



# RECOMMENDATION REPORT

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**DATE:** April 18, 2019

**TO:** Board of Trustees

**FROM:** Mark Liguori, Superintendent

**SUBJECT:** Report on Andrew School

**ORIGINATOR:** Mark Liguori, Superintendent

**RESOURCE STAFF:** Sandra Stoddard, Associate Superintendent, Supports for Students  
Brent Billey, Associate Superintendent, Human Resources  
Dave Antymniuk, Division Principal, Education Executive  
Lisa Weder, Director, Student Transportation  
Laura McNabb, Director, Communication Services  
Calvin Wait, Director, Facility Services  
Brent Dragon, Educational Planner, Education Executive  
Candace Cole, Secretary-Treasurer, Business Services  
Karen Baranec, Communications Networking Specialist, Communication Services

**REFERENCE:** Board Policy 15, Program Reduction and School Closure

**EIPS PRIORITY:** Enhance high quality learning and working environment.

**EIPS GOAL:** A Culture of Excellence and Accountability

**EIPS OUTCOME:** The division uses evidenced-based practices to improve student engagement and achievement.

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## RECOMMENDATION:

1. That the Board consider the possible closure of Grades 7-12 at Andrew School effective June 30, 2019 and, if approved;
2. That the Board approve the addition of a public Board meeting on June 6, 2019 to the Board calendar, and;
3. That the Board direct administration to initiate all actions necessary to fulfill the requirements of the Closure of Schools Regulation (Alberta Regulation 238/1997 with amendments), including the preparation of a report regarding the possible closure and providing the report to trustees prior to the June 6, 2019 Board meeting.

## **BACKGROUND:**

Andrew School is a kindergarten to Grade 12 farm-community school located in the northeast region of Lamont County. The school was built in 1967 and is 4,495 square metres in size. The Andrew Municipal Public Library is located within the school along with community bowling lanes.

While the school is an important fixture in the community, providing a hub for the village and adjacent rural areas, a historical trend of declining enrolment has made it increasingly challenging to provide high quality programming for junior and senior high students. Currently the school has two administrators, eight teachers, and seven support staff.

Andrew School has a student capacity of 385. As of Sept. 30, 2018 it had 112 Kindergarten to Grade 12 students, for a total utilization rate of 35 per cent. Secondary enrolment was:

- Grade 7 - 7 students
- Grade 8 - 11 students
- Grade 9 - 8 students
- Grade 10 - 8 students
- Grade 11 - 6 students
- Grade 12 - 5 students

Of the 112 students, five were from another school division or EIPS attendance area:

- Lamont attendance area: 2 students
- Non-resident (St. Paul): 3 students

For the 2018-19 school year, a total of 13 students who reside within the Andrew attendance area chose to attend another EIPS school:

- Lamont High: 6 students
- Vegreville Composite High: 3 students
- Mundare School: 3 students
- Lamont Elementary: 1 student

Of these students, 9 are in either junior or senior high.

Currently, the total projected student population for the 2019-20 school year is 106 students. The junior and senior high breakdown is:

- Grade 7 - 3 students
- Grade 8 - 7 students
- Grade 9 - 10 Students
- Grade 10 - 6 students
- Grade 11 - 6 students
- Grade 12 - 6 students

The low student numbers at Andrew School equate to a small teaching and support staff. At the secondary level, this results in multi-grade and subject level classes, the need for distance learning (Moodle), restrictive student timetables, and limited complimentary course offerings (e.g. options,

Career and Technology Foundations/Studies). Furthermore, students have little or no opportunity to participate in extra-curricular activities such as clubs or athletics.

Thus, the administration recommends that the Board formally consider closure of Grades 7 - 12 by directing the administration to set in motion the actions required to fulfill the requirements of sections 4 and 5 of the *Closure of Schools Regulation* (Alberta Regulation 238/1997 with amendments), and to initiate a report on the process to the Board on June 6, 2019 so that the Board can consider the closure of Grades 7-12 at Andrew School.

Should the Board close Grades 7-12 at Andrew School, it would become a Kindergarten to Grade 6 school with the elementary attendance area remaining unchanged. New attendance areas would be established and junior high and senior high students currently attending Andrew school would be re-designated to Lamont High or Vegreville Composite High. The redefined boundary would ensure that all students living in Andrew would be designated to Lamont High School or Vegreville Composite High School.

Junior high and senior high students would have access to a wider selection of required and optional programming, special education, sports programs and extracurricular options such as:

- Career and Technology Foundations and Career and Technology Studies- career transitions, food studies, cosmetology, construction and fabrication technologies, mechanics, communication technology
- Dual -credit opportunities, Off Campus Education, Green Certificate and Registered Apprenticeship Program
- Fitness
- Band and music
- Photography, drama and fine arts
- Student Directed Flex Block program (Lamont)
- Sports teams, extracurricular activities and clubs
- LINKS - Special Education System program (at Lamont and Vegreville)

As these programs are already in existence at Vegreville Composite High School and/or Lamont High, there would be no programming implications for the receiving schools. As both schools have excess capacity, the addition of students from Andrew School would potentially serve to support their enrolment numbers.

From October 2018 to April 2019, EIPS engaged in six consultations sessions with stakeholders regarding a potential program closure at Andrew School. Groups included students, parents, staff, community leaders, and members of the public. A report regarding the consultation feedback is included in the Andrew School Preliminary Report. The attached report also includes the following information regarding Andrew School:

- Background
- Class Configurations and Programming Highlights
- Attendance Boundary Demographics, Trends, and Student Enrolment Projections



# RECOMMENDATION REPORT

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- Accountability Pillar Overall Summary
- Building Information
- Overview of School Financial Information
- Cost per Student Analysis
- Staffing
- Student Transportation Information
- Consultation

## **COMMUNICATION PLAN:**

Communication will be as per Closure of Schools Regulation (Alberta Regulation 238/1997 with amendments).

## **ATTACHMENT(S):**

1. Andrew School Preliminary Report
2. Closure of Schools Regulation (Alberta Regulation 238/1997 with amendments)



Your Future **in MIND**

# ANDREW SCHOOL PRELIMINARY REPORT

ELK ISLAND PUBLIC SCHOOLS  
APRIL 2019

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## ANDREW SCHOOL BACKGROUND

The following report provides a preliminary overview of Andrew School’s enrolment, programming and student transportation, along with a snapshot of programming at Lamont High and Vegreville Composite High. The purpose of the report is to provide context for the Board to inform its decision in regards to the issue of equity of education in the junior/senior high grades at Andrew School.

### *Andrew School Class Configurations and Program Highlights*

Andrew School is the designated Kindergarten to Grade 12 school for Elk Island Public Schools (EIPS) students residing in the Village of Andrew and the rural surrounding areas. Andrew School has a student capacity of 385. As of Sept. 30, 2018, the school had a total population, or funded headcount, of 112 students from Kindergarten to Grade 12. Of that, 26 students were in junior high (7-9) and 19 students in senior high (10-12) (see “Table 1: Andrew School Enrolment by Grade 2011-18” and “Figure 1: Andrew School Enrolment by Grade 2018-19). There were also two administrators, eight teachers and seven support staff, with a total utilization rate of 35 per cent.

School	2017-18 Capacities	2017-18 Utilization Rate*	2018-19 Boundary Status
Andrew School	385	35%	Open

\*Utilization rate is based on adjusted enrolment numbers

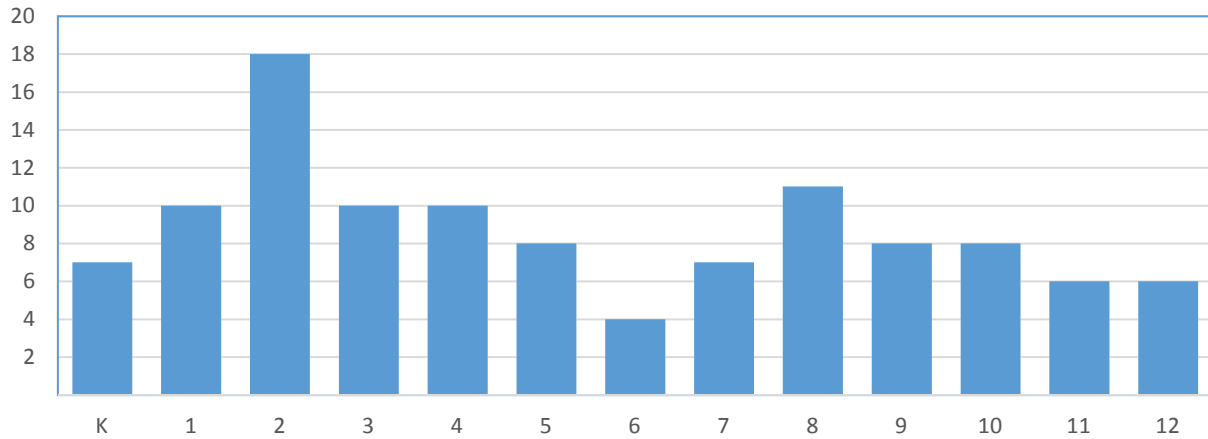
**TABLE 1: ANDREW SCHOOL ENROLMENT BY GRADE 2011-19**

GRADE	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>K</b>	13	4	11	10	10	16	13	7
<b>1</b>	7	12	5	12	12	8	17	10
<b>2</b>	13	7	9	6	11	12	9	18
<b>3</b>	9	10	8	10	8	9	11	10
<b>4</b>	12	9	9	11	9	7	11	10
<b>5</b>	3	13	7	8	10	10	5	8
<b>6</b>	14	2	14	6	10	10	9	4
<b>7</b>	11	15	0	13	7	9	10	7
<b>8</b>	14	12	15	0	13	7	8	11
<b>9</b>	8	15	10	14	0	10	9	8
<b>10</b>	14	8	13	9	12	1	7	8
<b>11</b>	12	15	7	12	6	10	5	6
<b>12</b>	16	11	14	9	13	6	16	5
<b>TOTAL</b>	146	133	122	120	121	115	128	112

Source: “Demographic Dynamics.” Baragar Enterprise, 2018-19

\*Numbers are based on September 30 enrolment for each past and present year.

