



List of Delegations

**Wednesday, June 10, 2026
1:00 PM**

Henry Baker Hall, Main Floor, City Hall

The List of Delegations is prepared to reflect the agenda as published. The order in which items are considered, and related delegations heard, is subject to change and remains at the call of the Chair.



OFFICE OF THE CITY CLERK

**City Council
List of Delegations and Communications
Wednesday, June 10, 2026**

CR26-70 Johnson Collegiate Fare-Free Pilot Project Update

DELEGATION

- DE26-58 Terri Sleeva, Regina Citizens Public Transit Coalition (RCPTC), Regina, SK
- DE26-59 James Elliott, Regina, SK
- DE26-60 Florence Stratton, Regina, SK
- DE26-61 Musfirah Jamal, Regina Youth Climate Justice Coalition, Regina, SK
- DE26-62 Kiké Dueck, Regina, SK
- DE26-63 Beverly McDougald, Regina, SK
- DE26-64 Laura Stewart, Climate Action Team at Harmony United Church, Regina, SK
- DE26-65 Atticus Kolody-Watt, Better Bus Youth, Regina, SK
- DE26-66 Elizabeth Prokop, Regina, SK

CR26-73 Concrete Reduction Options & Impacts

DELEGATION

- DE26-67 James Elliott, Regina, SK

CR26-74 2027 Grey Cup

COMMUNICATION

- CP26-32 Craig Reynolds, Saskatchewan Roughrider Football Club, Regina, SK

Mayor Bachynski, Regina city council members & administration

I'm Terri Sleeva with the Regina Citizens Public Transit coalition and I live in Regina. High school students need fare free transit. Compared to the positive advantages of fare free transit for youth, the negative aspects paled in comparison. Let's talk about this as it relates to youth in Regina.

If City Council does not implement or expand fare-free transit for youth, the city risks increasing barriers to education, employment, recreation, and community participation for young people.

Families facing financial pressures may struggle with transportation costs, while some youth may miss opportunities that support their development and future success. The city will see greater social inequities, increased reliance on private vehicles, more traffic congestion, and higher greenhouse gas emissions.

Investing in youth mobility is an investment in the city's future workforce, economic vitality, social inclusion, and environmental sustainability. Failing to act will result in greater long-term social and economic costs than the investment required today.

I will repeat this! Fare-free transit for youth aged 13–18 provides significant social, educational, and economic benefits.

Reliable transportation ensures students can attend school consistently, participate in extracurricular activities, access libraries, jobs, volunteer opportunities, and community programs regardless of family income.

It reduces financial pressure on households while promoting independence and mobility for young people. I'd rather see my teenagers taking the bus safely and responsibly.

Increased transit use also helps establish lifelong sustainable transportation habits, reducing traffic congestion and greenhouse gas emissions.

Fare-free access creates a more equitable community by removing transportation barriers that can contribute to social isolation. Investing in youth transit supports educational success, workforce development, community engagement, and healthier, more connected communities. It's win-win for Regina. Please don't forget the youth when making your decision! Thank you!

Submitted by:

Terri Sleevea, Regina Citizens Public Transit Coalition, Regina, SK

Dear Mayor and Council,

CR26-70 Johnson Fare Free Transit Pilot Project Update

My name is Jim Elliott and live in Regina. I am here supporting an extension of the Fare Free Program for High School Students. I believe that this should be considered a human right to basic mobility and that those under the age of 18 should be given the ability to get to school and around the city without need of cash or a paid transit card.

1. Basis of Analysis Flawed

Firstly, depending on a very short period of 4 months to determine the value of providing free transit is far too short and does not adequately assess the impacts of a free student pass. Decisions made in September are far different than those made in January or February. At the very least, this project should be repeated for a full one-year period starting in January 2027 to better assess the impacts on the student.

2. All the Benefits Not Monetary

Secondly, the impacts of the pass project go far beyond the simple parameter of attendance. And as identified below, there are a lot of benefits that defy putting an easy monetary value to it and many of these benefits have longer term implications that benefit this city in the long term. How do you measure student anxiety or their frustration about wanting to do something and not being given an opportunity? Do you know how hard it is to graduate from high school with all that is going on today?

Further, it is very well known and documented (see **Search Institute** information below) that if the children are supported positively, they will do better in school, reduce or eliminate bad behaviours and be a much more engaged and stronger resident in their community both as a child but also as adults.

3. Gradual Investment in More Transit

Thirdly, to dump the cost of providing this service into one lump cost distorts the gradual value to the student and the taxpayers. Over a census period, this city gained 11,000 residents but we did not dump the increased need for infrastructure, programs and services into that first year after the census but projected the need to increase over a period of between 5 to 10 or more years. And furthermore, this city continues to grow, so we need to ask is this city going to need those additional transit services anyway? By blaming students for the cost, why are we not stepping forward and accepting that we need to change together. So, why not put this into the long-term transit master plan and not burden the youth to be the demand for the increased service, say include 2 schools a year for 7 years focusing those in need in the first few years ending with those that are less in need?

Benefits of free transit for under 18 students

- Reduced costs for low-income families
- Reduce anxiety for students about attendance
- Reduced GHG emissions
- Equity between students
- Reduced tendency for students to purchase vehicles after 18
- Reduced traffic on the road due to parental drop off and pick up of students
- Reduced chance of the need to walking in cold weather
- Better chances of getting to the next destination like part-time jobs or events
- Many of those high school-aged children want to do something on the climate crisis
- This fits with the Energy and Sustainability Framework of being 100% renewable by 2050

4. Myths of Lost Revenue

Let's work through a scenario to explain this. We have a 14-year-old child that is riding the public transit system. Currently, about 37% of their fare is paid for by their parents, taxpayers in the city. The other 63% is paid for by the remaining taxpayers in the city through the city budget that is approved every year. So, parents and taxpayers cover the entire fare.

Under the proposed new funding proposal, we will have the same 14-year-old's fare paid for entirely by the taxpayers of this city. So, in one case, the fare is paid for by a taxpaying parent and the rest of the taxpayers. The second option is the fare is paid for by all taxpayers. There is no lost revenue. It simply shows up on a different line. And taxpayers are paying for the entire fare, whether individually or collectively either way. And has been explained, those parents with lower incomes or larger proportional costs of living will benefit from this redistribution, for them the cost will go down.

5. Lack of Effective Consultation with Students

The communication with students and parents was very prescriptive and instructional with not much interaction with them as to what or how a city-wide system would work or be implemented. In doing some similar engagement with some adults during the Design Regina exercise, the statement that has stuck with me is someone said no one had ever talked to him about much of anything. We need to be much more engaging. There is an active Regina Youth Climate Justice Coalition working on engaging youth with issues of this city. They are currently organizing a Mentorship and Leadership-Building program for Regina youth 12-25. We have the Growing Young Movers in North Central who could be engaged.

6. Role of Council to Make It Better for Its Citizens

To express the role of this council as simply to determine how to put a square peg into a round hole or not or to round that square peg to conform to that round hole is significantly much less than what I would suspect your residents demand of you. If that is your view, then I suspect we should simply just leave, turn off the lights, close the door and let some mindless algorithm do what needs to be done.

But as I suspect there are humans in this room and city that do not feel this way and see it appropriate to invest in the coming generations by providing free transit. Many of us do that every day when we provide funds to our private, public and separate schools every year to provide the best education for them. I have done that my entire life even though I don't have children in Regina. I volunteer at a school community council because even the taxes are not sufficient to cover all costs and I help fundraise for more supports.

Much of what we should be doing in this chamber is bringing compassion, energy and commitment to making this world better going forward. Sometimes, that cost us a few dollars.

It is also appropriate that the school boards make significant efforts to ensure their students get to school every day and I commend them on their efforts. But even their herculean efforts are not enough. And that is why I see it appropriate that the taxpayers of this city should step forward and help as well.

Respectfully submitted,

Jim Elliott

p.s. When Martin Luther King Jr. was asked of what he was doing, he said that they may be integrating into a burning house. When asked what then after we have expended all of this energy to integrate into a burning house, he said then we will need to become firefighters. My thoughts are that we may also need to be building a new house that won't burn down to move into later.

A Developmental Assets® Profile of Saskatchewan Youth A Chance to Listen ...

This historical provincial report, the first of its kind in Canada, presents us with the opportunity to hear from youth about their experiences in our families, neighbourhoods, schools, and community. It provides a unique opportunity to **engage young people** in **meaningful dialogue** and **truly listen** to what is happening in their lives.

