

Question 1: Do the presented key themes make sense to the group? What is not there that is important for us to know?

- Transportation: feeling like transportation costs were underestimated, and possibly not even considered
- The health impacts of transportation, busing, fuels and gases that students are exposed to
- There is an average of 2hrs of idle time during the transportation
- Bullying concerns while on the bus
- No adult supervision on buses
- The day to day risks of taking public busing
- Time out of the general day, because you have to factor in transportation time,
- Obesity will increase from lack of exercise
- The opportunities to walk to and from school, is an opportunity for fresh air, communication with friends, exercise, mental health

Transition times: it is not enough time to plan and make all of this happen

The option that is put forward by the board doesn't include a transition time

Give everyone a year or six months to make the adjustments

Limited in options and choices because of the short window time frame

Feels that there isn't a transition time

- Walkable schools are big concern, every student should be able to have a walkable school
- Is fdk counted as a full time student and non-fdk schools, are the students counted as .5?
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- Not all parents are convinced that k-8 is the ideal situation for the youngest learners. le k-3 a better example, for bullying...
- Where is the 600 students as a good thing coming from, we've heard completely opposite
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- This isn't forward thinking.
- Anytime you increase the numbers too high, there becomes increased violence and bullying, negative environment.

And decreased academic performances by the student

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- Community:

- Community hubs are being pulled apart by school closures
- Fear that schools that ARE being closed down the building spaces will be replaced by high density housing
- The effect of the housing communities as schools are closed down
- How far ahead does the boards planning go ahead? (how many years)
- How can you Say that there aren't going to be more students when you don't know who is going to move in and out of neighbourhoods.
- Property values will go down, with consolidated schools, there will be more pollution, danger for pedestrian traffic,

Will there be a compensation package for residences that will have lower housing value because of school closure?

Are you going to lower our property taxes

Has there been any consultation with the city urban planning dept, and what impact this will have on local communities, main traffic lanes, an environmental impact?

Will the cost to accommodate to the added infrastructure, cost be offset by the savings by the board is alleging with the closure of the schools?

- Where is the research that supports k-8 is more beneficial for all students? Parents have found research that states a k-5 school is a better school environment and builds community.
- Smaller schools so our kids are able to learn their surroundings, teacher and community. Less chance of a child falling through academic and emotional cracks in small schools.
- Buses, we need to know if they will bus kids to these schools based 1.6 km, or will that change? If so will that really save the board money?
- What about our wonderful crossing guards, what will happen to their jobs?
- What about the school equipment?
- Daily Physical Activity, but now we want our students to get bused or driven to school? Explain how this benefits their wellbeing. By them walking to school it teaches them to be responsible and knowing their surroundings. Our kids need to make good choices if confronted in situations (example stranger danger)
- Dollar figures that they will close, what's going to happen to that building.
- What is the cost of renovating to the cost of bussing
- What happens in new big school: will they have a vice principal, guidance counsellor, etc to meet the needs of our k-8 students.
- Playgrounds and new parks for all these students. Armstrong has a small playground where will these students play where will they have baseball leagues and football leagues. What is going to happen to the parks and community centres?
- Why is this happening so quickly. Teachers, students, parents, community only have a few months to cope with this massive change. Think about children with anxiety.
- Daycares: Franklin Road does not have daycare, will they get it. Our children need before and after school care.
- Are we just discussing school closures or are we actually looking for other alternatives. Here is an alternative: Can we rent out spaces within those schools to community agencies, that way parents have access to good resources within the community and the space becomes used, for example, you can bring public health, contact Hamilton in.