**FIGURE 1: ANDREW SCHOOL ENROLMENT BY GRADE  
2018-19**



Source: "Demographic Dynamics." Baragar Enterprise, 2018-19

*\*Numbers are based on September 30 enrolment for each past and present year.*

In the 2019-20 school year, the projected school population for Andrew School is 106—a decrease of six students, or 5.3 per cent. It's projected there will be 20 junior high students and 18 senior high students:

- Grade 7 - 3 students
- Grade 8 - 7 students
- Grade 9 - 10 Students
- Grade 10 - 6 students
- Grade 11 - 6 students
- Grade 12 - 6 students

### *Andrew School Inflow and Outflow of Students*

A preliminary review of the 2018-19 Baragar data shows the majority of students within Andrew School's attendance boundary, attend Andrew School. The data also shows a number of students, living within Andrew School's attendance boundary, are choosing to attend either Lamont High or Vegreville Composite High for their junior and/or senior high school grades.

Figure 2 and Figure 3 illustrate the 2018-19 enrolment breakdown of students coming into the Andrew School attendance area to attend the school (inflow) and the percentage of students within the Andrew School attendance area leaving for other EIPS schools (outflow). As of Sept. 30, 2018, of the 112 students, five were from another school division or EIPS attendance area:

- Lamont attendance area: 2 students
- Non-resident (St. Paul): 3 students

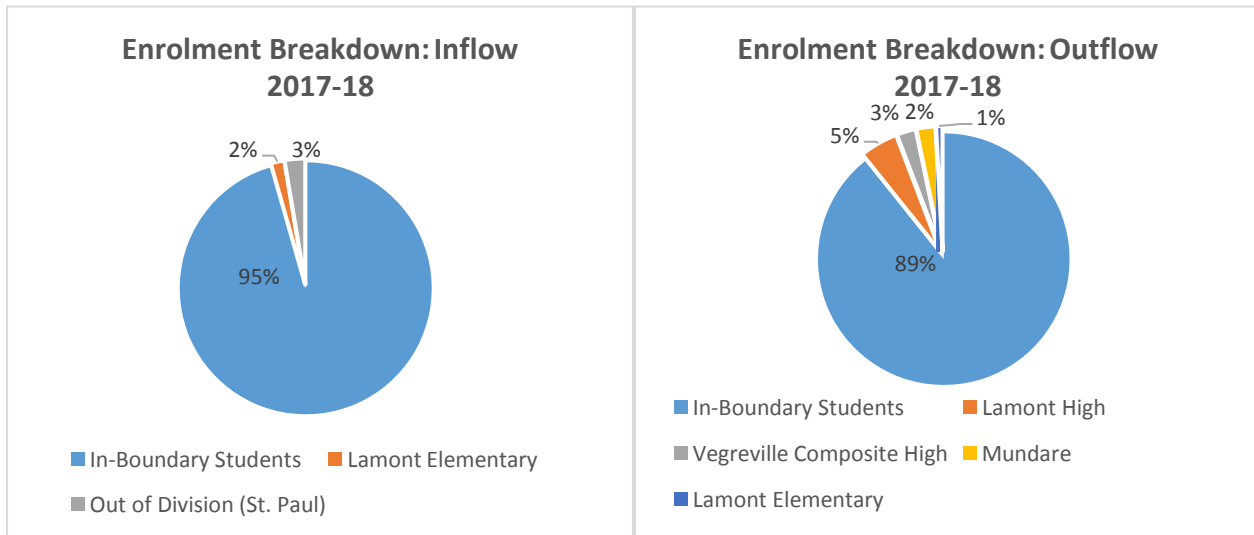
Conversely, for the 2018-19 school year, a total of 13 students who reside within the Andrew attendance area chose to attend another EIPS school:

- Lamont High: 6 students
- Vegreville Composite High: 3 students
- Mundare School: 3 students
- Lamont Elementary: 1 student

Of these students, nine are associated with either a junior high and senior high grade.



**FIGURES 2 AND FIGURE 3: ANDREW SCHOOL ENROLMENT – INFLOW AND OUTFLOW**



Source: "Demographic Dynamics." Baragar Enterprise, 2018-19

### *Andrew School Programming Highlights*

Andrew School educates students from ages four to 20. Kindergarten runs two days to three days a week. In the 2015-18 School Education Plan and Results Report, it's noted Andrew School has a considerable number of high needs students whose needs are met in an inclusion model of instruction. Andrew School doesn't have any system programs or alternative programs.

### *Andrew School Student Transportation*

In the 2018-19 school year, 76 students are transported to Andrew School on four buses, which accounts for 67 per cent of the 112 students attending Andrew School. The shortest ride time is five minutes with a pick-up time of 8:20 a.m. The longest ride time is 75 minutes with a pickup time of 7:08 a.m. The average ride time is 40 minutes, with a median ride time of 38 minutes.

Students within the Andrew School attendance area, including Elk Island Catholic School students, attending Vegreville Composite High go through a transfer site at Mundare School.

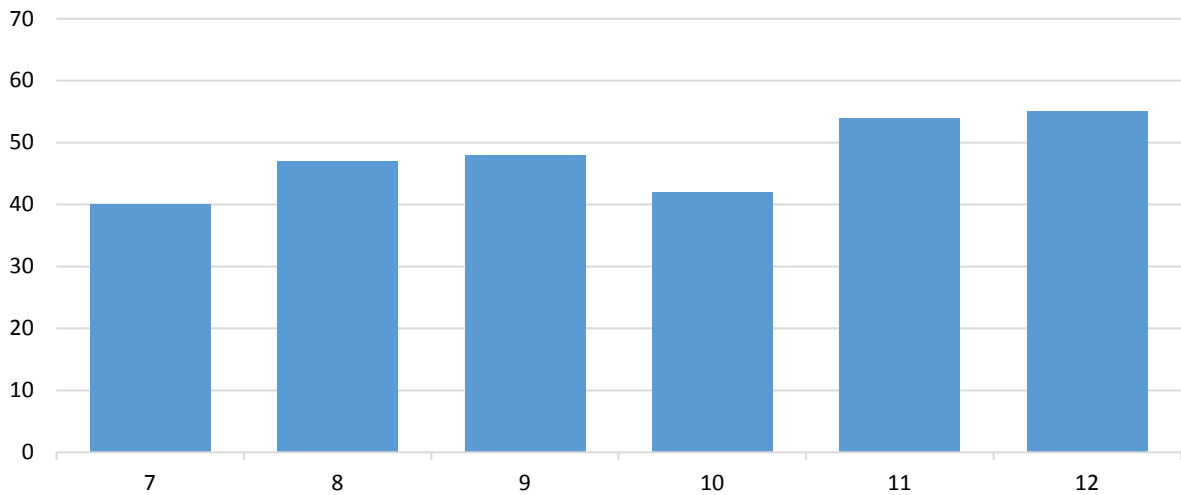
## LAMONT HIGH

Lamont High is located in Lamont County and the Town of Lamont, approximately 45-kilometres southwest of Andrew School. Lamont High is the designated junior high and senior high school for EIPS students within the Town of Lamont and rural surrounding areas. Students from Bruderheim School and Lamont Elementary start attending Lamont High beginning in Grade 7. As of Sept. 30, 2018, Lamont High’s fund student head count is 287 students. It also has two administrators, 21 teachers and 12 support staff. The total student capacity is 464 and the utilization rate is 73 per cent (see “Figure 4: Lamont High Enrolment by grade”).

School	2017-18 Capacities	2017-18 Utilization Rate*	2018-19 Boundary Status
Lamont High	464	73%	Open