Why do Assets Matter?

Research consistently shows that youth with more Assets are more likely to thrive and far less likely to engage in risk-taking behaviours.

See what our youth have to say about what they are experiencing in our communities on the following pages...

On average
SASKATCHEWAN
YOUTH experience
18.5 of the 40
Assets they need
to thrive!

So What Are

Developmental Assets?

Developmental Assets are the basic building blocks of healthy development—the positive characteristics and experiences that **ALL** kids need to grow up healthy, competent and caring.

External Assets

Support



Family Support * Positive Family Communication * Other Adult Relationships * Caring School Climate * Parent Involvement in Schooling

Empowerment



Community Values Youth * Youth as Resources * Service to Others * Safety

Boundaries & Expectations



Family Boundaries * School Boundaries * Neighbourhood Boundaries * Adult Role Models * Positive Peer Influence * High Expectations

Constructive Use of Time



Creative Activities * Youth Programs * Religious Community * Time at Home

Internal Assets

Commitment to Learning



Achievement Motivation * School Engagement * Homework * Bonding to School * Reading for Pleasure

Positive Values



Caring * Equality and Social Justice * Integrity * Honesty * Responsibility * Restraint

Social Competencies



Planning and Decision Making * Interpersonal Competence * Cultural Competence * Resistance Skills * Peaceful Conflict Resolution

Positive Identity



Personal Power * Self-Esteem * Sense of Purpose * Positive View of Personal Future

"The bottom line is that Assets are too fragile, too uncommon, and too underdeveloped for most youth regardless of where they live, who their parents are or how much money their parents have"

Peter L. Benson, Ph.D., CEO & President Search Institute®

The percentage of Saskatchewan youth experiencing the 40 Developmental Assets®, Comparison of male-female levels, and Asset levels from Grade 6 to 12.

ASSET DEFINITIONS	%	M	F	+/-	6	12	+/-
1. Family Support - Family life provides high levels of love and support.	72	72	73	-1	85	65	-20
2. Positive Family Communication - Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.	35	32	38	-6	46	29	-17
3. Other Adult Relationships - Young person receives support from three or more nonparent adults.	45	43	48	-5	41	50	9
4. Caring Neighbourhood - Young person experiences caring neighbours.	44	43	47	-4	52	40	-12
5. Caring School Climate - School provides a caring, encouraging environment	36	34	39	-5	50	31	-19
6. Parent Involvement in Schooling - Parent(s) are actively involved in helping young person succeed in school.	35	34	36	-2	50	21	-29
7. Community Values Youth - Young person perceives that adults in the community value youth.	25	23	27	-4	40	20	-20
8. Youth as Resources - Young people are given useful roles in the community.	32	30	34	-4	38	29	-9
9. Service to Others - Young person serves in the community one hour or more per week.	50	45	54	-9	54	47	-7
10. Safety - Young person feels safe at home, school, and in the neighbourhood.	50	59	40	19	35	64	29
11. Family Boundaries - Family has clear rules and consequences and monitors the young person's whereabouts.	40	36	44	-8	40	32	-8
12. School Boundaries - School provides clear rules and consequences.	56	55	58	-3	74	45	-29
13. Neighbourhood Boundaries - Neighbours take responsibility for monitoring young people's behaviour.	48	47	49	-2	62	35	-27
14. Adult Role Models - Parent(s) and other adults model positive, responsible behaviour.	26	22	30	-8	33	23	-10
15. Positive Peer Influence - Young person's best friends model responsible behaviour.	59	54	65	-11	86	35	-51
16. High Expectations - Parent(s) and teachers encourage the young person to do well.	55	54	57	-3	64	47	-17
17. Creative Activities - Young person spends three or more hours per week in lessons or practice in music, theatre, or other arts.	18	12	24	-12	21	17	-4
18. Youth Programs - Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.	61	60	62	-2	63	57	-6
19. Religious Community - Young person spends one or more hours per week in activities in a religious institution.	43	39	47	-8	54	32	-22
20. Time at Home - Young person is out with friends "with nothing special to do" two or fewer nights per week.	57	56	59	-3	64	53	-11
21. Achievement Motivation - Young person is motivated to do well in school.	61	52	71	-19	68	57	-11
22. School Engagement - Young person is actively engaged in learning.	63	56	71	-15	66	68	2
23. Homework - Young person reports doing at least one hour of homework every school day.	30	25	36	-11	22	35	13
24. Bonding to School - Young person cares about her or his school.	64	58	70	-12	78	60	-18
25. Reading for Pleasure - Young person reads for pleasure three or more hours per week.	27	17	36	-19	30	27	-3
26. Caring - Young person places high value on helping other people.	42	33	51	-18	58	40	-18
27. Equality and Social Justice - Young person places high value on promoting equality and reducing hunger and poverty.	44	35	54	-19	59	40	-19
28. Integrity - Young person acts on convictions and stands up for her or his beliefs.	62	54	71	-17	64	59	-5
29. Honesty - Young person "tells the truth even when it is not easy."	69	62	76	-14	77	69	-8
30. Responsibility - Young person accepts and takes personal responsibility.	63	58	68	-10	69	67	-2
31. Restraint - Young person believes it is important not to be sexually active or to use alcohol or other drugs.	33	29	38	-9	58	12	-46
32. Planning and Decision Making - Young person knows how to plan ahead and make choices.	25	21	31	-10	27	31	4
33. Interpersonal Competence - Young person has empathy, sensitivity, and friendship skills.	40	25	56	-31	45	40	-5
34. Cultural Competence - Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	27	22	32	-10	29	27	-2
35. Resistance Skills - Young person can resist negative peer pressure and dangerous situations.	36	30	41	-11	45	32	-13
36. Peaceful Conflict Resolution - Young person seeks to resolve conflict non-violently.	43	31	56	-25	59	39	-20
37. Personal Power - Young person feels he or she has control over "things that happen to me."	39	39	40	-1	31	51	20
38. Self-Esteem - Young person reports having a high self-esteem.	50	54	46	8	55	51	-4
39. Sense of Purpose - Young person reports that "my life has a purpose."	61	65	58	7	60	65	5
40. Positive View of Personal Future - Young person is optimistic about her or his personal future.	77	76	78	-2	80	78	-2

This chart may be produced for educational, non-commercial uses only. Adapted with permission. Copyright © 2011 Search Institute®. Data are from the surveys of 12,215 students in Grades 6 to 12 from over 100 Saskatchewan schools.

Are we pulling supports away too early?

Developmental Deficits, Male-Female, by Grade	Sample	M	F	6	7	8	9	10	11	12
TV/Video Over Exposure (3 or > hrs/day)	26	29	23	25	25	26	28	28	26	25
Physical Abuse (Harmed by family member)	30	32	29	31	30	30	33	32	28	29
Victim of Violence (Physical Violence once or >/2 years)	35	40	29	31	33	34	38	38	34	33
Alone at Home (2 hr or >/day)	46	45	46	31	37	43	47	52	54	57
Drinking Parties (1 or > parties/year)	56	56	55	14	23	44	65	79	86	90

Developmental Deficits are factors that research supports as negative influences that can interfere with an ability to develop into a healthy, contributing adult. Deficits limit young people's access to the external assets and may block development of internal assets. Males and females experience deficits at similar levels except that boys are victims of violence 11% more frequently. The first three deficits remain constant for approximately 30-35% of Saskatchewan youth. *Time home alone* experiences a 26% increase and **involvement in drinking parties** experiences a **76% increase** from grades 6 to 12. **By grade 12 - 90% of youth are involved in drinking parties each year.**

Alcohol-Related Risks and High-Risk Patterns by Grade	6	7	8	9	10	11	12	% Change Gr. 6-12
Used Alcohol 1 or > past 30 days	12	19	31	46	59	64	72	60
Got drunk 1 or > past 30 days	10	12	18	31	45	50	57	47
Drove after drinking 1 or > last 12 months	2	3	5	11	16	31	42	40
Rode with drinking driver 1 or > last 12 months	29	33	36	39	48	49	56	27
Used Alcohol 3 or > past 30 days & got drunk 1 or > last 2 weeks	11	14	21	36	48	55	61	50
Drove after drinking; Rode with a drinking driver 3 or > past year	8	10	11	17	24	29	34	26
# of Assets	22	21	19	18	17	17	17	-4.4

Search Institute research on alcohol abuse parallels Saskatchewan government research. Results reported in "**Youth—Trends and Patterns of Alcohol Use**":

- Alcohol is the most frequently used drug in Saskatchewan
- Youth are drinking alcohol at an earlier age; on average youth report drinking at 13.2 and binge drinking at 14.1
- By grade 12 - 75.3% of students report engaging in binge drinking

Youth who use alcohol and other drugs prior to age 14 are associated with increased risk of future and ongoing alcohol problems, poly-drug use, and injection drug use.