- You sold Scott Park and now you are try to buy it back, costing you way too much, but if you saved the school we wouldn't be in this predicament. What if those areas populate and they need another school there, then what, we are again in the same predicament as the Scott Park situation?
- What are the key themes?
- It was said at the last working group meeting that the key themes are set and they aren't going to change. Pendergrast said this.
- We know we don't have input into the process. We are wasting time.
- Sherwood was supposed to close, but it stayed open....for some reason the arc was flipped and the school was kept open. What caused this.
- Yes the themes make sense
- Bonds with friends that have been made over the last six years will be split....Our kids will be split all over the place. They will need to make friends.
- Families that don't want their children to go to Armstrong will take their kids elsewhere...ie. Catholic Board
- Out of catchment will be an issue.
- We are asking to put the questions aside and record what we are saying
- There is no money for building the new school...high school or elementary
- Why not take Armstrong kids and split them between the other schools...
- Some transparency around cost savings would be appreciated....Help us understand the cost savings and where that information came from.
- All trustees should be at all meetings
- Children can't be on a bus for extended lengths of time
- Crossing of busy streets is a concern
- We agree with walkable schools and a healthy community
- Bullying issues should be a key theme....this would fit under student safety
- When was the process of the timelines created?
- Review the process. Update it.
- Timelines are too tight
- Extend the closing dates and transition
- Yes they make sense.
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- What does it cost to build a new school?
- Timelines – we need more concrete timelines that are reasonable. We need to know what these timelines are, not be dropped the info at the last minute
- Yes they make sense
- A bit more under transportation. Making the children into commuters – it requires more time.
- Safety regarding crossing the major streets especially for young children within the walking boundaries.
- How hard set are the boundaries? Can the Board consider more than distance and begin to also include young children crossing major routes. Provide busing for them.
- Environmental impact – more students being bussed and driven to school when outside of their community
- Where would the busses and parents be able to park? For example at GLA there's limited space.

- Still concerned about the facility conditions index
- Under transportation concern of traffic with cars dropping off with buses
- Real Estate value removing neighbourhood schools
- Closures of schools will change the dynamics of the community when a school is vacant for a period of time
- Vacant schools can attract crime and vandalism
- how much savings would there be?
- What is the cost of the new Board Building when there was already a building there; cheaper to add on to existing schools
- Capacity concern: the plan is to run the schools at or over capacity; no plan for population shift
- Is New better than Old ?
- Do you need a new building to teach today's students?
- Parents understanding of the educational process
- Under Student Safety – with K-8 transportation not feeling comfortable with a grade 1 students riding the bus with a grade 8 students
- Playground dynamics with 4 years old and 12 years old
- More time should be available for questions from the public
- All correspondence needs to be read to the whole working group committee
- Public access to the correspondence of the working group
- To be more efficient in terms of posting correspondence on the website
- Timely Open access to all documentation for the public
- Using the facilities that are not at capacity to other educational facilities (satellite schools/courses)
- Have we tried to utilize the buildings/schools at their capacity?

Our Concerns:

- What will the transition look like?
- When will the construction happen, during the school year with the students in the building?
- Accessibility concerns, 3 floors
- General facility, air conditioning
- Emotional Impact on the students
- Short closing time, decision in May, closing in June
- What will the children go through if their school closes
- Integration is already achieved in the school they are in
- Making expansion in FDK only
- Teachers can network without having to move our children
- 6 acres? Moving more students together in one space limits space
- Armstrong field smaller than Queensdale field