\*Utilization rate is based on adjusted enrolment numbers

**FIGURE 4: LAMONT HIGH ENROLMENT BY GRADE**



Source: “Demographic Dynamics.” Baragar Enterprise, 2018-19

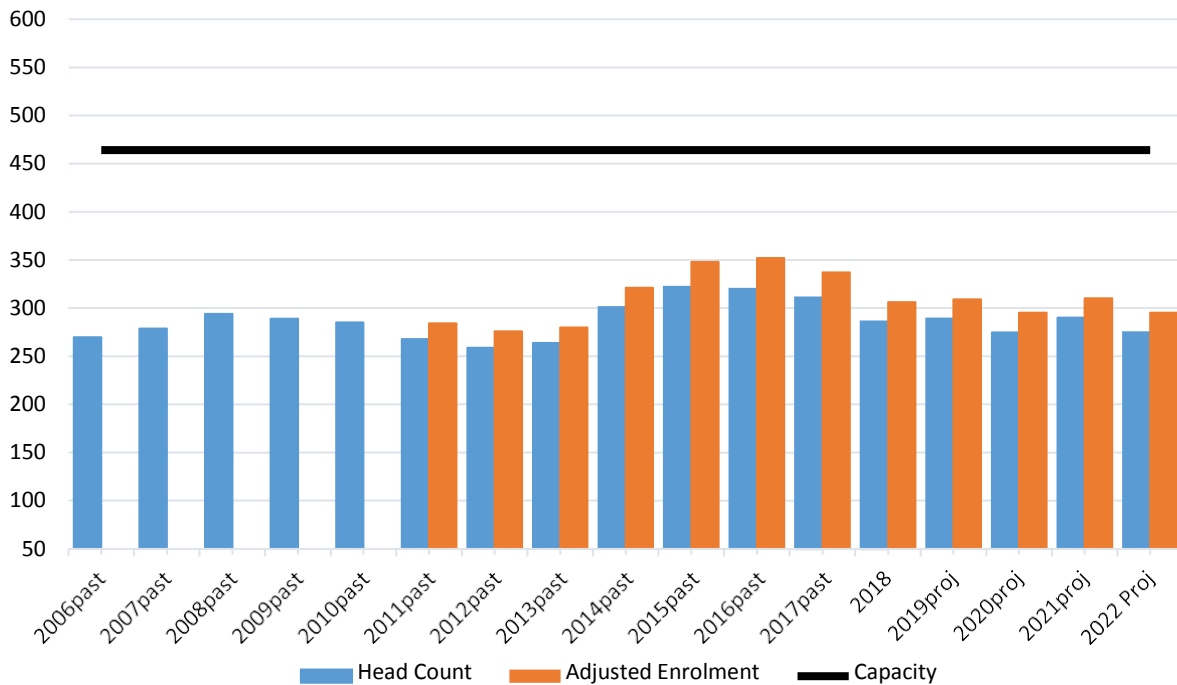
Figure 5 illustrates Lamont High enrolment projections for the school years between 2017 and 2022. Projections are based on zero-aged children (provided by Alberta Health Services) and the current student population. The capacity used for both schools is based on the 2017-18 Area Capacity and Utilization Report (ACU). To determine enrolment, the current special education allowance was moved forward.

Similarly, the average migration and participation rates are also a contributing factor in the 2017-21 student enrolment projections. The Student Enrolment Projection Formula is:

$$\text{Births} + \text{Net Migration} + \text{Housing Yield} = \text{Population} < \text{Population} \times \text{Participation Rate} = \text{Enrolment}$$

Enrolment projections may vary as local knowledge and economic factors can change over time.

**FIGURE 5: LAMONT HIGH PAST AND PROJECTED ENROLMENT, 2006-2022**



Source: "Demographic Dynamics." Baragar Enterprise, 2018-19

- Head count based on Sept. 30, 2018.
- Capacity and adjusted enrolment is based on the 2017-18 Area Capacity Utilization (ACU).
- Adjusted enrolment equals (ECS) X 0.5 + (grades 1 to 12 - severe disabilities) + severe disabilities X3.
- Adjusted enrolment wasn't added from 2006 to 2010.

### Lamont High Programming Highlights

Lamont High offers the LINKS program, a variety of required and optional regular programming, an excellent sports program, many extra-curricular opportunities and a performing arts program. Examples include:

- Career and Technology Studies:
  - career transitions
  - food studies
  - cosmetology
  - construction and fabrication technologies
  - communication technology
- Learning, Individual Needs, Knowledge and Skills (LINKS)
- Knowledge and Employability
- personal fitness
- band and music
- drama and visual arts
- dual-credit power engineering
- Off Campus Education
- Student Directed Flex Block Program (SDL Flex Program)
- Green Certificate and Registered Apprentice Program (RAP)

Students from the Elk Island Youth Ranch attend Lamont High and use the gym, career and technology studies classrooms and weight rooms.

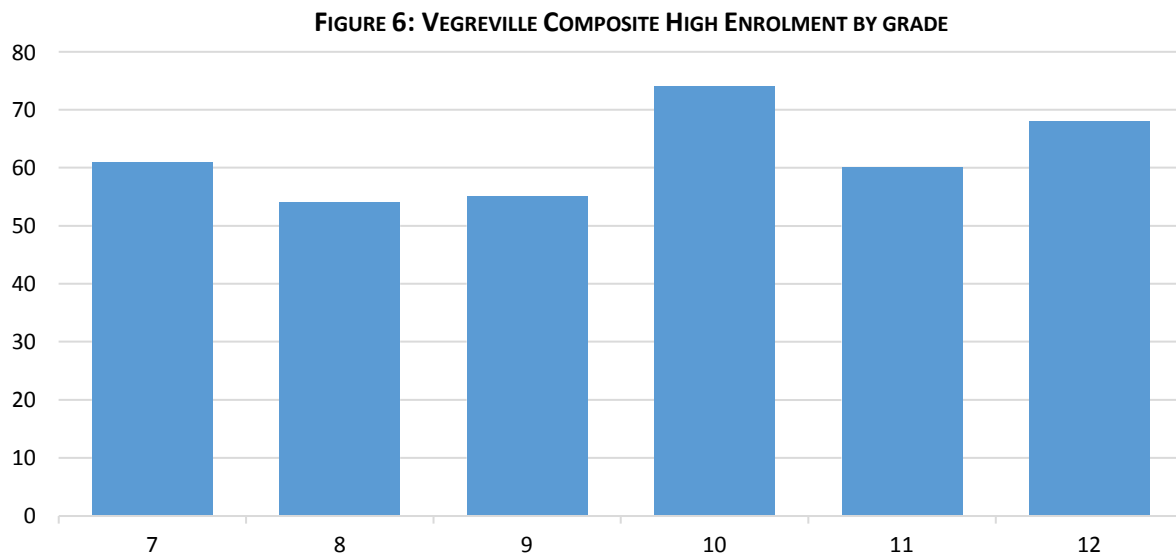
## VEGREVILLE COMPOSITE HIGH

Vegreville Composite High is located Vegreville, in the western portion of the County of Minburn, approximately 55-kilometres southeast of Andrew School. Vegreville Composite High is the designated junior high and senior high school for EIPS students living within the Town of Vegreville and the western portion of the County of Minburn. Students from Mundare School start attending Lamont High in Grade 9.

As of Sept. 30, 2018, Vegreville Composite High had funded head count of 371 students in Grades 7 through 12, with two administrators, 20 teachers and 13 support staff. The school has a total capacity of 918 students and a utilization rate of 44 per cent (see “Figure 6: Vegreville Composite High Enrolment by Grade”).

School	2017-18 Capacities	2017-18 Utilization Rate*	2018-19 Boundary Status
Vegreville Composite High School	918	44%	Open

\*Utilization rate is based on adjusted enrolment numbers



Source: “Demographic Dynamics.” Baragar Enterprise, 2018-19

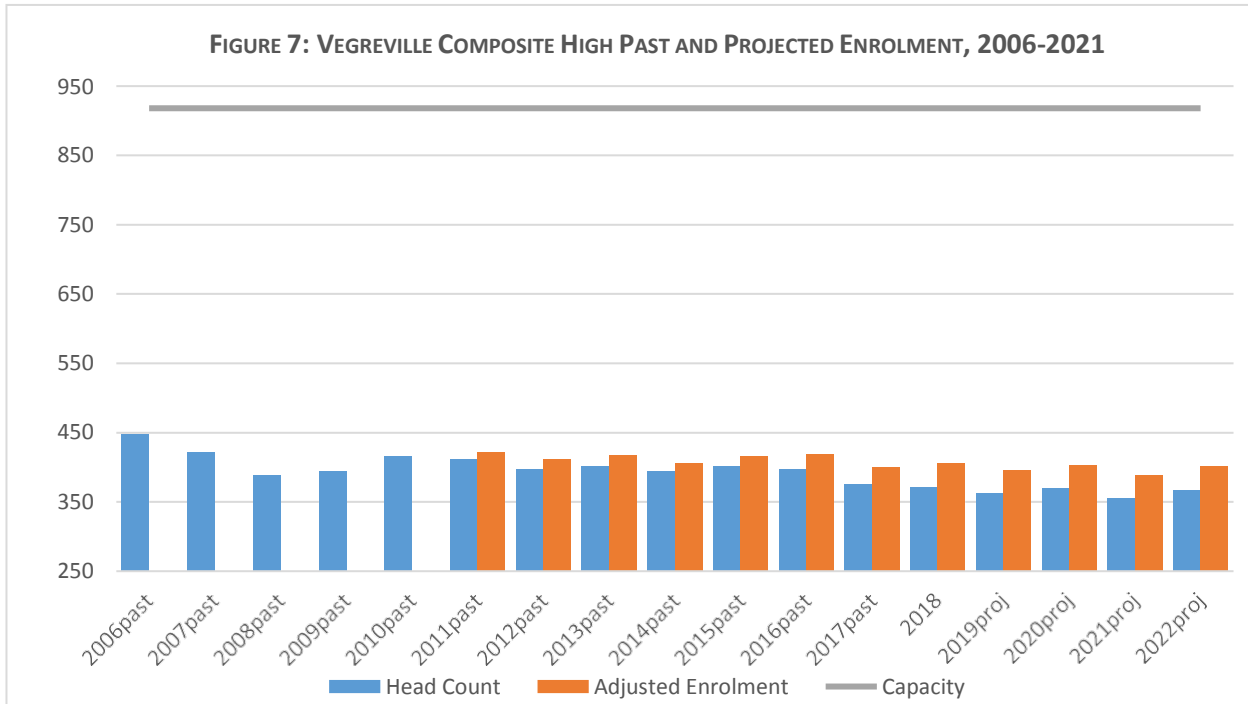
Figure 7, illustrates Vegreville Composite High enrolment projections for the school years between 2017 and 2022. Projections are based on zero-aged children, provided by Alberta Health Services, and the current student population. The capacity used for both schools is based on the 2017-18 Area Capacity and Utilization Report (ACU). To determine enrolment, the current special education allowance was moved forward.