% of youth surveyed who report never having used the following substances

% by grade that have never used	6	7	8	9	10	11	12
Alcohol	53	42	29	20	13	10	7
Tobacco	85	79	73	59	50	45	38
Marijuana	96	92	86	75	65	59	51

Can collective action delay the onset of first substance use?

As a society are we pulling our support away too early?

The data would suggest we are. Young people need sustained relationships from supportive adults and peers; consistent messages about values and boundaries; and opportunities to pursue their Spark. Prior to puberty, if relationships are strong, we have a chance to continue to be a positive influence during the turbulent time of adolescence. Considering that many supports are pulled away at Grade 9, are we preparing youth for independence or pulling critical supports away far too early?

Observe the data in this report before and after grade 9

A Historic Canadian Report

Search Institute, in partnership with the **Saskatchewan Alliance of Asset Champions**, has presented this aggregate report; an unprecedented survey effort. Students from a wide spectrum of communities were asked about their attitudes and behaviours, and also about those of their family, schools, and neighbourhoods. The data derived from Search Institute's **Profiles of Student Life: Attitudes & Behaviours (A&B)**® survey gives Saskatchewan residents not only information on what risk behaviours and deficits are of concern in the province, but also identifies which areas are strong and what communities are doing right.

The A&B survey provides schools and communities with a portrait of attitudes, behaviours, and needs of its youth. It has been administered to over three million youth throughout the world. The survey contains 160 questions about school climate, parent and school boundaries and expectations, structured time use, and a wide range of risky behaviours. The A&B survey was conducted in over 100 schools with **12,215 youth** participants from 2008 to 2010. This is the first Canadian province to conduct the A&B survey on such a wide level. This data represents the **widest breadth of communities ever aggregated in a Canadian province**.

Founded in 1958, *Search Institute* is an independent, nonprofit, nonsectarian organization working to create **a world where all young people are valued and thrive**. Its mission is to provide catalytic leadership, breakthrough knowledge, and innovative resources to advance the health of children, youth, families, and communities.

Lions Quest Canada, The Centre for Positive Youth Development was established in 1988. *Lions Quest Canada* is a registered charitable organization dedicated to fostering positive youth development by producing and disseminating effective tools to empower and unite caring adults in all aspects of young people's lives.

The *Saskatchewan Alliance of Asset Champions* is a network of people who care about kids and who believe in the common-sense wisdom of the Developmental Assets approach. We work collaboratively to encourage all citizens to unite with a common vision; to be more intentional about growing strengths in all children and youth; and to embrace asset-building philosophies so that all Saskatchewan people and communities will thrive.

This report presents a **Chance to Listen**; an opportunity to engage in meaningful conversations, with youth as our primary partners, about how society collectively supports youth to achieve their potential. It highlights many positive aspects but is also intended as a **Call to Action!** While we have highlighted concerns, the goal of the asset-building approach is developing strengths.

Asset Champions around the world embrace the five Action Strategies as a practical approach to identifying, encouraging, and linking all the important people, places, activities, and programs necessary for a powerful collective effort. With support from key partners such as *Lions Quest Canada* and the *Search Institute* this historic report can intensify provincial and Canadian efforts to:

- **Engage adults** from all walks of life to develop sustained, strength-building relationships with children and adolescents, both within families and in neighbourhoods.
- **Mobilize young people** to use their power as asset builders and change agents. This means listening to their input and including them in decision making.
- **Activate sectors** of the community such as schools, congregations, businesses, and youth, human service, and health-care organizations to create an asset-building culture and to contribute fully to young people's healthy development.
- **Invigorate programs** to become more asset-rich and to be available to and accessed by all children and youth.
- **Influence civic decisions** by influencing decision makers and opinion leaders to leverage financial, media, and policy resources in support of this positive transformation of communities and society.

The first step is regular community dialogue using the data to inform the discussions. The asset framework and this report can act as a guide for these conversations to occur. Get young people involved and host conversations in your community. Please contact the Saskatchewan Alliance of Asset Champions if you need any assistance.

YOUTH ARE OUR FUTURE!

Appendix 1

40 Developmental Assets

The Developmental Assets® are 40 research-based, positive experiences and qualities that influence young people's development, helping them become caring, responsible, and productive adults.

Over time, studies of more than 5 million young people consistently show that the more assets that young people have, the less likely they are to engage in a wide range of high-risk behaviors and the more likely they are to thrive.

Research shows that youth with the most assets are least likely to have problems with:

- Alcohol use
- Violence
- Illicit drug use
- Sexual activity

Research shows that youth with the most assets are more likely to:

- Do well in school
- Be civically engaged
- Value diversity

Also available are independent translations of the Developmental Assets Framework, created by local community groups for use with the children, youth, and families they serve. These are available in Acholi, Arabic, Armenian, Bulgarian, Chinese, Farsi, French, Hmong, Japanese, Khmer, Nuer, Russian, Somali, Urdu and Vietnamese.

Experience-Based Tips for Putting Asset-Building Principles into Practice in Your Community

"Perhaps the most urgent task facing American society is rebuilding a sense of community, of village, in which everyone reclaims or accepts their shared responsibility to—and stake in—nurturing the youngest generation."

– Peter Benson, *All Kids Are Our Kids*, 1997

Across North America, hundreds of communities are launching initiatives designed to build developmental assets with and for children and adolescents. Grounded in the belief that youth will be healthier and experience more assets in a healthier community, these communities are bringing young people and seniors, schools and businesses, youth-serving organizations and government officials together to mobilize their communities on behalf of children and youth. In these towns and cities, building community is a fundamental component of their comprehensive asset-building vision and strategy.

In Search Institute's work with these communities and in listening to these communities, several principles have been identified that can help to frame and focus how community leaders engage in their community-building efforts. This draft document highlights some of these principles and goes a step further: It offers tangible tips for putting these principles into practice, along with concrete examples of how communities are applying these principles.

These tips are under development in partnership with community builders across the country. We invite and welcome your involvement in this process.

Shared Vision Grounded in Shared Action

The framework of developmental assets begins to suggest a vision of a community in which every individual, organization, and network recognizes and acts upon its role and responsibility for contributing to young people's healthy development. Rather than suggesting specific, community-wide actions or programs that are needed, the asset-building approach emphasizes the importance of a community uniting around a common vision. It invites each individual, family, association, and organization to discover its own passion and capacity for strengthening community with and for young people.

1. **Develop a common language.**

A common language can bring people together, as is evident in the power of the framework of developmental assets for bringing communities together. A common language allows people to connect and forge collaborations. While new concepts such as "assets" can be an initial barrier to engagement, as the new concepts are understood and internalized, they help people move from their familiar comfort zone to viewing youth and their role through new lenses. People then begin to feel an allegiance with other people who share their understanding—an allegiance that translates into an affinity for shared action. In the end, the common language assists in defining and directing a community's efforts.

In Kansas, the positive youth development movement has built a consensus to focus their efforts on making Kansas the best place to raise a child. With one clear message incorporated into organizational missions and funding guidelines, the shared vision, articulated in a common language, has provided a foundation of collaboration among advocates for youth.

2. Regardless of the specific project, focus your mission on building community.

Strong community-building efforts consider proposed activity through the filter of “in what way does this build community?” The effort may look like a housing project, feel like an after-school program, or talk like an organizing campaign; but it’s different because—by its design—it focuses on building relationships and connecting around a larger vision among people of diverse socioeconomic and cultural backgrounds.

3. Cultivate a community-building process that is flexible, permeable, changeable, and structured around shared vision, values, and principles.

Lots of wise consultants have designed incredible processes to engage and empower all stakeholders. Then implementation starts, and it becomes even more challenging to maintain those processes or levels of engagement and empowerment. Community building happens in the social environment of people. This is an unpredictable environment. We need to be prepared to let new people come to the table, assume that other people will leave, and be open to meetings with emergent agendas. We stay on track not by sticking to specific agendas and action plans, but by continually grounding ourselves in a shared vision, common values, and agreed-upon operating principles.

4. Plan and do at the same time.

Planning is stepping with the left foot. Doing is stepping with the right foot. Hopping wears people out. Walking can evolve into skipping and eventually running. Integrate your planning and doing so that both planners and doers feel comfortable as part of your effort.