- Transportation, all students will be bussed, currently only special program students bussed at Queensdale
- No evidence of improvement for students only fiscal improvements
- Look at Scott Park, sold the property and now will buy it back at double, where is the fiscal responsibility
- Where is the strategic plan, what happens in 3 years, 5 years...
- Transparency for what the board is looking towards for the future
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- What else that was not mentioned yet?
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- Lost specific points that were made and the Key themes don't get at them
- Enrolment projections in 3-5 years looks towards young families moving in the area
- No Equity in FDK therefore affecting enrolment
- Missing points about the 3 million dollar repairs
- What are the plans for the properties where schools are closing?
- Will our property values be affected?
- Is out of catchment an option? Is there enough time?
- Personal connections are easier in a small school community
- How does having 2-3 classes per grade help in student achievement, where is the evidence or research around it?
- How is success measured, academic or social emotional?
- Students need community, character building , connections in elementary, harder to do in larger school environments
- Issue for entire community, all community member attending, even those who don't have school age children who believe in community values
- Losing community values if students are not attending in their own areas, will not know other parents
- What are the other options instead of closing schools down, where is the data, provide us details so we can work together to come up with more creative and innovative models (hubs – allowing community members to use facility)
- Extra- curricular activities like the STRINGS program where parents pay for the program
- Quality of infrastructure - is the working group considering the quality of the building itself
- What criteria was used to determine the ranking of quality of building (e.g. furnace, roof). Queensdale was rated at 55% and GL Armstrong is 42%
- Why are more classes of each grade important?
- Why is bigger better? (in terms of class sizes)
- Why, when the school board is so sensitive in equity issues, is the queensdale neighbourhood being treated unequitably and being forced to lose their community culture, school and partnerships?
- The board doesn't force cultural groups to homogenize; and yet it feels like our community school is being asked to homogenize to a larger school. It doesn't reflect diversity.
- Bought a home next to the school, so that we could walk to the school. There's a real estate impact. The queensdale neighbourhood is a "child and dog neighbourhood"

- Need to preserve the holistic approach to education queensdale is and has;

Queensdale parents reject closure and encourage expansion

- Key themes captured
 - Missing - Schools must have a nurturing environment (don't lose the personal touch)
 - What is the cost of transportation would be compared to changing boundaries to keep the kids within walking distance
 - If they do close a school what is going to happen to the land – grass it over and keep a green space so that when the community has more school population they could rebuild a school – keep the property in the HWDSB not sell it
 - Was the research conducted regarding the land that was donated where Lynden Park and Hill Park are located needed to keep in HWDSB
 - All 3 schools have daycare on site
 - The worry is that portables will be put up because the population is growing and there won't be room in the school
 - Have stats been looked at for pre school children within the area to forecast school population
 - If the board recommends K-8 what about Westwood, Westview Westmount
 - As administrator knowing the children in a smaller school vs knowing hardly any of them in a larger school
 - Does not make sense to close a school that was recently Renovated that have been done to school within the last 5 years to then close the school to have to renovate another school seems like a waste of money
 - Talking about long term plans closing Armstrong and spread the kids out to other schools and build a new school where Armstrong is
 - Time line the process seems rushed for everyone
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- Not even close
 - Deciding by the end of May is too soon
 - Construction timelines will not work with the current time goals
 - Parents will not have time at the end of May to decide if they want to send their child out of catchment
 - Concerns over pulling children out of the board
 - Students are not commodities
 - Some students will not be successful at bigger schools
 - Smaller schools have better success rates with children as well as with attendance and drop out rates
 - Programming for special needs students can be troublesome at bigger schools → Students can fall between the cracks
 - Walkable schools not a reality → Distance, crossing busy streets
 - More students being bussed → concerns over safety
 - One school between Upper Gage and West 5th will not work for walking students
 - Street parking also a concern if there is also nowhere to stop
 - Traffic around the schools will cause more accidents
 - Obesity studies show that students should be walking to school