Similarly, the average migration and participation rates are also a contributing factor in the 2017-21 student enrolment projections. The Student Enrolment Projection Formula is:

$$\text{Births} + \text{Net Migration} + \text{Housing Yield} = \text{Population} < \text{Population} \times \text{Participation Rate} = \text{Enrolment}.$$

Enrolment projections may vary as local knowledge and economic factors can change over time.

**FIGURE 7: VEGREVILLE COMPOSITE HIGH PAST AND PROJECTED ENROLMENT, 2006-2021**



Source: "Demographic Dynamics." Baragar Enterprise, 2018-19

- Head count based on Sept. 30, 2018.
- Capacity and adjusted enrolment is based on the 2017-18 Area Capacity Utilization (ACU).
- Adjusted enrolment equals (ECS) X 0.5 + (grades 1 to 12 - severe disabilities) + severe disabilities X3.
- Adjusted enrolment wasn't added from 2006 to 2010.

### *Vegreville Composite High Programming Highlights*

Similar to Lamont High, Vegreville Composite High offers the LINKS program, a variety of required and optional regular programming, an excellent sports program, many extra-curricular opportunities and a performing arts program. Examples include:

- Core courses: English, mathematics, Social Studies, Biology, Chemistry, Physics, Science
- Career and Technology Studies:
  - career transitions
  - culinary arts
  - mechanics
  - cosmetology
  - construction technology
  - communication technology and digital design
- French
- Learning, Individual Needs, Knowledge and Skills (LINKS)
- Knowledge and Employability
- recreational fitness
- band and music—instrumental and Jazz
- art and drama
- digital photography and digital media and design
- Off Campus Education
- Green Certificate and Registered Apprentice Program (RAP)
- dual-credit opportunities

## Andrew School Student Achievement

Included for the purposes of this report is the accountability pillar overall (APS) summary for a three year period, 2016, 2017, 2018.

The survey summary would indicate that there are concerns in the majority of measure categories as reported by staff, parents and students. Although it is difficult to attribute this to a single cause, the information contained within the public consultation with the Andrew community sheds a light on a number of areas.



### Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2016 School: 3401 Andrew School

Measure Category	Measure Category Evaluation	Measure	Andrew School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Acceptable	<a href="#">Safe and Caring</a>	82.0	77.1	82.3	89.5	89.2	89.1	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Acceptable	<a href="#">Program of Studies</a>	59.0	58.7	65.3	81.9	81.3	81.4	Very Low	Maintained	Concern
		<a href="#">Education Quality</a>	84.7	74.3	80.5	90.1	89.5	89.5	Intermediate	Maintained	Acceptable
		<a href="#">Drop Out Rate</a>	2.2	3.8	3.1	3.2	3.5	3.5	Very High	Maintained	Excellent
		<a href="#">High School Completion Rate (3 yr)</a>	65.9	70.2	81.2	76.5	76.5	75.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Concern	<a href="#">PAT: Acceptable</a>	62.5	56.3	61.4	73.6	72.9	73.4	Very Low	Maintained	Concern
		<a href="#">PAT: Excellence</a>	5.0	3.8	7.9	19.4	18.8	18.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	<a href="#">Diploma: Acceptable</a>	87.9	88.9	91.7	85.0	85.2	85.1	High	Maintained	Good
		<a href="#">Diploma: Excellence</a>	24.2	16.7	13.3	21.0	21.0	20.5	Very High	Maintained	Excellent
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	0.0	19.2	26.0	54.6	54.4	53.5	Very Low	Declined	Concern
		<a href="#">Rutherford Scholarship Eligibility Rate</a>	25.0	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	<a href="#">Transition Rate (6 yr)</a>	42.7	51.4	67.1	59.4	59.7	59.3	Low	Declined	Issue
		<a href="#">Work Preparation</a>	63.1	67.5	68.4	82.6	82.0	81.1	Very Low	Maintained	Concern
		<a href="#">Citizenship</a>	69.8	68.6	69.5	83.9	83.5	83.4	Low	Maintained	Issue
Parental Involvement	Excellent	<a href="#">Parental Involvement</a>	83.2	74.6	78.3	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Concern	<a href="#">School Improvement</a>	58.1	57.7	67.4	81.2	79.6	80.0	Very Low	Declined	Concern

### Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2017 School: 3401 Andrew School



Measure Category	Measure	Andrew School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	<a href="#">Safe and Caring</a>	81.0	82.0	80.4	89.5	89.5	89.3	Low	Maintained	Issue
Student Learning Opportunities	<a href="#">Program of Studies</a>	63.9	59.0	61.5	81.9	81.0	81.5	Very Low	Maintained	Concern
	<a href="#">Education Quality</a>	81.4	84.7	80.0	90.1	90.1	89.6	Low	Maintained	Issue
	<a href="#">Drop Out Rate</a>	7.9	2.2	3.8	3.0	3.2	3.3	Low	Maintained	Issue
	<a href="#">High School Completion Rate (3 yr)</a>	47.5	65.9	78.7	77.9	76.5	76.1	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	65.8	62.5	55.6	73.4	73.6	73.2	Very Low	Maintained	Concern
	<a href="#">PAT: Excellence</a>	1.3	5.0	3.8	19.5	19.4	18.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	87.5	86.8	86.6	83.0	82.7	83.1	High	Maintained	Good
	<a href="#">Diploma: Excellence</a>	0.0	21.1	16.6	22.2	21.2	21.5	Very Low	Declined	Concern
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	39.6	0.0	13.8	54.9	54.6	53.1	Low	Improved	Acceptable
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	33.3	25.0	25.0	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	58.1	42.7	55.3	57.9	59.4	59.3	High	Maintained	Good
	<a href="#">Work Preparation</a>	88.2	63.1	65.8	82.7	82.6	81.9	Very High	Improved	Excellent
	<a href="#">Citizenship</a>	62.7	69.8	67.2	83.7	83.9	83.6	Very Low	Maintained	Concern
Parental Involvement	<a href="#">Parental Involvement</a>	90.5	83.2	78.5	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	<a href="#">School Improvement</a>	66.5	58.1	61.8	81.4	81.2	80.2	Low	Maintained	Issue

Measure Category	Measure	Andrew School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	<a href="#">Safe and Caring</a>	65.9	81.0	80.1	89.0	89.5	89.4	Very Low	Declined Significantly	Concern
Student Learning Opportunities	<a href="#">Program of Studies</a>	48.2	63.9	60.6	81.8	81.9	81.7	Very Low	Declined	Concern
	<a href="#">Education Quality</a>	70.7	81.4	80.1	90.0	90.1	89.9	Very Low	Declined	Concern
	<a href="#">Drop Out Rate</a>	2.9	7.9	4.6	2.3	3.0	3.3	High	Maintained	Good
	<a href="#">High School Completion Rate (3 yr)</a>	43.7	47.5	61.2	78.0	78.0	77.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	75.0	66.8	61.5	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	<a href="#">PAT: Excellence</a>	13.2	1.3	3.4	19.9	19.5	19.2	Low	Improved	Acceptable
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	57.7	87.5	87.7	83.7	83.0	83.0	Very Low	Declined	Concern
	<a href="#">Diploma: Excellence</a>	0.0	0.0	12.6	24.2	22.2	21.7	Very Low	Declined	Concern
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	14.6	39.6	19.6	55.7	54.9	54.7	Very Low	Maintained	Concern
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	33.3	33.3	29.2	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	35.1	58.1	50.8	58.7	57.9	59.0	Very Low	Maintained	Concern
	<a href="#">Work Preparation</a>	40.0	88.2	72.9	82.4	82.7	82.4	Very Low	Declined Significantly	Concern
	<a href="#">Citizenship</a>	52.1	62.7	67.0	83.0	83.7	83.7	Very Low	Declined Significantly	Concern
Parental Involvement	<a href="#">Parental Involvement</a>	79.7	90.5	82.8	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	<a href="#">School Improvement</a>	46.9	66.5	60.8	80.3	81.4	80.7	Very Low	Declined	Concern

## ANDREW SCHOOL FUTURE CONSIDERATIONS

A consideration the Board may face is the closure of a portion of programming at Andrew School, whether it be Grades 10 – 12 or a more extensive closure of Grades 7 – 12.

If a closure of Grades 7 – 12 were to be considered the attendance area of the school would be affected as Andrew School's grade configuration changes would have Andrew School become a Kindergarten to Grade 6 school with the elementary attendance area remaining status quo. Junior high and senior high students currently attending Andrew school would be re-designated to Lamont High or Vegreville Composite High and new attendance areas would be established. The redefined boundary would ensure that all students living in Andrew would be designated to Lamont High School or Vegreville Composite High School.

As it pertains to programming, if Andrew School's grade configuration were to change, it would have Andrew becoming a Kindergarten to Grade 6 school with programming options for those students remaining status quo.

Junior high and senior high students would have access to a wider selection of required and optional programming, special education, sports programs and extracurricular options such as;

- Career and Technology Foundations and Career and Technology Studies- career transitions, food studies, cosmetology, construction and fabrication technologies, mechanics, communication technology;
- Dual -credit opportunities, Off Campus Education, Green Certificate and Registered Apprentice Program
- Fitness
- Band and music;
- Photography, drama and fine arts;
- Student Directed Flex Block program (Lamont)
- Sports teams, extracurricular activities and clubs
- LINKS - Special Education System program (at Lamont and Veg)



As these programs are already in existence at Vegreville Composite High School and/or Lamont Junior/Senior High, there are no implications for the receiving schools. As both schools have excess capacity, the addition of students from Andrew School would potentially serve to support their enrolment numbers.