If your organization focuses on planning, then only the planners will participate. When the time comes for action you will need a new crew of folks. On the other extreme, an exclusive focus on doing results in lots of disparate activity. By planning and doing at the same time we can take advantage of the resources from both types of people.

5. Try some things that will make a difference.

Doing something gets something done. Or does it . . . really? We can exhaust ourselves on activities that don’t make a difference in our communities. So we have to try things that we believe will really make a difference.

The biggest barrier to doing something meaningful is the fear of making mistakes. Don't be afraid of mistakes. We all learn the most as we make mistakes. In fact, making a mistake together provides great opportunities to build community!

After reviewing the results of a survey of students in their community, a work team in a Western Iowa initiative focused on providing homework assistance to junior high school youth. With the support of the social service agencies and congregations, leaders put together a wonderful homework help center, complete with computers and staffed by community volunteers. Unfortunately the youth didn't come. So admitting they might have made a mistake, the initiative leaders engaged the youth in conversation, facilitated a survey, and explored where youth were already hanging out. Then they developed an

innovative program in which community volunteers provide homework assistance at the local truck stop.

This trial-and-error development process is vital. But when setbacks and failures can result in lost funding in a nonprofit environment, we too often dismiss the creative possibility that our new homework center would be more effective at the local truck stop.

6. Establish an informal structure to support resident action.

Community building happens best in the informal space between traditional structured programmatic efforts. It is like the mortar between the bricks. Unfortunately, organizations are rarely designed to support community building. Most community organizations are structured to deliver programs, and it's difficult to communicate community building as a program. This dilemma is made more difficult because most community organizations are funded by philanthropic or government organizations, which require a formal organizational structure to receive the funding. Community builders are challenged to find ways to support their efforts "between the bricks" while working with the bricks to provide necessary formal structure.

Many organizations that have incorporated community building on behalf of kids into their strategic plans and initiatives have found that intentional, direct, and meaningful resident involvement is essential. Strategies to support this involvement tend to be informal. That is, they are not encumbered by process and bureaucracy. Yet they are strategic and intentional in that they are incorporated into the very essence of the initiative. Many of these strategies provide frameworks for resident action to be supported by traditional philanthropic and government organizations.

Strengths More than Risks or Deficits

Instead of focusing on reducing problems, risks, or deficits, asset building focuses on nurturing strengths in young people. Similarly, John McKnight, John Kretzmann, and their colleagues in the Asset-Based Community Development (ABCD) Institute at Northwestern University are working with communities to realize the power of identifying and building on strengths and resources in communities.

7. Focus on revitalizing individual and community strengths.

For an accountant, a company's bottom line represents its assets over its liabilities. Healthy companies focus on their assets. Too often, communities focus on their liabilities, ignoring their assets or strengths. Asset-based community building focuses on fully utilizing existing (though often untapped) individual, family, associational, organizational, and community resources and strengths. The process of intentionally building the assets of youth is one way that a community will stop focusing on what it doesn't have or what it needs, and refocus on the far more effective and sustainable approach of building on the strengths of its people, its places, and its relationships.

8. Build on what is working.

One cannot reweave a blanket from the middle of the hole. Start from what's working, build on the strengths, enrich existing connections, and coalesce the energy of success to invest your efforts in targeted and strategic areas that are most likely to succeed.

Some asset-building initiatives come out of a community prevention initiative or a human services collaborative, or use a character development curriculum. They then use the 40 developmental assets to engage the entire community in focusing on youth. They weave together existing programs with the thread of the asset approach. They strengthen existing efforts with connections to youth leadership and initiative.

As part of a "Vision to Action" workshop in Eastern Oklahoma, community leaders developed a list of existing programs and efforts working with youth. They identified how these programs were building assets. Next they identified how these programs could do a better job of building these assets if they worked together. The focus of their community initiative became building operational relationships between existing programs. They were building assets not by focusing on where there were problems to be fixed, but by leveraging what was working in their community.

9. Focus on discovering resources within your community, not on raising money.

Yes, everyone needs to pay the bills. But money and the process for collecting financial resources saps the human resources—and, too often, the spirit that sustains effective community building. Outside infusions of financial resources can also set up dependencies that make it challenging to sustain efforts. Instead of investing tremendous amounts of time and energy in raising money, focus on what resources are needed and creative ways the resources within the existing community network can provide that support.

A rural Pennsylvania community with an aging population and weakening economic base wanted to do something to demonstrate its commitment to youth. The goal became to paint the area high school. The initial bill was way too high, and no major donors were in sight. The effort might have been thrown into a tailspin, but instead of giving up, leaders organized an "asset registry" at the local hardware where people could pledge work, time, and money. Even an initial skeptic (who had said the effort was using youth as "slave labor") became a believer when he stopped by and saw how the community had rallied on behalf of the youth.

10. Recognize that the most important resource for the community is spirit.

The spirit of community—the energy, enthusiasm, pride, and commitment—is much more important to sustaining asset-building efforts than funding or structure. Nurturing that spirit in residents and leaders is essential to effective community building.

Marketing firms developing brand-building efforts understand the importance of building a spirit around a company. They understand that this spirit directly translates into sales. Similarly, a spirit about the community directly translates into residents' willingness to invest time and resources in their community.

Positive spirit builds on itself, and intentional efforts can help to sustain the spirit. In addition, celebration of the commitments people make to their community helps to develop a community norm of engagement. In Creston, Iowa, for example, the local newspaper, radio station, and bank all joined in a community-wide recognition effort that recognizes the efforts of local asset builders. Each month, the person being recognized is awarded during a live broadcast at the radio station. Then the paper publishes pictures of those who are

recognized, and the bank flashes their names on the electronic marquee outside. In the same state, the Mason City initiative youth select “Hidden Heroes” who are honored for how they build assets behind the scenes.

Relationships More than Programs

When communities learn about asset building, they often assume they need to start new programs. The danger in this approach is that people get the impression that the programs—not the people of the community—are responsible for building assets. With managers and staff employed and infrastructures developed, raising money and satisfying funders becomes a primary variable in planning, designing, and developing a community’s efforts.

For the past ten years the city of Minneapolis has been experimenting with a neighborhood-based planning process and funding tool called the Neighborhood Revitalization Program (NRP). Through the NRP, neighborhood associations facilitated the development of comprehensive plans for which there was a predetermined amount of money. Each neighborhood employed different strategies and approaches. Many neighborhoods prepared their human development plans by bringing different social service agencies together. They focused on doing what they could to ensure that each type of need was met and all youth were served. Then the money was allocated to a menu of programs. When the funding ended, the programs either ended or spent significant time raising new resources.

In the Lyndale neighborhood—a national leader of the community-building approach to community development—the money was all put into a program fund directed by parents and youth. The money was allocated four times a year to reflect the community priorities. Agencies were eligible for the funding only if they were active participants in the planning, coordination, and joint activities of the neighborhood’s Social Service Providers Council. As a result, programs became the product of intentional community building. Long after the NRP money had been spent, the Lyndale Program Fund and Social Service Providers Council were still going strong.

11. Always remember that it’s all about relationships.

Growing a strong community for young people is about building healthy relationships among diverse people and across generations. Healthy relationships are shared: people sharing what they have and receiving what is offered. They are also multileveled, dynamic, and challenging to our assumptions and comforts. Remembering the focus on relationships is not only essential for building developmental assets with and for young people, but it also provides the strength that will build and sustain the community’s asset-building efforts.

Sara, an older woman in central Wisconsin, became inspired about the role that she could play in the positive development of the youth in her neighborhood after hearing about the developmental assets at her church. Each morning, she took her mug of coffee and went for a walk around the block. Instead of walking by the youth waiting for their bus on the corner stop, she started to say, “Hi.” As the days passed, the “hi’s” became an exchange of names and then a brief conversation.

One morning she missed her bus stop visit because she was tied up on the phone. About an hour later, her phone rang. It was one of her neighbors whose daughter had called from school, concerned by Sara’s absence. So inspired by the expression of caring, Sara led an

effort in their community for elderly residents all to adopt bus stops and get to know the kids as they waited for their bus. The opportunity for those folks to be of service and for young people to experience a community that cared about kids all emerged from one person's intentional effort to build a relationship.

12. Build community, not a community organization.

Build a neighborhood, not a neighborhood association. Build collaboration, not a collaborative. Too often we focus our efforts on the form rather than the function. When that happens, the means can become the end, and we focus all our energy on perpetuating structures, not building communities.