- Cramming greater number of kids into the same greenspace
- Small schools outperform larger schools (Hylden, 2004)
- Themes not being met, transportation concerns with safety
- Being on a hospital route and bus route and commercial traffic to a Tim Hortons a concern
- Understand that changes have to happen, but what the right changes to happen →Especially the timeline
- Moving students to a school that needs a lot of work →Compared to moving to a house that needs work
- Connections to the families and students and staff important to keep going forward for safety and security reasons, familiar faces
- Social reasons, kids know and play with each other. Kids will get lost in the numbers
- Interactions between the grades and classes make for a better community feel in a smaller school, that won't happen in a larger school
- Transportation will be an issue, some parents make choose to send their kids to the Catholic schools
- Congestion around the school at Armstrong with parking by permit only on 18th and 19th. High traffic areas could lead to a child being hit. Huge safety issue
- Kids point of view: more chance to be on teams and engaged at a smaller school. Accomplishment feel comes from being on the team. Harder to make it on a team at a bigger school. Moderate athletes can still make it at a smaller school.
- Concerns over amount of phys ed time, library, computer lab, etc. time at a bigger school with more students competing for space
- Accessibility issues at a three story school
- Bullying goes more unnoticed at a bigger school. Teachers and Principal can't know all the kids at a large school.
- Community feels like they are being manipulated. The board will not listen to the feedback and are trying to sweep things under the rug. The board is only concerned about money
- Curious to know if there have already been offers made on certain properties. Are certain areas more attractive to developers than others and is that influencing the decision?
- The community will not take it lying down
- Concern about renovations ...will the students be in school and renovations happening ...timelines are a concern
- Close the school when the receiving school is ready
- Timelines are shorter than secondary
- Make the transition easier by creating a timeline to adjust to the change
- Are the receiving schools assessable to all students ...2 floor schools not an option for physical disability students
- Transition for special needs kids will be worse
- Worried about kids getting anxious about the change in location
- Schools with special programs ...will the programs still exist if moved to another school?
- Walking to school good for kids ...healthy
- JK SK kids have been taking the bus without issue so don't see it as a problem
- Downfall with bussing is that parent involvement will be less because parents wont be able to come into the school
- Increase rates of anxiety due to bullying when kids have to change schools and make new friends...mental health nurse who experienced kids having difficulties

- Some members feel changing schools is ok it will only be difficult at first
- Don't know what will happen to kids at cardinal will they go back to Ridgemount what will happen in the interim will the kids be dispersed together?
- Will the kids be dispersed all over the system
- Group recommends that the entire school be moved together to a new location including the 6 7 8 kids presently at Cardinal from Ridgemount
- Jerome site is centralized to where most of the students live
- Group feels this will be a good site for a k to 8 school south of the linc...this would save money on bussing ...this would be in the kids neighbourhood
- Jerome site would give access to park and would possibly be more than 6 acres
- There is lots of property to use for a "super school"
- What about kids on the north side of the linc? Would it be safe for them to walk across the linc?
- STUDENT IMPACT
- Special programs
- Nothing was said about other special needs children
- Other special needs children other than physically disabled
- As long as they can guarantee kids get transportation if they live beyond 1.6 k
- The 1.6k is a bit far it needs to be less than that, far for a grade 1 child to walk, would this be an option
- Social/emotional well being need to focus on that too wide
- Bullying is too broad and not working
- Greater walking distance how is that safer
- Making them walk greater puts them at risk
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- COMMUNITY IMPACT
- Green space is not available in most schools
- Green space should be said it is important but be made to be important
- Adjust parking
- How busses enter into school to let kids off, drop them off
- Focus should be on spending less money to meet the criteria, what school will cost less money to meet their accommodations
- Larger schools change the dynamic of a community, garbage, traffic flow, weekend school
- How will they facilitate the closing and opening within the timelines stated
- No priority for green space at the Board until now
- Green space important for high schools
- Abandon maintenance aspect of green space
- Community hub – school becomes the hub of the community for events, school becomes the hub
- Daycare – not an issue, lots around within community homes
- As long as you have the space for example for the Y before and after care