If the Boards decision is to support a closure of Grades 7 – 12, a transition plan will be developed to support junior high and senior high students as they move to their new school.

If the Board does not support the recommendation, the educational impact of the school remaining open is that there will continue to be low enrolment numbers in the junior and senior high resulting in students not having the same access to both core and optional programming available as is offered at other schools in the Division. In addition, due to low enrollment, core subjects will remain being offered either through multi-grade programming or through distance learning opportunities. An issue of equity in programming opportunities, student engagement, well-being, and achievement will continue to be present.

Conversely, the educational impact on Andrew if it becomes a K-6 program is status quo and from a programming perspective there is no change in operational costs for delivery unless a decision is made by parents to enroll their elementary child at other schools and the class sizes become not financially viable. The capital impact is that there will be additional space that can be re-purposed for greater community use.

The educational impact for the junior high and senior high students is that there is better programming options and no multi-grade classes as well as better extracurricular and sports opportunities. This has a positive impact on engagement, well-being, career planning and achievement.

### Andrew School Financial Information

The total allocation to Andrew School for 2018-2019 is \$1,413,977 which includes an inclusive learning allocation of \$127,550. The balance for school generated funds in 2017-2018 was \$10,124.

For several years, Andrew School has continued to meet the definition of a small school and a small school by necessity (SSBN) because its FTE funded enrolment is less than 290 and there are no receiving schools within 25 km. Additionally, Andrew School receives an additional allocation from the Division in the amount of \$298,000, which no other schools do.

#### Assumptions

1. Estimated Enrolment as of April 2, 2019

Grade	Enrolment
K	5
Gr 1-3	35
Gr 4-6	29
Gr 7-9	21
Gr 10-12	24
	114

2. All the students will either stay at Andrew School or go to another EIPS school (stay within our Division) so no loss in per student grant revenue
3. A reduction in grades 10-12 will see a decrease of 3FTE including the Assistant Principal
4. A reduction in grades 7-12 will see a decrease of 5 FTE including the Assistant Principal
5. Used 2018-19 allocations and rates
6. Allocated all educational assistant time to Program Unit Funding (PUF) and Inclusive Education Allocations Using 2017-18 data for SSBN and Plant Operations and Maintenance (PO&M) for 2017-18

#### Financial Impact:

Grades 10-12: \$145,535 savings

	Financial Impact
Reduction in Andrew fixed rate allocation	\$232,000
Reduction in assistant principal allowance allocation	\$16,635
Increase for junior high allocation	(\$48,000)
Decrease in small school by necessity funding	(\$73,700)
Increase in plant, operations and maintenance funding	\$18,600
	\$145,535

- no capital implications – still maintain the building

Grades 7-12: \$238,635 savings

	Financial Impact
Reduction in Andrew fixed rate allocation	\$298,000
Reduction in assistant principal allowance allocation	\$16,635
Reduction in flat allocation	\$2,000
Decrease in small school by necessity funding	(\$113,000)
Increase in plant, operations and maintenance funding	\$35,000
	\$238,635

- no capital implications – still maintain the building

The costs above would be incurred if the school were to remain open.

- There will be students moving from Andrew to either Lamont High or Vegreville Composite High.

### Andrew School Transportation

In order to accommodate transportation for students re-designated in Grades 7 -12 at Andrew it would be necessary to conduct a complete optimization of the Andrew attendance area. An attendance boundary would designate students to either Lamont High School or Vegreville Composite High School. Students residing east of Andrew, along Highway 855 and Range Road 164, would be designated to attend Vegreville Composite High School. Students residing within the Village of Andrew and west of Highway 855 and Range Road 164 would be designated to Lamont High School. The main consideration when splitting the boundary between Vegreville and Lamont would be distance and the impact on length of ride times.

Two options that best represent efficiencies in busing and consider ride times are contemplated. Bus capacity is not factored in, as the sparsely populated area does not allow for this consideration without significant impact to ride times.

The two options both use the same boundary line but differ in that there is one additional bus in Option 1A versus two additional buses in Option 1B. In both options the bell schedule at Andrew would be impacted as buses would arrive at 8:00 a.m. rather than the current arrival at 8:25 a.m. In the afternoon buses would depart at 3:00 p.m. as opposed to the current departure of 3:26 p.m. In the morning Andrew School would be used as a transfer station for students residing in the boundary designated to Lamont while the students residing in the boundary designated to Vegreville would be transported directly. Although the Vegreville bound buses would not participate in the morning transfer, one of the buses would stop in Andrew to pick up Catholic students as per the current cooperative busing agreement as well as any program designated students. In the afternoon students attending Andrew school would be bused home at 3 p.m. Two buses would return to Andrew in order to assist with the transportation of Lamont and Vegreville students. The Lamont and Vegreville students would depart their respective schools and meet at Andrew school at 4:05 p.m. where they would transfer buses to reduce ride times given the large attendance area. If a student chose to attend either Lamont or Vegreville as a non-designated school, and wished to access transportation, they would have to meet at a designated pick-up location along the scheduled route.

The impact to ride times for K-6 students attending Andrew school would indicate a shorter morning ride time for 60% of the students in both options, but in the afternoon a shorter ride time for 52% in Option 1A and 73% in Option 1B.

Both options would see an increase in grant revenue of \$100,000.

#### Option 1A:

- One bus added to the current Andrew busing configuration
- Mundare transfer buses and buses west of Vegreville included in the optimization
- Additional yearly cost of \$122,001 to the current transportation budget using March 2019 fuel price.
- Given the increase in grant revenue of \$100,000, the net cost to the transportation budget is \$22,000

The chart below indicates the potential impact to students being re-designated to Lamont and Vegreville.

School	AM Max Ride	PM Max Ride	AM Earliest PU	PM Latest DO
Lamont	1 hour 31 min	1 hour 13 min	7:04 a.m.	4:40 p.m.
Vegreville	1 hour 6 min	1 hour 23 min	7:04 a.m.	4:40 p.m.

Option 1B:

- Two buses added to the current Andrew busing configuration
- Mundare and Vegreville busing not impacted in this option
- Additional cost of \$162,355 to the current transportation budget using March 2019 fuel prices
- Given the increase in grant revenue of \$100,000, the net cost to the transportation budget is \$62,000.
- The second additional bus in this option is used to alleviate ride times for Andrew and Lamont students only in the morning but a large percentage of students attending Andrew School benefit from this bus in the afternoon

The chart below indicates the potential impact to students being re-designated to Lamont and Vegreville.

School	AM Max Ride	PM Max Ride	AM Earliest PU	PM Latest DO
Lamont	1 hour 4 min	1 hour 20 min	7:26 a.m.	4:40 p.m.
Vegreville	1 hour 10 min	1 hour 25 min	7:00 a.m.	4:40 p.m.

The chart below compares ride time changes between current, Option 1A, and Option 1B for the 42 students that being re-designated to Lamont and Vegreville.

AM	Option 1A	Option 1B	PM	Option 1A	Option 1B
Same	1	0	Same	1	1
Not on bus before	12	12	Not on bus before	12	12
Less 1-5	0	4	Less 1-5	1	1
6-10	0	1	6-10	1	1
11-15	0	1	11-15	1	1
16-20	1	0	16-20	0	0
21-25	1	0	21-25	1	1
26-30	1	0	26-30	0	0
31+	1	3	31+	0	0
<b>TOTAL AM LESS</b>	<b>4</b>	<b>9</b>	<b>TOTAL PM LESS</b>	<b>4</b>	<b>4</b>
More 1-5	0	4	More 1-5	4	4
6-10	0	1	6-10	2	1
11-15	0	2	11-15	1	2
16-20	5	1	16-20	5	7
21-25	3	4	21-25	0	1
26-30	1	4	26-30	4	0
31+	16	5	31+	9	10
<b>TOTAL AM MORE</b>	<b>25</b>	<b>21</b>	<b>TOTAL PM MORE</b>	<b>25</b>	<b>25</b>

## *Andrew School Consultation*

The Board of Trustees directed the Elk Island Public Schools (EIPS) administration to facilitate public consultations with the Andrew community regarding the senior high programming at Andrew School. The question at hand: how to address the issue of equity of education in the senior high grades at Andrew School.

As background, 28 students were enrolled in the senior high grades at Andrew School in the 2017-18 school year. And, for the 2018-19 school year, that number dropped to 19—a figure that is projected to stay roughly the same for the immediate future. With such low numbers, students don't have the same optional programming available as other senior high schools do within the Division. In addition, because of low numbers, some core subjects are only offered to students through distance learning. As such, the Board is exploring how to address the issue of equity of education in the senior high grades at Andrew School.

In the fall, administration developed and implemented a public engagement strategy to seek feedback from the Andrew community about programming for senior high students living in the area. These efforts included working-group meetings, a student forum and a community conversation. Specifically, EIPS conducted two working-group meetings, designed to facilitate an exchange of ideas and comments with Andrew School staff, and officials from Lamont County and Andrew. Both were informal conversations that helped shape a student forum and a community conversation that followed. Topics presented at all four sessions were similar in nature—background information, Andrew school successes challenges, and important considerations.