For many of us, years of working with community organizations have led to being comfortable with a board, staff, and 501(c)3 structure. While this may be the appropriate form to accomplish specific functions, it often gets in the way of doing the work we know needs to get done. Ad hoc, unincorporated initiatives with advisory boards can leverage funds from partnered non-profits to effectively coordinate the spreading of an asset message. Some communities have found that having an initiative (not an organization) with little or no clearly identifiable budget has allowed them to steer clear of the traditional turf and political challenges that derail many community change efforts.

13. Be strategic and intentional about building community.

Community building is not a skill we are taught, and it doesn't come naturally for many people. For too long, it was assumed that communities just came together. All of the hard work of nurturing communities was just part of what we did. Because it was hidden and assumed, we didn't recognize its value. In a time when community doesn't happen "naturally," we must be deliberate and intentional in our community-building efforts, recognizing that everything we do is an opportunity to build community.

Many communities have learned that community-building efforts inevitably involve bringing diverse people together. Living in diverse community, knowing different types of people from different backgrounds and with different approaches to addressing family and community issues is an important asset for youth. For a community to be healthy, it's vital to weave together diverse communities, have different types of people at the table, and tap different backgrounds and approaches.

14. Programs can also have roles in asset-building efforts.

Relationships can be built in programs, too. And programs can motivate and equip people to build assets. They can be a means toward relationships, but not a substitute for relationships. If we are intentional about making relationship development a priority, we can connect not just youth and adults, but the different organizations and interests that weave a strong community. The opportunity is to integrate relationship building into the heart of programs. Then look for enhancements that strengthen relationships across and among community sectors and organizations. Those links have potential for enriching the relationship networks for young people and enriching asset building throughout the community.

With an aging and declining population, Zion Lutheran Church, Atlanta, was struggling to stay alive and make budget cuts. One of their programs was for church seniors. Another program was an after-school enrichment activity for community and church youth. Instead

of cutting one program or the other, the programs were linked. Seniors did art projects with the after-school students. Intentionally focused on building assets, the two programs maintained their separateness, but were intertwined in their implementation. The end result was a better senior program and a better youth program. The new integrated programs connected the senior members back into the community in unforeseen ways. The church noticed a resurgence as families who previously only sent their youth to the church were now joining.

15. Create interactive rituals.

Rituals bond communities and groups at a deeper level by engaging people in reliving their shared myths, stories, or heritage. An organization or initiative committed to empowering unheard voices may, for example, light candles at the beginning of each meeting in honor of people unable to be in the room. This is a powerful ritual. It binds us to each other and to those around us.

The youth in a Montana community have written a play that tells the story of the 40 developmental assets. It is performed each year at the annual event. It has become a ritual for people to hear the play each year. The youth look forward to the event, and jockey for which part they will get to play. As part of the final act, the audience becomes engaged by committing to working with a specific young person on the development of a specific asset.

All adults and youth, not just professionals and parents

Asset building emphasizes inspiring, inviting, and equipping *all* types of people—including professionals, parents, other adults, and youth—to contribute to the well-being of children and adolescents.

16. Honestly meet people where they are.

This sounds easy: address people's real concerns; support people to do what they want; engage people where they are in their own journey. But it's one of the most difficult things to do. Too often we *recruit* people to do what *we* want them to do. Too often we rally people toward *our* passions. Too often we are looking for subscribers to *our* vision. When we build community, we come together to discover new places together. The best community-building efforts invite people to engage in a manner that connects with their current commitments, concerns, and passions.

A community organization in Minneapolis was suffering from burned out leadership in their block clubs. After incorporating every conceivable volunteer management technique from recognition to time commitment contracts, the leaders tried a different approach. Using a youth interview team, they identified people to whom others went when they had concerns or issues, or needed information on specific issues. They then asked those people who were consistently identified how the organization could help them do a better job of being a resource for their neighbors. The result was a great expansion of the leadership base as these community leaders became a long-term feeder for the leadership councils.

17. Build on what motivates people to become and stay involved.

Self-interest is good. Enlightened self-interest is even better. Nurture it. Pay attention to people's interests and engagement to help determine where new energy should be invested to support their engagement.

Building skateboard parks has been a priority for many Healthy Community • Healthy Youth initiatives because it addresses a real issue for the involved youth leaders, the youth skaters, and those that tend to be involved in youth organizations and leadership opportunities.

18. Recognize that individual contributions of time and money change people's priorities.

We often go through formal prioritization processes that result in master plans designed to guide other people's action. Such approaches can undermine community building. Instead, plan for who is in the room to do the work. Build around what the people in the room are willing to invest their own time and money in implementing. If the planners are different from the doers, or the people who will have to pay for doing, it will be difficult to sustain the effort.

In a community in Southern Ohio, a community park planning process was forced to choose between updating the playground and improving the softball fields. After a contentious meeting, a close vote determined that the annual volunteer project would be to improve the softball field. But then not many people showed up, and the project languished for weeks. On her own, one of the neighbors organized to upgrade the playground. More than enough volunteers showed up on the volunteer day for the playground. The community's priorities clearly emerged as the time for commitment arose.

Engagement *with* youth, more than services *for* youth

Community initiatives can too quickly focus on how to "serve" youth or "meet young people's needs"—which can assume that young people are the consumers or recipients of services, not resources, contributors, and leaders. Engaging youth as partners gives authenticity and energy.

19. Don't do for people; do with people.

No clients. No constituents. No customers. Rather, neighbors working with neighbors. "Doing for" people reinforces relationships characterized by power dynamics; "doing with" people empowers and releases the possibility for cultivating social capital. We must strive to transform our relationships into equitable transfers of resources and needs. One type of asset young people need is empowerment. They are no different from adults. We all need opportunities to know we are valued and valuable. Working *with* people builds that value.

Robert Putnam, author of *Bowling Alone*, popularized the idea of social capital. Social capital emerges through community engagement. There is a strong correlation between a community's social capital and the health, wealth, and happiness of people in a community. Putnam advocates that social capital is as important as financial capital to the health of a community, but it cannot be developed within the context of doing "for." Rather, it emerges out of relationships in which people are working together.

20. Engage young people in meaningful ways in meaningful things.

Meaningfully engaging young people is an excellent way to diversify our community. Forcing them to do the same things as adults is not. Most meetings are not very meaningful. Often

the most effective long-term action comes from agreeing to simultaneously and separately invest in both strategies that are supported by adults and those supported by youth.

In Hampton, Virginia, the city government involved youth on commissions and on boards as voting members. This is meaningful participation. And if the youth can help set the agenda, there will be meaningful content as well. In many communities, youth become engaged in building skate parks; business folks become engaged in making shopping experiences better for youth; youth workers become engaged to identify resources to fill funding gaps; and schools become engaged to expand their outreach to the community beyond the typical school hours.

Unleashing, Not Controlling or Directing

As individuals and organizations begin shaping their own approaches and priorities for asset building, it's important not to try to control or manage their efforts.

21. Cultivate and celebrate multiple points of entry.

Different learning styles, different engagement models, different comforts with structures, and different histories with other people all compel us to open as many doors to our community-building efforts as possible. Forcing everyone through the same gate or to be engaged in the same manner drains energy—even of the people who choose to be involved. Think about creative ways to engage different people in appropriate ways.

The asset-building initiative in Alexandria, Minnesota, has more than 10 different action groups in which people can get involved. Some are larger with more than 50 members; others have just a handful. Some of them are putting together newsletters, while others post flyers or coordinate speakers. One group invites people just to think about doing things differently. Each is doing different things in different ways. This sets a “something for everyone” tone.

22. Remember that consensus is *not* a necessary component of effective action.

Consensus is nice. Getting everyone on the same page is wonderful. But consensus is often confused for sameness and conformity. Communities must be diverse in ideas and strategies in order to move their shared vision forward.

In one western state, two different styles for facilitating an asset-building initiative emerged. In the northern part of the state, a grassroots model engaged working groups in lots of small towns. The southern part of the state brought together key stakeholders to develop an overlaying action plan. As they came together to form a statewide coalition, they worked hard to work one way, to find consensus on a strategy for the entire state. This contentious push for consensus was devaluing the work of one half while promoting the work of the other. The breakthrough came when the group realized that it didn't need consensus on approaches to move forward. They could do both strategies simultaneously as they worked toward a common vision of a strong, caring state for young people.