- I would question that k-8 large school work
- Smaller school provide more access to green space for the students
- No portables
- We don't want to move forward. Just as much research that says that smaller schools help kids better than large schools. Queensdale is an excellent community. We feel "moving forward" is not the same as excellence. WE HAVE XCELLENCE now.
- Feel that motive is money, and not students. But, there will still be a shortfall of money and no land left sell.
- Without a school in the neighbourhood, our real estate values will decrease. IN home sales, walkability to schools is key to home values. We will lose our equity.
- School board to taking liberties with people's lives. How did unelected officials get that kind of power?
- When you close a school, you disrupt the tapestry of a community, destroys neighbourhoods
- These meetings are not designed to get our input: there is a politically expedient agenda to raise money in the short term to fund large periphery schools that do not contribute to a community.
- Bussing is expensive, too.
- We do not believe that keeping a smaller school open is less cost effective than building new super schools.
- Older buildings are better built, lasts 100 years, whereas new schools will last less than half. Old schools are worth putting money into.
- Drummond Report data shows that declining enrolment is a myth.
- Would like to see earlier facilities reports, not just the ones from the most recent year (suspect)
- Pitting one school against each other is "uncaring, lack of respect for the bonds that exist in each of these neighbourhoods" It is unfair and unethical. It is the opposite of "caring, acceptance and respect", the board motto.
- Leave room for fluctuations in population. Portables are not a solution. 110% capacity is wrong.
- Enrolment will be more evenly distributed if EVERY school given the opportunity to offer full day kindergarten.
- Our kindergarten students were only counted as .5 a child
- Our special classes (e.g., systems classes) are capped but counted as being not full – they are full
- It doesn't make sense to keep so many community programs at HillPark (e.g., Early Years, Rec Centre) and yet not have the school be built close enough to utilize them
- We are the most central location for a school, the most desirable place
- Centralized location would allow more students from neighbouring communities be able to walk to the Linden location
- New school (k-8) should have two gyms so that all classes (including kindergarten) have accessibility to a large indoor open space
- As the community is aging new families will be moving in (Linden Park) community offers affordable housing
- If we built a new school on Linden Park property we could do it without disrupting the school
- If we have to move, we want to move as a group – we want the school to stick together
- Linden Park is the only school that offers before school care, and it attracts kids from other communities to come to Linden
- Change the bussing restrictions because we can imagine that a lot of kids wouldn't qualify for bussing and as a result the small roads will be congested with traffic
- Vickers Road (where Linden Park is) is on almost a through street and we think that the flow of traffic would be more reasonable

- Location should be considered with more importance than anything else, because that is one feature that cannot be changed, once the school is built you can always add to it but cannot change the location
- The timeline for closing a school and moving the kids is too short, and should be specified
- The timeline for preparing a school (i.e., G.L. Armstrong) for the influx of students is too short and should be specified
- The requirements for fixing a school (structural, cosmetic, etc.) should be specified
- After a school is closed, is there a “grace period” after which the school may be reopened if necessary – or is the school immediately torn down, land sold off?
- What are the costs?
 - Air conditioning, boilers, updated wiring, elevator, new foundation, roof, asbestos – student safety – asbestos dangers while renovating
 - Could there be a variety of costing options? (Option A, Option B, Option C)
 - Community needs to know this information in order to make best fiscal decision
 - Need to make financial comparisons – need numbers
- Spec. Ed. Accessible?
 - Condition of school – repairs (to be done)
 - 2 large schools – will they be equal in technology? Program?
 - Can you blow a fuse by plugging in machines?

Student Safety

- Halfway house across the street
- Concerned about residents with little kids
- Parents have been approached

Transportation

- Busing – splits up family (i.e. Some kids will go to one school and one another Eastmount division – Fennell & Franklyn
- How does removing a school from a community impact on property values?
- Parents need their information
- What are the statistics in larger schools re: office referrals and bullying, and how do they compare to smaller schools’ stats?

Program

- Concerns about daycare closing. Where will kids go?
- Programs in this area are full
- Need before and after care. Eastmount start at age 2 and it is seamless
- G.L. Armstrong – needs to have seamless before and after school

Community Values

- Process is pitting communities against each other
- More than one initial option
- Provide a variety of school closure options (Option A, Option B, Option C)
- Kids will be going out of community as visitors to someone else's community

Community Values

- If kids go out of community, they will have more behavioural, mental health issues
- Homes will be effected, doctor's offices
- Once school is gone other community groups will lose space they use (e.g. softball teams)
- Garden – we work together a parent team to get it done. Concerned that parent community will not have access (distance) to do these jobs

Student Safety

- Small settings – we know everyone. When there is a stranger, everyone goes on alert. In a big school, safety will be more of an issue. People know each other in small schools – this experience will be lost

Question 2: In creating an ideal elementary learning facility, what consideration do you feel are most important?