Based on the feedback collected from the sessions, EIPS administration developed three preliminary options for senior high students living in the Andrew School attendance area. All three options were presented to the community at a public feedback session on Feb. 20, 2019. To complement the public feedback session the Division also conducted a survey to gather even more input from the community about the three options. Following that, trustees participated in a working-group session with students to discuss bus ride times, programming and the ideal senior high. Collectively, the feedback gathered will help the Board determine the best course of action to address the issue of equity of education for students in grades 10 to 12 within the Andrew School attendance area.

### Consultation Meeting Summary

Working-group meeting No. 1: Oct. 29, 2018  
Andrew School staff: 18 in attendance

At the staff working-group meeting, EIPS provided background data, presented its concerns and described why the consultation is occurring. After the introduction of ideas, those in attendance engaged in a group discussion about what the ideal situation looks like for senior high students in grades 10 through 12 living in Andrew (see Attachment 1, "Working-Group Meeting 1: Summary").

Working-group meeting No. 2: Oct. 31, 2018  
Elected officials from Lamont County and Andrew: 12 in attendance

At the working-group meeting with elected officials, EIPS provided background data, presented its concerns and described why the consultation is occurring. After the introduction of ideas, attendees engaged in a group discussion focused on what the ideal situation looks like for senior high students in grades 10 through 12 living in Andrew (see Attachment 2, "Working-Group Meeting 2: Summary").

Student forum: Nov. 6, 2018  
Andrew School students, grades 8-12: 32 in attendance

At the student forum, EIPS provided background data, presented its concerns and described why the consultation is occurring. After the presentation, students engaged in a facilitated group discussion and feedback-gathering exercises focused on three key questions: the ideal senior high, the gap between the ideal and reality, and important considerations for the Board (see Attachment 3, “Student Forum: Summary”).

Community Conversation: Nov. 22, 2018

Andrew School community: 43 in attendance

At the community conversation, EIPS provided background data, presented its concerns and described why the consultation is occurring. After the presentation, participants engaged in a facilitated group discussion and feedback-gathering exercises focused on three key questions: what is most important about Andrew School?, what learning opportunities are most important for students in the senior high grades?, and what are the most important factors EIPS should consider when making decisions about programming for senior high students in Andrew? (see Attachment 4, “Community Conversation: Summary”).

Public Feedback Session: Feb. 20, 2019

Andrew School community: 49 in attendance

At the public feedback session, presented the three preliminary programming options for senior high students living in the Andrew School attendance boundary. The session took the form of an open-house, with multiple topic-specific stations. The stations allowed participants to rotate through the room, at their own pace, and discuss the specific options with EIPS representatives, ask questions and share feedback about the options and what matters most to them (see Attachment 5, “Feedback Session: Summary”).

Working-group meeting No. 3: March 19, 2018

Andrew School students: 34 in attendance—students in grades 7-11

At the student working-group meeting, EIPS provided background information and engaged in a group discussion about bus ride times, programming, off-site CTS options and what the ideal situation looks like for senior high students in grades 10 through 12 living in Andrew. (see Attachment 7, “Working-Group Meeting 3: Summary”).

### Consultation Feedback

In general, input from the public feedback session and survey about the three preliminary options varied. Some indicated they preferred Option 1, others preferred Option 2, and others preferred Option 2 over Option 3. For the most part, Option 3 was the least desirable. The biggest concerns were the length of ride times, how a late arrival time home affects after-school activities, before- and after-school child care needs and transportation costs to a choice senior high school—one with more programming options. Meanwhile, the main concern heard during the third working-group session the need for more programming for students in both junior high and senior high.

Feedback heard: *Not enough programming offered at Andrew School for students in junior high and senior high, and in Option 2 and Option 3 bus ride times are too long and students arrive home too late.*

- Andrew School’s grade configuration changes—kindergarten to Grade 6.
- Junior high and senior high students living the Andrew School attendance boundary redirected to Lamont High or Vegreville Composite High.
- Junior high and senior high students have access to a wider selection of required and optional programming, special education, sports programs and extracurricular options:
  - Career and Technology Foundations and Career and Technology Studies—career transitions,

- food studies, cosmetology, construction and fabrication technologies, mechanics, communication technology;
- fitness;
  - band and music;
  - photography, drama and fine arts;
  - dual-credit opportunities, Off Campus Education, Green Certificate, and RAP;
  - Student Directed Flex Block Program (SDL Flex Program); and
  - sports teams, extracurricular activities and clubs.



## Andrew School Working-Group Meeting with Staff

### Session Summary

Oct. 29, 2018

#### **GENERAL COMMENTS:**

Superintendent Mark Liguori spoke to the group, explaining his concerns with the current senior high programming, and reiterated the Board of Trustees were approaching the community consultation with an open mind as to possible solutions.

Staff were reassured the decision to examine senior high programming has nothing to do with the quality of teaching. In fact, employees in Andrew do an excellent job; however, what the Division is asking teachers to do is extremely difficult.

All staff indicated they want what is best for Andrew senior high students and the school isn't able to offer that. Staff also feel the community has a lot of trust in them and respect their opinion about what is best for the students attending Andrew School.

#### **KEY THEMES:**

##### **What is good about Andrew:**

- Small class sizes.
- Teachers are wonderful.
- One-on-one education.
- It's a wonderful experience for students.
- It's convenient for school families.
- For a town that is struggling economically, the school is an import symbol of sustainability for the community.
- The school has an excellent elementary and junior high program.
- The school does great job with high risk kids, getting them to the 50 per cent grade.

##### **Considerations:**

- For kids who want to stay and don't want to travel, it would be good to offer a high school outreach program in the multipurpose room.
- Offer video-conferencing options.
- Create an academy to draw students.
- A lot of these students and families aren't ready for a really large high school experience.
- K-9 works, eliminating the high school would remove the negativity currently influencing the elementary and junior high grades.

- Senior high students need be part of a culture where post-secondary is encouraged.
- They need to witness more perspectives to be challenged.
- Combining courses doesn't work.
- They need to have the option to be part of extracurricular programs—sports and fine arts.
- Exposure to more people will help kids build more aligned friendships.

**Biggest issues for the Andrew community:**

- Residents are worried about a full-school closure.
- The closure of a school represents the death of the town.
- Transportation costs, ride times and pickups are concerns.
- People will worry about boundaries—where will students go and do families have a choice?

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## Andrew School Working-Group Meeting with Lamont County and Andrew officials

Session Summary Oct. 31, 2018

### **IN ATTENDANCE:**

#### **Elk Island Public Schools**

- Trina Boymook, Board Chair
- Colleen Holowaychuk, Trustee
- Mark Liguori, Superintendent
- Laura McNabb, Director, Communications Services

#### **Village of Andrew**

- Gary Leppek, Mayor
- Sheila Lupul, Deputy Mayor
- Herb Fedun, Councillor
- Osama Hamed, Councillor
- Ken Hamaliuk, Councillor
- Pat Skoreyko, Municipal Administrator

#### **County of Lamont**

- Wayne Woldanski, Reeve
- Daniel Warawa, Deputy Reeve
- Roy Anaka, Councillor
- David Diduck, Councillor
- Neil Woitas, Councillor
- Stephen Hill, A/Chief Administrative Officer

### **TRINA BOYMOOK:**

Welcomes the group to the session and thanks them for joining in conversation about the senior high program at Andrew School. The Board Chair indicates that EIPS trustees have come together to discuss the school and while elementary and junior high programming is very comparable to other EIPS schools, Andrew senior high students don't have the same access to opportunities as exist at other high schools in the Division.

**MARK LIGUORI:**

- How are we doing at Andrew School? Is the Division serving the community well? Over past 3.5 years, spent a significant amount of time in Andrew, with administration and in the classroom.
- Why are we here? We want to dispel from outset the rumblings about school closure, as they make people very nervous. We are looking at the high school program only, not the closure of Andrew School, not looking at elementary or junior high programming. We are focusing on what are we doing with the high school programming and whether we are serving the kids well.
- What we know over time is that there are a few dynamics in the community that impact what we can offer. One is low enrollment – there are only 5-6 students in a class at the senior levels.
- While kids are in the lower grades, everyone learns the same subjects and material, and the teacher works more closely with individual students who both have challenges and who are excelling.
- In high school, that changes – kids are separated based on level (English, Math, Sciences).
- Curriculum for each subject is very different depending on the level.
- Typically, kids are given booklets and materials, but no class is taught – instead, the teachers work with students individually.
- As a result, there's no full lesson or experience provided, and that impacts how students learn and how teachers teach.
- How are the kids doing? Are kids graduating on time? What are they doing when they're done?
- Metrics gathered by Alberta Education tell us we're not achieving here what we are at other schools in the Division.
- High School should be a chance to experience a variety of different subjects, for students to make a choice about what they want to do—they take the courses they need if they want to apply to different programs, and can make informed decisions about their next steps.
- Great depth of programming at other high schools—for example, cosmetology, robotics, carpentry, commercial foods, and others—that we can't offer in Andrew.
- There are many factors that get kids to school—parents' expectations, some kids love school, students' union, athletics and sports teams, participating in extracurricular programs. At Andrew, these additional opportunities can't take place because there are so few students.
- There are diminishing numbers in high school because a number of students are going to other schools and other school divisions. In Andrew, we're down to very small class sizes. In this year's Grade 12 class, we're not sure if any kids will graduate with 100 credits. This is not the kind of education we should be delivering for Andrew high school students.
- What we want to do is have a community conversation and ask for your impressions. Are there things that are being overlooked or oversimplified, or are you in agreement and you're not happy with what's offered at Andrew high school?
- We are really concerned about the kids and about the equity of opportunity available at other high schools.
- Again, we're only talking about high school – kindergarten through grade 9 doing very well.