23. Establish many ways to communicate.

When you don't control or direct everything, it can be harder to know what's happening. So it's important to develop a wide range of formal and informal communication strategies that

keep people in touch with each other. That way they can learn from and with each other, share ideas, celebrate successes, struggle through challenges, and build trust. Remember, too, that different people hear and share in different ways; find a variety of ways to connect with them.

Initiatives have used creative ways to communicate with people: flash e-mail of meeting notices; table top displays in restaurants; meeting notices on bathroom stalls; newspaper columns; radio spots; Tupperware-type parties; Yahoo groups; block club leaders; and more.

24. Focus on your community's shared myth or story.

Telling the stories of everyday asset building can be a positive and inspiring part of a community's asset-building strategy. Stories have a way of capturing the imagination and translating complex ideas into achievable next steps.

In telling these stories, it's as important to tell the community's shared story as it is to share stories of change. What is the story of your community? How did it become a community? How does this story speak to the basic needs and passions of our common human experience? What does this story tell about who you are? Embedded in this story should be the language of assets and the action of individuals building assets for youth. This story is your myth. It is a very powerful component of community change.

25. Trust community.

Yes, community building is messy. And, yes, it can seem out of control. But trusting the community to grow and strengthen based on its own gifts and story is how authentic change happens. We have all been in situations where the process-heavy decision making of the community seems to get in the way of a perfect solution. Outrageous ideas are proposed. But if the community is strong, and the process open and engaging, then the eventual solution will tap into the wisdom that is in the community.

Long Term, Not a Quick Fix

The developmental assets provide a framework for long-term action that recognizes the importance of ongoing, positive opportunities and relationships across at least the first two decades of life. Similarly, building community is a long-term process.

26. Understand that community building is an organic, unpredictable process.

Building community is not like building a house. There is no plan that can be followed where the foundation is laid, a frame built on it and each system added. Communities are like gardens, where each season you can add a little more, but outside elements always impact what you can do and how you can do it. In gardens your most important resource is the soil. The soil of communities is the relationships. Communities change in a nonlinear manner. Sometimes you can work and work and work with no results. And then the flowers bloom all at once. Sometimes you will be expanding and growing; other times you will be in hibernation. This is okay. It's part of the organic process.

27. Pay attention to renewing leadership.

Leadership must be dynamic and respond to the constantly changing environment. Effective community leadership is not institutionalized through formal positions. It involves providing support to the people who can guide, frame, and inspire in this moment for this project. Long-term community building efforts invest significant resources in cultivating new leadership.

Too often this is done only when new leaders are needed. The most important time to invest in cultivating new leadership is when you have strong leadership. This strong leadership is a resource for mentoring and easing new leaders into a full role of responsibility. An important project of an initiative is building an environment that nurtures leaders in all phases. For this to work well, it's vital to destroy the status ladder of leadership. This occurs in two ways, First, allow, support, and celebrate people as their leadership roles change (including those who need to step away right now). Second, provide leadership opportunities outside of the structural positions of organizations. Creative leadership opportunities include task force leadership, coordinating key community events, and developing strategic partnerships on behalf of the initiative.

28. Be intentional in shaping efforts that will become sustainable.

Our culture doesn't invest much in sustainability. By design, we build throw-away items. But building community requires that we think for the long term and invest in the relationships, networks, rituals, and systems that will undergird the ongoing process of strengthening community for and with young people. Sustainability is more than an issue of time; it's an issue of how resources are used. A sustainable community grows with a balance of human and financial resources.

29. Remember that good evaluation is rooted in good planning is rooted in good evaluation.

At its core, evaluation is an opportunity to reflect on whether we're doing what we set out to do. So if we're not clear about what we were really trying to do, our evaluation efforts will be frustrating. Keeping the end in mind will also sharpen and focus our efforts. Evaluation is to improve our effort on behalf of the community. Our constituents in the community are the true customers of evaluation.

Essex County, Vermont, launched its prevention coalition in the late 1980s. Through the years, it has changed and adjusted to increase its effectiveness. Today, it focuses on building assets in the community. One of the most defining features of the initiative is that leaders continually are refining their model to make it stronger. This learning—and application of the learning—is the essence of good evaluation.

Background

Experience-Based Tips for Putting Asset-Building Principles into Practice in Your Community

By Joseph Barisonzi

Copyright © 2002 Search Institute

All rights reserved. No part of this publication may be reproduced in any manner whatsoever, mechanical or electronic, without prior permission from the publisher except in brief quotations or summaries in articles or reviews or as individual charts or graphs for educational use. For additional permission, write Permissions at Search Institute.

Acknowledgments

Search Institute is grateful to its "mentors in the field," dedicated persons from whose experience these principles and tips have been developed. They include asset builders who are committed to deep community change in behalf of youth; national leaders in an asset approach to community change, such as the Asset-Based Community Development Institute and Community Initiatives; practitioners in community development; and many others in the United States and Canada.

The conceptual framework for the principles is adapted from Eugene C. Roehlkepartain (2001). *An asset approach to positive community change*. Minneapolis: Search Institute www.search-institute.org.

Thank you to the following colleagues who offered valuable insight and stories for shaping this paper: Mary Ackerman, I. Shelby Andress, James Conway, Kristie Probst, Eugene C. Roehlkepartain, Art Sesma, and Nancy Tellett-Royce.

About Search Institute

Search Institute is an independent, nonprofit, nonsectarian organization whose mission is to advance the well-being of children and youth by generating knowledge and promoting its application. The institute collaborates with others to promote long-term organizational and cultural change that supports its mission.

About Healthy Communities • Healthy Youth – HC•HY

Search Institute's Healthy Communities • Healthy Youth initiative seeks to motivate and equip individuals, organizations, and their leaders to join together in nurturing competent, caring and responsible children and adolescents.

The founding national sponsor for Healthy Communities • Healthy Youth is Thrivent Financial for Lutherans, a not-for-profit fraternal benefit society providing financial services and community service opportunities for Lutherans nationwide.

Search Institute
615 First Avenue Northeast
Suite 125
Minneapolis, MN 55413-2211
Phone 800-888-7828, 612-376-8955 Fax 612-376-8956 www.search-institute.org

REGINA CHILDREN'S CHARTER



This Charter applies the wisdom and commitment of our community to respect and holistically support children emotionally, intellectually, spiritually, and physically.

The right to have basic needs met

- in a safe, stable, secure environment,
- with access to quality housing and care,
- with access to sufficient, safe, nutritious food and clean drinking water,
- with access to services and supports including quality health and dental care.

The right to be safe

- in a community committed to freedom and peace,
- in a home with a supportive family circle, free from neglect, bullying, racism, and exploitation,
- with the opportunity for exploration, risk taking, and recreation.

The right to be you

- to be proud of who you are; your cultural identity, religious beliefs, abilities, and individual values,
- to have a sense of belonging, mastery, independence, and generosity,
- to be appreciated for who you are, the same and yet different from everyone else,
- to be free to express your feelings.

The right to belong

- in a community that responds, embraces, and accepts you,
- in a family that advocates for you and makes you feel secure and comfortable,
- to feel included, useful, and needed.

The right to loving relationships

- with a nurturing parent/caregiver who provides guidance and is connected to supportive family and friends,
- with at least one adult who believes in your hopes and dreams,
- with a family who does their best to support your spiritual, physical, mental, emotional, and intellectual growth.

The right to lifelong learning

- within a family that accesses play resources to build an excitement for learning,
- through early experiences that provide a strong foundation and readiness for formal education,
- through a quality education, inclusive to all, preparing confident learners ready to pursue their goals.

The right to play and be physically active

- to experience play as the work of childhood,
- to understand play as artistic, cultural, affordable, and accessible to all,
- to prepare for lifelong communication, cooperation, and participation.

The right to contribute

- to have a voice and the ability to influence decisions
- to know you are seen, heard, respected, and treated with dignity



**REGINA CITY COUNCIL
JUNE 10 2026
FARE FREE TRANSIT FOR HIGHSCHOOL STUDENTS**

I am here today to ask Regina City Council to expand the high school fare free transit pilot project to include all Regina high schools. City Administration claims this would cost too much money--\$21 million is the figure cited. In my view, it would be money well-spent.

To look first at the success of the four-month fare free pilot project at F. W. Johnson Collegiate:

- 51% of F.W. Johnson Collegiate students made use of the free bus pass.
- Student transit ridership tripled during the four month period of the pilot project.
- 32% of the students who used the fare passes continued to ride the bus even after the pilot project ended.
- There was a small increase in school attendance.