- Not willing to answer this question as if we do it feels that this is a next step, when we haven't even decided that any school should be closed yet

Sense of community,

Being able to walk to school

Able to walk to school

Smaller schools are better for the children

- Plenty of research showing that smaller schools are better
- Smaller schools, sense of responsibility, community, safety
- If you move students to a big school, there is a chance that during sports or other activities students will lose opportunities to participate, because there are more students to compete with.
- There might be more disparity between low income middle income, and high income families
- More students will be left behind because there wont be enough focus on a few students, there will be too many students in a group at a time
- Green space : this is a critically important environment for all of our students

- Look into international places that take their students outside, green space is very valuable
- Nerighbourhood schools
- Class sizes are you going to cram all these kids in. Smaller classes.
- Friendlier atmosphere, positive learning environment.
- Care, welfare, safety, and security for our children in a small group environment.
- Fundraising dollars: kids will not see the outcome and parents will feel like not participating because the students won't be seen. Where is everything we funded for at our schools going?
- Our kids live in a different generation...it s not safe to allow our students to travel far distances to attend school.
- Community is the key to creating empathetic students. What about that old saying it takes a village to raise a child. We no longer care to work together. In a large school setting kids get lost.

Questions:

- What is more important saving money or quality of education?
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- Smaller class size
- Smaller capacity of schools
- We want our kids to go to school within our own communityin a safe environment away from busy streets
- Safety of students, accessibility, physical environment that allow for new methods of learning:
- Larger school creates traffic issues with students being dropped off
- Computer labs
- Classrooms equipped to advance technologies...SMART Boards,
- At Queensdale, SMART Boards were purchased by the parents and put into the school....concerns as to where all of this technology would go.
- Concerned about the timing of school closures.....May?...Why is this being pushed through so fast? How are they going to get the facilities up to standards as laid out by the facilities department....this process needs way more time
- We need more time to help our students through this very difficult process of transition
- The school needs to be accessible to everyone...avoid stairs
- Need Greenspace
- Controlled access to the playground
- Appropriate protocols in place to keep the youngest students safe
- Joint facilities for the community at schools.....accommodate outreach activities....we can't lose the community connections
- Facilities for before and after school care
- Snoozelin room for autistic children
- A stage is very important
- An engaged faculty in the learning process...caring staff. Currently we have a very caring staff.

- With special needs students integrated, the more kids = the more needs = the more issues = the more interruptions
- Library should be had...physical and digital resources
- Gardens or greenhouses where children can grow things
- An environment that allows students to appreciate the environment
- An opportunity for students to set their own learning....inquiry
- Wind energy and solar energy at the school
- Opportunities to create and support relationships between the younger students and the older students.....ie. on playground to have a “buddy” that a relationship had been built with...peer mentors
- A school where staff know all of the students and parents
- An allergy safe school.....knowledge of all allergies...concerns of this in a big school
- First Aiders...
- A safe arrival call made by a certain time
- Not entirely – Proposal to be considered by the ARC: Keep the outer laying small schools and close Armstrong. Make the outer laying schools jk-8 .
- Cleanliness, technology up to date (including wiring, electrical, wifi)
- Close community members, events.
- Hey want 300 students or less
- We don't have the population of Toronto
- Compare our school sizes to municipalities with populations similar to ours

Community hubs – partnership opportunities. How does the process work? Who is reaching out to partnerships like Big Brothers. Saskatchewan is doing a good job of making their schools into community hubs by bringing in special programs. Why can't these programs be within our schools? The Board had sent out letters but to whom? Is the Board working well with the City? Look at Seattle Washington