**QUESTIONS, RESPONSES AND COMMENTS:**

What do the other schools offer? Why are students leaving?

- Course selections are greater in other locations and different types of classes are offered. Career Technology Studies in particular are important.
- Kids want a different social experience in high school that includes sports, drama, music. Right now, there is no ability to offer those in Andrew.

- Some kids simply leave—for some, it’s been socially difficult for the entire time they’re in school, and they want to go somewhere else and get a fresh start.
- As mentioned, even core courses are difficult to teach. When you have six different math levels in a single class, you’re missing dialogue among the students and the ability to work with one another. Students are left to work on their own, and don’t have peers with whom to collaborate and discuss further.

What are the alternatives? Does that mean the kids will need to be bussed elsewhere?

- If we can’t provide courses here, we need to talk about where those opportunities might be offered. And maybe that looks like bussing them to Vegreville or Andrew.

Some parents take their kids to Vegreville now.

- Yes, some to Vegreville, some to Sherwood Park, etc.

Why can’t you spread out the career technology courses among different schools?

- In order to set up appropriate shops, cost is major consideration, and you also have to bring in a teacher or a journeyman. It’s not economically viable to recreate those shops in Andrew. We don’t have the dollars to make that happen. For example, a basic welding lab start at \$500,000 to \$600,000.

What are the high school numbers now?

- As of last week, there are 6 grade 11, 6 grade 12s – four of those in Grade 12 are returning students who have come to upgrade marks or graduate with the required number of credits.

If kids were sent to Lamont or Vegreville, would overcrowding be an issue?

- No, both schools have lots of room. Classroom sizes are not an issue in Lamont.

For Physics 30, a student from Andrew had to go to summer school in Sherwood Park.

- If they wanted to take the same class in Andrew, they’d work during one of the other science classes with materials they’re handed. In that case, students can approach a teacher to get help or to get assistance online. But direct instruction isn’t available. If that is how we’re delivering a high school education to kids in Andrew, that’s not acceptable – they need other kids around, they need the class to be taught.
- Can’t share ideas, get a different perspective.
- Delivering distance learning is an outreach program.

Do other EIPS high schools have all the programs?

- Very comparable programs at all other high schools. And many other options, extracurricular and sports opportunities. Can take all academic programs that allow them to graduate at those schools.

Can you still get two different diplomas depending on what you want to take?

- There’s only one kind of diploma now, the course work determines where you can apply for post-secondary. There are many opportunities through RAP to help those kids who are going towards a trade.

Are kids who leave Andrew for other schools have a lower level than their peers? Do we have statistics on how Andrew kids who leave for other schools are doing academically?

- One of the things we know is that from K-9, kids do well in Andrew.
- Students that remain for high school have lower achievement than at other high schools.
- When the same peer group split off to another EIPS school, they stay the same or improve.
- Kids who are looking for something different or something more may be the ones who are leaving (may already be higher achievers).

We've heard anecdotally that children in lower grades aren't getting the same quality of education at Andrew as other schools (Vegreville).

- Within Andrew, we're working with small group of kids, using instruction geared to the middle of the pack. As a result, great gains in Andrew.

In the past, Andrew was an academic school – when did that change?

- A few years ago, half went on to post-secondary. But there's a need for a critical mass of kids – level of teaching changed.
- Varying curricula in a single class makes it much more difficult to get all kids through to desired outcomes.
- It's not about academics, it's about a cohort group. We're starting to see the transition rate (from high school to post-secondary) go the opposite way in Andrew when compared to other schools. Kids are often not doing anything for post-secondary. When peers aren't pursuing post-secondary, it has a drag effect on other kids in the group.

Do some kids go to Vegreville Composite because their friends are?

- Many students want to take sports, want to take part in other activities.
- When you do a boundary change in a rural area, you might increase school population by only one or two children.
- It's about the number of kids in the community and what they want in terms of an education. Academic and social, sports, etc.

How many teachers dedicated to the high school?

- There are four at jr high/high. Are also teaching elementary topics in some cases.
- We have teachers qualified for high school courses, but the size of schools means that they teach other grades/courses as well.
- Average class size/ratio is about six to one.

Is there an economic consideration from EIPS as to why they want to have this conversation?

- Absolutely not. We need to do our very best for all students and we are not doing that in Andrew. We want to have a discussion about whether we are providing enough for their kids in this community.
- If the students, families and communities want something more, we want to know how we can accomplish that. We have no result in mind, we need to know what the community wants and expects.

Do Mundare School students all go to Vegreville after graduation?

- Yes, and they also go to Vegreville Composite for junior high CTS courses now.

There's a tendency for kids from Andrew to attend in Vegreville (rather than Lamont). Will closure of CPC impact schools in Vegreville?

- Not to date – parents in Vegreville work in other industries or commute. There's been no significant drop in enrollment since the closure.

Do Mennonite children attend EIPS schools?

- There are a few Mennonite children in Andrew. Children from the Hutterite Colony have a dedicated EIPS teacher on site.

Concern is definitely that students here could be receiving a second-rate education?

- Yes. Students are not receiving an education with the same depth and breadth at other high schools.
- May not be just the course work, it may be the social aspect as well in class—students lack the perspective of others.
- Teachers are doing the very best they can in Andrew right now.

What's the total enrollment for Andrew?

- Right now, it's at 116 students but it fluctuates.

Could it be feasible to offer specialized courses in Andrew? Instead of general education, offer specialized courses (ie: dedicated advanced math course by single teacher)? Could it be beneficial to our system to offer something in Andrew not offered in Lamont and Vegreville, and draw them to Andrew instead? Bus them here instead of bussing them there?

- Parents in Lamont and Vegreville wouldn't consider sending kids to Andrew
- For example, offering a specialized Math 31 class—even if we looked at Lamont/Vegreville, we'd still not have enough kids to fill a class. A great suggestion, though.

Could we have remote interactive classrooms?

- Offered in Lamont or Vegreville, video teaching here.
- It has been done in the past, it's certainly an option. Because high school is so small, it might not align with courses in Andrew. Can do videoconferencing but may miss out in other areas. We do have the ability to do that, however.

Is there anything that EIPS should be aware of in the community? We are inviting families who have chosen to stay, and those who have left as well. We are also going to hear from students about their experiences as well. What do we need to know preparing for the community consultation?

- Good format needed
- Be sure you're reaching out to advise families about the consultation in a number of ways (social media, posters, direct email, and so on).

Why did classes become less structured over time?

- Numbers of students are very small in each class, most of the time they're working on booklets with assistance from the teacher.

A lot of teachers used to live in Andrew, used to be part of the community. They aren't part of it now, don't know the parents or the school.

We all share the concerns about the students, glad to hear it's not financial.

What's the deadline?

- Nothing set, we have no predetermined end date. It's about the dialogue and where it takes us.

With the closing of the lodge, council decided to try to pursue something else for the community which would involve the school and could mean up to 25 students.

Could we not enforce a boundary?

- Every student is designated to a specific school but we do allow students an exemption to attend another school if there's room. Decisions of that kind are usually made around programming. It also depends on where the parent works, too.

What about bringing in students from Two Hills?

- Transportation becomes an issue. If you're bussing students out of another school division, it's typically not allowed. We can't send a bus into another jurisdiction.
- Funding comes into play as well. Transportation funding is allocated out to schools by Board. Provincial Funding is based on number of students.

Each school allocated a budget?

- Yes. We distribute as needed, we have a rural/urban system for which we have to distribute funding differently, also have other funding for leveraging student achievement and to address areas of need.

MEETING CONCLUDES



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## Andrew School Student Forum

Session Summary Nov. 6, 2018

On Nov. 6, 2018, members of Elk Island Public Schools (EIPS) senior administration met with Andrew School students from grades 8 to 12 to discuss senior high programming. Students sat in small groups and were taken through a series of three activities by table hosts, addressing the following questions:

### **ACTIVITY 1: What does your ideal high school look like?**

- What does the school physically look like?
- What's the school atmosphere like?
- What programs and services are available?
- How does it influence your plans post-graduation?

Major themes:

- Options
  - More options
  - Flexible choice
  - Longer time in options classes
  - Mechanics
  - Cosmetology
  - Drama
  - Drivers Ed
  - Business options
  - Trades
  - Second languages
  - Music
  - Arts
  - Foods
  - Computer programming
  - Wood shop
  - Commerce
  - Life skills/adventure
  - Life skills like job seeking, resumes, taxes, etc
  - Actual options, not mandatory
  - More CTF/CTS courses
  - Career and life planning – someone to talk to
  - Options for non-core courses
  - More courses and options

- Programming
  - All courses taught by a teacher, no distance education
  - Bigger classes
  - Well-stocked labs
  - Subject specialists teaching courses
  - Ten minute breaks and longer lunch break
  - Longer core classes
  - Balanced core courses
  - Structured flex time
- Respect
  - No vandalism
  - More strict policies on cell phones
  - Less bullying
  - Teachers dress formally
  - Everyone listening
- Sports
  - Better gym
  - Sports courses
  - Year-round sports teams – basketball, volleyball, baseball, girls teams
  - More students for sports teams and more sports equipment
- Community feeling
  - Students helping students
  - Laughter
  - Busy halls
  - Teachers helping
  - Talking
  - More people
  - Activities after school
  - Student clubs
  - Updated décor
  - More activities both in school and after school
  - Everyone learning

Other comments:

- Computers and technology used, people who know how to use it
- Better use of technology
- Cafeteria (for food and for taking a class)
- Adjustable temperature control in each room
- Desks instead of tables
- Permit energy drinks
- Vending machines
- Longer school days and more days off