Such results are reason enough to support the expansion of the transit pilot project to all Regina high schools.

There are, in addition, other compelling reasons to do so. First, Regina high schools students need equal access to education. It is a question of social justice.

Approximately 4,800 Regina public school students live in poverty.ⁱ Their families are not likely to be able to afford the youth bus pass, which, now, after the recent 10 percent increase in transit fares, costs \$66 a month. That's a lot of money for many families.

Families shouldn't have to choose between paying for transit for their young people to get to school and buying groceries or paying the rent.

Or do we expect high school students to walk to school even when the distance is many kilometres and the temperature is minus 40?

My second reason is that public transit is a big part of the answer to a major world problem: global warming. As Regina's 2022 Transit Master Plan puts it, "Public transit plays an important role in reducing greenhouse gas emissions."

As the Plan also states: "Sustainable travel behaviours are best established at an early age." However, if fare free transit is only offered to those 13 and under, as is currently the case, teenagers, rather than becoming transit users for life, are likely to view riding the bus as something only children do—as something to be put away with other childish things.

A climate crisis is at our door! Fare free transit for high school students is a way for Regina to start to meet its climate commitments as outlined in such documents as the *Energy and Sustainability Framework*.

Nor would Regina be the first Canadian city to eliminate transit fares for high school students. A number of other Canadian cities, including Kingston Ontario and Charlottetown PEI have already done it.

In 2023, Orangeville Ontario went one step further. It eliminated transit fares altogether and ridership doubled. A number of US cities, including Boston Massachusetts, Olympia Washington and Chapel Hill North Carolina, also offer free public transportation. In every case, ridership has increased substantially.

At the May 27 Executive Committee meeting, Mayor Bachynski asked: “What does transit look like in our city in five years, 10 years, 20 years, that’s really the vision.” That vision, in my view, must include, in the not-too-distant future, fare free transit for all.

Yes, it would mean a loss of fare revenue. But it would also mean some savings. What is the cost of collecting fares? For example, how much did those fancy new digitalized fare boxes that are now on every Regina bus cost? This is not to mention the cost of fare ticket agents and offices.

Indeed, the money argument doesn’t really hold up. Private vehicles also involve substantial public costs—for example, for building and maintaining roads, as well as for policing drivers and parking. Free transit might be not so much a new cost to society but a relocation of existing spending.

Moreover, fare free transit for all would have a number of other advantages. It would address traffic congestion, as more people would get out of their cars and onto the bus. It would also lead to increased safety. Studies show that transit is safer than driving a car.ⁱⁱ It also makes streets safer for cyclists and pedestrians. And fare free transit for all would help Regina reduce its climate change impact.

But one step at a time. I am here today to ask, indeed, to implore you, members of Regina City Council, to please extend the high school fare free transit pilot project to all Regina high schools.

ⁱ <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://antipovertyministry.ca/wp-content/uploads/2022/05/Poverty-in-Regina-Schools-March-2022.pdf>

ⁱⁱ <https://mobilitylab.org/research/transit/transit-is-10-times-safer-than-driving-and-makes-communities-safer-says-new-apta-report/>

Submitted by:
Florene Stratton, Regina, SK

Good afternoon, Mayor and Council.

My name is Musfirah Jamal, and I am a Grade 10 student in Regina. Thank you for the opportunity to speak today about the fare-free transit pilot.

I am here to share my perspective as a student on why affordable and accessible transit matters.

For students, transit is more than transportation. It is how we get to school, extracurricular activities, part-time jobs, volunteer opportunities, and other important commitments. Whether a student can access these opportunities can depend on whether transportation is available and affordable.

For many families, transportation costs add up. While a single bus fare may not seem significant, those costs can become a barrier when they are paid repeatedly throughout the month. Fare-free transit helps remove that barrier and makes it easier for students to participate in opportunities that support their education, development, and future goals.

It also benefits the wider community. When transportation is more accessible, students are better able to volunteer, work part-time jobs, participate in community programs, and contribute to the city.

I also believe that students need to feel comfortable using transit. There have been times when I would have chosen to take the bus, but did not feel comfortable doing so because of safety concerns. While my experiences may not be the same as everyone else's, they have shown me that accessibility and safety both matter when encouraging students to use public transit.

As Council considers the future of this pilot, I encourage you to continue listening to students' experiences. Decisions about public transit directly affect young people, and our perspectives are an important part of the conversation.

Thank you for your time and consideration.

Submitted by:

Musfirah Jamal, Regina Youth Climate Justice Coalition, Regina, SK

I understand that you are all under a lot of financial pressure to just receive and file this report. But if you've read your report you'll see that the policy impact is positive, following your Regina Transit Master Plan. Having fair free transit for young people will make the city more livable, and make our city more vibrant. This bus service aligns with climate adaptation goals, and your Resilient Regina Strategy and the Energy and Sustainability Framework. It would make more jobs for people in Regina. Fare-Free transit for high school students removes financial accessibility barriers and promotes inclusive participation and success for all. You say this in your report. The fare-free public transit program for high school students aligns with the Treaty Principles in Kâ-Nâsihcikêwin, the City's Indigenous Framework. You say this in your report. I don't understand how money has higher priority than all the other things combined. Yes, this will cost money, but it accomplishes so many other positive goals. Shouldn't that be worth it? You're stuck in reactive, short-term policymaking, trying to save money wherever you can. This pushes you away from your goals and creates future problems for people like me. And because Regina City Transit has one of the fastest growing ridership rate increases in all of Canada, free transit for young people would be huge, accomplishing a lot of good. The pilot project at Johnson really shows that cost is a big barrier to young people using City Transit, and removing this barrier makes ridership increase drastically. This is a great opportunity for you all! You know what to do to make an essential city service more accessible, while at the same time falling in line with the city's indigenous framework and environmental framework. Making City Transit free for the youth is a gigantic step forward, and one worth taking. I don't think there's anyone here giving a delegation to city council telling you to prioritize money over your values, because the people were trying to understand that fare-free transit is really important. I hope that helped change your mind. Thanks for listening to me.

Submitted by:
Kiké Dueck, Regina, SK

DE26-63

I am in favour of students fare free.

Submitted by:

Beverly McDougald, Regina, SK

Laura Stewart, representing the Climate Action Team at Harmony United Church, will emphasize the importance of transit access as a social and climate justice issue. The presentation highlights the disproportionate financial burden transit fares place on low-income households and the broader environmental benefits of supporting public transit usage among youth.

- Transit access as a justice issue: Transit fares act like a tax disproportionately affecting lower-income families, making fare-free transit for students a potential aid for these households by enabling adults to afford work passes and encouraging broader community participation.
- Climate benefits of transit use: Encouraging students to use transit supports a shift away from car dependency, leading to reduced emissions and local improvements in air quality and traffic congestion as transit systems electrify.
- Urgency of climate action: Current fossil fuel use exacerbates climate imbalance, with worsening impacts worldwide and rising costs, underscoring the necessity for immediate climate action to avoid increasingly difficult future choices.
- Policy recommendations: The presentation calls for action on this fare-free pilot, including either fare-free measures in upcoming budgets or alternative discount measures, such as off-peak fare discounts and flexible travel times. To ensure action on reports like this one, the presentation calls for an updated Energy and Sustainability Framework with clear targets to achieve net zero community emissions by 2050.

Submitted by:

Laura Stewart, Climate Action Team at Harmony United Church, Regina, SK

I am writing this to express my strong support for the Regina Fare-Free Transit Pilot Project

Public transit is an essential service that connects residents to employment, education, healthcare, recreation, and community activities. For many people, particularly those with low incomes, students, seniors, individuals with disabilities, and families facing financial challenges, transportation costs can create significant barriers to accessing these opportunities.

A fare-free transit system would help remove these barriers and make Regina a more equitable and accessible city. By eliminating fares, residents would have greater freedom to travel to work, attend school, access medical appointments, and participate in community life without worrying about the financial burden of transit costs.

The pilot project also presents an opportunity to increase transit ridership. When public transportation becomes more accessible and affordable, more people are likely to choose transit over personal vehicles. Increased ridership can help reduce traffic congestion, lower greenhouse gas emissions, and support Regina's environmental and sustainability goals.

The Fare-Free Transit Pilot Project offers Regina an opportunity to evaluate the social, economic, and environmental benefits of a more accessible transit system. I believe the potential and showing benefits outweigh the cost and that the pilot will provide valuable data to guide future transit planning.