- Being within the community and feeling safe. Moving children out of their community into a larger school where they are a number rather than a name. The children to know each others' names in the smaller schools. This is the same with the adults.
- Putting home economics and shop back into the schools. Couldn't the seniors use these resources too?
- With larger schools, there becomes less of a chance for your child to make the school team.
- Physical room to grow
- Green space; important for time outside
- Potential to expand
- Neighbourhood boundaries – concerned about their neighbourhood being split –maintaining existing communities
- Community does not want k-8: public wants k-5 and 6-8
- Community is important; keep it small especially for the young children
- 600 students is too much for one school
- Community relationships need to be maintained

- Traffic: concerned of students crossing busy streets
 - Smaller class sizes
 - Drop off and pick up patterns
 - Keep Walkable schools and community/family relationships
 - Access to community programs and resources
 - Living sustainably: walking to school, recycling buildings with buildings already established
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- People, the size
 - We want what we already have
 - Complete accessibility
 - Have the ARC committee spend a lot of time in each school to get the feel of the school and all the great things happening there
 - More student voice in the process
 - Why rebuild a school built in 1965 and not a school built in 1930?
 - Need a plan to help and support children through the transition
 - This proposal puts all schools against each other yet in September we need to be one community
 - Concerns with major street crossings
 - Will siblings take the same bus (one in FDK the other in grade 1?)
 - Commercial/residential zoning is not ideal
 - Smaller classrooms
 - Wholistic approach to education – there is a deaf program at the school and the whole school is taught how to sign
 - Ties to the community
 - Caring, supportive community – secretary and janitor are also part of the caring environment
 - Safe (away from busy traffic, size of school is too big, access to commercial business poses safety issues for students)
 - Lots of green space (e.g. queensdale has 100 year old oak trees)
 - Wheel-chair accessible
 - Walkable school
 - Experienced teachers (don't need collaboration to do a good job)
 - Quality education
 - Open communication w parents
 - Before & after school program - children can be there from 7 am to class start and from 3:20 – 6pm; teachers work collaboratively w after school staff (exercise program, engaging activities)
 - Good neighbourhood – safe neighbourhood
 - Community tie – church (activities happen outside of school time – PD day activities)
 - Schools must feel personal, large schools might lose this
 - Small schools may lose personal touch

- Students must not become a number
- Lap tops
- Ipads
- Wireless
- Daycare in the school
- New school north of Mohawk Road
- Air conditioning
- No portables
- Athletic programs
- Strong school and community bonds
- Strong parental engagement in elementary school
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- Green Space – green space that is actual green space (landscaping) and not pavement
- Keeping the elementary schools k-5 and 6-8
- Smaller class sizes
- Interaction between similar age groups
- Opportunities – diverse programs, learning, technology
- Safety – a school where everyone knows everyone else (smaller schools)
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- We already have an ideal learning facility at Queensdale. Updated facility, greenspace, recognisability of children and parents, no bussing (walkability) outside of special needs children
- Accessibility to all students, one floor, newer windows, air conditioning within the last 10 years
- Small population
- Air conditioning (concerns about overheating)
- SMART boards in every classroom
- Computer lab with a computer for everyone
- Big windows
- Greenspace and asphalt playground (for wall ball)
- Green energies (wind, solar panels, geothermal)
- Greenroof
- Community garden
- Bus loading area not on a main street and without moving traffic, no automobiles on it. A crescent shape construction
- Accessibility for special needs....elevator ramps ...no restrictions for any studentkeep washrooms in mind when building and entry points
- Central location
- Equipped to handle new technology

