schools-project-webcams>.