I encourage City Council to support and fully implement the Fare-Free Transit Pilot Project. Investing in accessible public transportation is an investment in a more inclusive, connected, and prosperous Regina.

Submitted by:
Atticus Kolody-Watt, Better Bus Youth, Regina, SK

Hi my name is Elizabeth and I am going to be going to Johnson high school next year. I currently use the bus to get to my elementary school Arcola. Unfortunately when I turn 14 this summer, I will have to start paying for a buss pass. I think would be an awesome idea to give free transit for youth attending high school. There are 4 academy schools that draw from all over the city that students would benefit greatly for free transit because walking or relying on a ride is not an option. I would likely still need to bus to get to my feeder school or walk 30-40 minutes. This would be so beneficial to SO many students and be SO much better for the environment.

Using the bus at an impressionable age will create riders for life when the see how easy it can be. More users mean more buses and more frequent busses and a better system for all

The cost for a youth pass is almost \$70 per month. My sister and I would cost almost \$150 just to get to school. It is harder and harder to make ends meet for my family with the rising inflation and this would be a great help to many who feel the same way.

Let me know if you need anything else.

Submitted by:
Elizabeth Prokop, Regina, SK



Designing from the Margins

CR26-73 Road and Concrete Renewal Strategy and Annual Update

Mayor, members of Regina City Council, my name is Jim Elliott. I have been here far too many times to advocate for sustainability and those that continue to be marginalized by actions to push this city further from a city that needs today and will need to be tomorrow even more sustainable, not less sustainable. This is both financially better for us and will be more caring for people and the planet.

My efforts have been to reduce the impact of humans on the environment and to help people be in a better place than we currently are situated. I have done as much as I can see to show that it can be done, that we can be radicals, changemakers.

The picture above illustrates that the lens to which we assess going forward, to be more sustainable, needs to be fundamentally changed. We need to be designing and building from the margins rather than accentuating the expensive.

Sustainable transportation is the capacity to support the mobility needs of a society in a manner that is the least damageable to the environment and does not impair the mobility needs of future generations.

This report talks about the expense of doing the same, building more roads, with the hope that eventually we will get to a point where it will be less costly to operate and maintain this city. And yet, we continue to do the same thing and expect it to be better the second time. As has been quoted many times, that is the definition of insanity.



Rather than doing what Don Quixote did and what we continue to do, we need to, as I said, change the fundamentals of how we respond to the present going into the future.

Rather than fighting against precipitation, we need to be embracing and planting the rain and snow where it will be utilized by life in this city. We need to be getting away from massive storm trunks that collapse and move towards keeping the moisture where it is needed and utilized. We need to be moving away from dependence on precipitation in the Rockies because one day it will not be coming. This has already happened at least once with the North Saskatchewan River. It stopped flowing.

Rather than building wider and more roads costing us even more money, we need to be building less and narrower roads. We need to be moving more to active transportation and fewer parking spaces for automobiles. Those roads would be best utilized by free publicly-paid-for public transit. Those empty parking lots need to be returned to being functional in this community rather than waiting to be utilized costing us more taxes and less revenue.

Rather than tilting against sidewalks as Don Quixote did, we need to be creating more ways not fewer ways to move around the city without automobile dependence. The first mode of transportation should be walking. The next should be human-powered bicycles. The next should be public transportation. The last option should be private automobiles. And even then, the automobile needs to be entirely electric like we began to do with public transit.

If we want to reduce GHG emissions and taxes, the best way is to reduce the demand for private automobiles. They also in some cases force the city to put sidewalks along side roads to increase pedestrian safety. If you were to put bike lanes on the edge of most roads, they could be utilized just as well for pedestrians as cyclists similar to what now happens on pathways.

Rather than going the way of the megamalls with thousands of square metres of asphalt that rarely if ever gets used, we need to be returning to local shopping and local production of goods and services. We should not be building and subsidizing on average **8 parking spaces for every automobile** in this city.

Sustainability, Inclusion and Accessibility should be the benchmark of where we should be going not making this city less sustainable, less inclusive and less accessible. I have 4 blocks of sidewalks in my neighbourhood that haven't been repaired in 30 years. They are functional but not accessible for all. They are almost not cleared of snow in the winter. There are parts of this city that already are not accessible for even the more mobile residents. We already have a business community that believes their customers don't walk or take public transportation. And to their credit, the city administration and many businesses have said that this is not acceptable and done work arounds to allow the public to get where they need to go without automobiles. We have a system where the head of the public transit had to have a vehicle to get around their own city. And it hasn't gotten any better.

So, what to do.

1. Stop expanding the city that continues to disenfranchise residents especially those that don't want to purchase automobiles.
2. Stop adding lanes, widening bridges and roads. It has been shown that they will simply fill up again with no long-term benefits.
3. Stop using concrete when repairing asphalt roads. Use concrete blocks for sidewalks.

4. Make public transit and paratransit entirely free and expand the service frequency and hours of service.
5. Provide more publicly available electric charging stations in the city.
6. Build more bike lanes and pathways.
7. Support rail freight services to this city and reduce truck traffic.
8. Redevelop empty mall properties and empty parking lots into residential/commercial mixed-use properties.
9. We need to have neighbourhoods fully walkable and complete, so the automobile is not necessary.
10. Develop and increase the replacement of empty residential lots with affordable housing.

We are failing our next generation. We need to intentionally build a sustainable community, not hope that someone else will do it. As we have seen, they aren't coming fast enough or in many cases not at all. We must stand up and be the change that we want to see.

Respectfully submitted,

Jim Elliott



SASKATCHEWAN ROUGHRIDERS

June 8, 2026

Mayor Bachynski and Regina City Council
City of Regina
2476 Victoria Avenue
Regina, Saskatchewan S4P 3C8
via e-mail: delegations@regina.ca

RE: 114th Grey Cup and 2027 Grey Cup Festival Support

Dear Mayor Bachynski and Members of Regina City Council,

On behalf of the Saskatchewan Roughriders Football Club, I would like to extend our sincere appreciation for the City of Regina's ongoing partnership as we prepare to host the 114th Grey Cup and Festival in 2027.

The Grey Cup represents far more than a championship football game; it is one of Canada's premier sporting events and a powerful driver of economic activity, tourism, and community pride. The 2022 Grey Cup and Festival generated \$43.8 million in local economic impact for Regina, while contributing an additional \$67.8 million in economic activity nationally. The event supported hundreds of jobs and delivered meaningful benefits across a wide range of sectors. From local hotels, restaurants, and retailers to transportation providers and tourism operators, the impact of hosting Grey Cup is felt throughout the community. In 2022 alone, Regina welcomed more than 26,000 out-of-town visitors, the majority of whom stayed multiple nights and contributed directly to our local economy.

Equally significant is the impact the event has on Regina residents. The Grey Cup Festival is, at its heart, a community celebration designed to be inclusive, accessible, and family-focused. Building on the incredible success of 2022, we are planning a reimagined, fully indoor Festival experience in 2027 that will enhance accessibility, comfort, and participation for guests of all ages. Programming will feature a one-of-a-kind Grey Cup arrival in downtown Regina, dedicated family spaces, youth sport activations, cultural showcases, and interactive experiences, many of which will be offered free of charge. From a large-scale Family Zone and youth programming to community stages and multicultural celebrations, elements of the Festival are being designed with inclusivity in mind, ensuring residents of all ages and backgrounds have opportunities to participate and share in the experience.

Grey Cup 2027 will energize and activate our city, create opportunities for local businesses, and showcase Regina's warmth and community spirit to a national audience. Beyond the event itself, it presents an incredible opportunity to leave a lasting legacy through investments in youth sport, education, and community health initiatives that will continue to benefit residents long after the final whistle.

We would also like to acknowledge the City of Regina's critical early signal of support in our bid for the 2027 Grey Cup. Council's support of this event coming to Regina was instrumental in strengthening our bid and ultimately achieving a successful outcome. This partnership demonstrated a shared belief in Regina's ability to host a world-class event and was essential to bringing the single biggest sporting day in Canada back to our community in 2027.

As we look ahead, we remain committed to working collaboratively with the City of Regina to ensure the 2027 Grey Cup delivers lasting economic, social, and cultural benefits for our residents, businesses, and community partners. Together, we will once again have the amazing opportunity to showcase Regina as one of Canada's premier event destinations.

Thank you for your continued support and leadership.

Sincerely,

A handwritten signature in black ink, appearing to read 'Craig Reynolds', written in a cursive style.

Craig Reynolds,
President & CEO,
Saskatchewan Roughrider Football Club Inc.