- Same program options as the middle schools have now....band, choir, instrumental music, specialized room for science music art
- Funding for music equipment
- Sport teams for our older kids
- Programs for younger kids ie intremurals
- 2 gyms to enhance participation for healthy living
- Common area/lunch room to enhance social skills and be more hygienic
- Inviting library with couches and central to the school to encourage reading
- A lighted sign for the front of the school to inform parents
- Air conditioning and big windows and natural lighting
- More of a home environment rather than “institutional like”
- Filters to minimize effects of allergens
- Recycling program to promote eco friendly school
- Litter free
- Funding for breakfast and lunch programs
- Daycare programs in the school....before during and after school
- Ample Green space for outdoor activities
- Kitchen for snack programs and cooking classes...open to adults and students
- Focus on students needs, proper learning
- Has to have green space
- Less class size, hire more teachers
- 21st technology needs to be included in the school, i.e. smart boards
- Hire teachers with speciality areas, i.e. music programs, art programs
- Space for kids to have extra programs, eat their lunch,
- Small is better, i.e. number of students, 400 vs 600, class sizes
- People in all areas of the city deserve the same
- Site based decision by principals should not be made on space
- Home economics classes
- Better long term planning, i.e. from k to 12, commitment to a future goal
- Base your school on Queensdale! Small community schools, where parents know each other. Much more personal
- Having parents live close enough to volunteer or in case of emergence, a neighbour can take your child in until you can get them.
- Smaller school so teachers know all students and identified for their needs, and support them. Maximize each child’s potential and safety.
- Smaller schools increases diversity, equality, children health (walk to and from school)
- Smaller schools control urban sprawl.
- We would rather have a small community school that is less than new.

- HOW DO WE KEEP OUR SCHOOLS? HOW CAN WE USE THE ARC TO LOOK AT ALTERNATE FUNDING SOLUTIONS SO WE CAN KEEP OUR SCHOOLS?
- Our children are currently benefiting from a great school environment; why are you doing this? And why so fast?
- Traditional methods for organizing learning have value, too. Innovative teaching can exist in traditionally organized learning places, too.
- Central location on main bus routes at Linden
- Lots of parking
- Early years
- Today's family
- Closure date
- Walkability – parents would prefer that children are encouraged to walk
- Concerned that in the condensing of schools less classes have accessibility to the gyms
- Linden has a lot of property that is shared with the city and because of this beautiful property, it should be an ideal location for a new school
- We have classroom that are limited at their full capacity (learning foundations) and counted as empty classrooms
- FDK should be considered in all schools (as by the following school year it would be required)

- Everything that Queensdale and Eastmount have:
 - Kids walking to school
 - Modern technology
 - Kids raised money for technology without Board – encouraged in new school (family funding/support)
 - An active school council is an integral part of a new school
 - Maximum 300 students
 - Before and after daycare
 - Greenspace – there is more at Queensdale and Eastmount
 - Sporting programs
 - Band programs (exceptional music)
 - Emphasis in cooperation not competition
 - Community partnerships (e.g. businesses along Concession)
 - Safe neighbourhood
 - Not on a main road (like Concession), but on a side street (safer on side street)

- Wheelchair accessible
- No busing/walkable school
- Exist in caring community
- Not in a commercial/residential community
- Safe – not too many kids, proximity to stores, not busy traffic
- Lots of green space – for play, 100 year old oak trees

- Co-holistic approach – learning morals, values
- Ties to community
- Custodian caring
- Open communication with parents
- Excellent after school program – 3:20 – 6 pm, before 7:30am
- Very experienced teachers
- Can count on quality educational Queensdale

Student Impact

- Class sizes (what's the impact of having larger classes or students)
- Transition Plans/Timelines – for special needs students
 - Special Education/Special Needs (deaf classes)
 - Accessibility
 - Quality of teaching
- Transportation – busing
- Student safety
 - Social and emotional well-being – bullying with more students
 - Quality of infrastructure – what criteria was considered?

Community Values

- Church runs programs for students or PA Days joint events between school/church
- Church is safe place
- People have worked hard to build community
- Losing sense of neighbourhood
- Board sensitive to equity issues – Queensdale being faced to lose community culture

Daycare

- School daycares
- Home/community