## ACTIVITY 2: What is missing from your ideal senior high and the current senior high program at Andrew School?

Major themes:

- Not enough people
  - Not enough people for sports teams or to offer enough options
  - Hardly any high school sports teams
  - Lack of students
  - Very few in gym class
  - Not a lot of options for friend groups
  - We need more students
  - We don't have enough kids in our school
  - Small social circle
  - Not a lot of friends
  - Not many clubs
  - With the amount of kids in gym class, you can't do much
- Teachers don't teach specific subjects
  - Teachers should teach what they're good at
  - Teachers should know what they're teaching (example, a teacher for each core subject)
  - No specialized teachers here
  - Teachers are limited
  - No life planning or people to talk to about the future
  - Lack of specialized teachers
  - We need specialized teachers
  - No specialized teachers for band, shop, photography
- There are very few options
  - No actual options are offered
  - No mechanics option
  - Only mandatory options are offered
  - No second languages
  - No courses you need for post-secondary
  - Commercial foods used to be a thing and I would like for it to come back, I would take it
  - Other schools have many other options and choices, and they can choose them
  - In Andrew School, we need more options for more learning for a future job
  - Lack of options for courses
  - Lack of technology classes
  - Lack of technology use
  - Not enough options
  - We don't have options
  - We need Business
  - No music course

- There is a lack of respect
  - Teachers don't dress formally
  - No respect
  - School is not taken seriously
  - Wasted classes
  - Very little respect
  - Some rules are unreasonable
  - Kids with phones just listen to music
  - Vandalism – things are broken
  - In other schools, there's respect towards other students and teachers. In Andrew School, we need more respect towards each other and towards the teachers
  - Lack of kindness
- Few sports and no after school activities
  - Not enough sports teams
  - Very few field trips
  - No planning for after school
  - A lacrosse team would be nice
  - Other schools care about their sports team and show up to practice. In Andrew, the sports teams don't care and the teachers staying after school are on the a team
  - We don't have girls' sports teams
  - No wheelchair sports
- No cafeteria or vending machines
  - No proper cafeteria
  - No concession
  - No lunch or food options
  - No cafeteria to buy food or have a course
- Infrastructure
  - Not enough desks
  - No air conditioning
  - Balanced heat or adjustable
  - No proper AC or heating
  - We have tables, not desks
  - Lighting is bad
  - No current or good gym equipment
  - No gym seating (bleachers)
  - No space to eat is a problem

Other comments:

- Don't allow energy drinks
- No well stocked labs
- Science supplies are bad and some don't work
- Really short breaks between classes
- Teachers don't communicate

- Short lunches
- Not enough learning
- Technology is misused
- Not enough group work
- No theme in Andrew (unlike Lamont, which has blue as a school colour)
- The school is small
- No room choice
- There should be structured self-directed learning
- Wood shop poorly supplied. It's better to bring wood home and use the tools there or the wood at home is better.
- School doesn't have enough money
- Not enough metal for welding
- Long bus ride

**ACTIVITY 3: What are three important factors the Division should consider when making decisions about programming for senior high students in Andrew?**

Major themes:

- Effective discipline
  - Give more punishment. Kids purposely get kicked out because they don't want to be there.
  - We stop bullying.
- More options for classes
  - If we had more options, maybe people would want to come to our school
  - Give students a slight choice for their classes
  - If we had more and better classes, more kids would come and kids would be less like jerks
  - Supervised self-directed options
  - Online courses
  - Options for specific things that kids choose
  - Better gym activities
  - Provide more options
- More specialized teachers
  - Get more specialized teachers and set up different non-core subjects
  - Our school could get more teachers to teach more options
  - Get teachers to teach only one subject
  - We could get more teachers of certain expertise to get us more classes and take over other classes so all teachers can have more prep time, giving us better classes and making teachers less stressed.
  - Have specialized teachers teach little kids then help upper grades
  - Keep specialized teachers at their subject all the time

- Increase technology use
  - Use a more technology-based curriculum to help students learn how to properly use technology
- New theme or renovation of the school
  - Fix the showers
  - Build a cafeteria
  - Vending machines
  - Upgrade the school so it attracts more people
- This school is fine how it is
- Offer a four-day week
  - Instead of early dismissal, have one Friday off per month
- We need more people
  - School needs more money and more teachers
  - We could have better options if we had more students and teachers
  - To get kids here, we need changes
  
- Advertise the school
  - No one wants to move to Andrew
- Access to sports
  - More students for sports
- Kindness
  - Make school kind
  - Be welcoming to other people coming into the school
  - Be respectful to subs
- Bus grades 10 to 12 away
  - Close school, make it a K – Grade 9
- Hire a guidance counsellor

Other comments:

- There should be more buses
- We have no after school activities and we should have after school sports
- Let us choose our options
- School should know what we want
- Have flex as a free period but more strict
- Be able to buy lunch at a cafeteria
- If things don't change, everyone will leave
- Girls can't be on a sports team because of how many students we have
- More people or switch schools
- Get rid of the flex and make classes longer
- There's lots of vandalism
- Relocate schools
- More funds, more students – more money should come to Andrew School
- Merge schools

- More field trips
- Need a different room for in-school suspensions (kids can use their phone in there)

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## Andrew School Community Conversation

Session Summary  
November 2018

### Project Overview

Because Elk Island Public Schools (EIPS) is committed to providing access to equitable educational opportunities for all its students, the Division is conducting a review of the senior high programming at Andrew School—enrolment numbers in the senior high grades are low, which has resulted in programming challenges for senior high students in the Andrew area. As such, the Division’s gathering feedback from the Andrew community about possible ways to address the issue. Input received through the consultation process will ultimately help inform decisions about senior school programming in Andrew going forward.

### Engagement Overview

To solicit input from the community about the senior high programming, several engagement sessions were held throughout October and November 2018. In October, two working-group sessions were held with Andrew School staff and officials from Lamont County and Andrew, to help shape proceeding engagement events. In November, the Division hosted a [student forum](#), with Andrew School students in grades 8 through 12, and a community conversation, open to everyone from the Andrew community.

The community conversation was held at Andrew School, in the gymnasium on November 22 from 6 p.m. to 8:30 p.m. The session was designed to gather input on what the Andrew community considers most important about a senior high education and gain a better understanding of their concerns and aspirations related to equity of education for senior high school students in the area.

Approximately 40 people attended the session. They included current and former students, families, teachers and staff; local politicians and community members.

From the EIPS senior administration and Board of Trustees the following were in attendance:

- Trina Boymook, Board Chair
- Skip Gordon, Trustee
- Colleen Holowaychuk, Trustee
- Annette Hubick, Trustee
- Randy Footz, Trustee
- Don Irwin, Trustee
- Harvey Stadnick, Trustee
- Mark Liguori, Superintendent
- Brent Billey, Associate Superintendent
- Sandra Stoddard, Associate Superintendent



Session attendees provided input through small-group discussion of a series of questions. Participants sat in different groups for each question. The discussion was recorded on flip charts. Participants could also provide their input on a worksheet that contained the same questions. Nine completed worksheets were handed in at the end of the event.

## What We Asked

Participants attending the Community Conversation were asked three questions:

1. What is most important to you about Andrew School?
2. What learning opportunities are most important for students in the senior high grades?
3. What are the most important factors EIPS should consider when making decisions about programming for senior high students in Andrew?

After each round of discussion the table groups picked their three most important points and indicated these on the flip charts. After the third question, participants were asked to rank the factors identified by their discussion group and these priorities were recorded on large sticky notes.

Discussion questions were designed to gather input on what the Andrew community considers most important about a senior high education and gain a better understanding of their concerns and aspirations related to equity of education for senior high school students from the Andrew area.

## What We Heard

The following is a high level summary of what was heard at the Community Conversation. It includes input gathered on flip charts, worksheets, sticky notes and evaluation forms. More detailed information can be found in the following appendices:

- Appendix 1: Transcribed Flipcharts
- Appendix 2: Round Three Priorities (sticky notes)
- Appendix 3: Transcribed Worksheets
- Appendix 4: Transcribed Evaluations

### Importance of Andrew School

Four key themes came out of the discussion on what is most important to participants about Andrew School. The quality of education was a key theme. Participants want the school to have quality education for all grades, including the availability of diverse programming. Participants also commented on class sizes, indicating classes were not too big or too small, and that they provided for one-on-one support. Proximity was also important to participants. They indicated the school was close to home, which allowed for reasonable travel times. Participants also commented about the role of the school in the community and how it contributes to community spirit. Some participants expressed concerns about the impact on the community should the school close.

Some other comments recorded during this round of discussion were people liked that the school was from kindergarten to Grade 12 and had a strong elementary component; and the need for consistency of staffing. There were also questions around why students have left the school and whether there was an opportunity to bring them back; and what the transition plan would be should there be changes to the senior high programming.

### Important Learning Opportunities

Discussions about important learning opportunities for senior high students focused on two key themes—programming and support. Participants felt students should be able to receive programming that provided good basic skills, academic and life skills, along with electives and options such as trades and the arts. Programming should prepare graduating students to go on to further education—university or trades, with opportunities for career choice. Participants felt it was important to have various levels of the core curriculum subject, such as sciences, with less combined classes and teachers who are strong in those subjects.

Participants also want to see a supportive environment for senior high students. Students should have access to academic support from caring teachers, who challenge and encourage them to achieve a diploma. Students should also have access to career planning and opportunities to explore interests. Participants also felt there needs to be support for students who are struggling—to encourage them to stay in school.

Some other comments recorded included the need for work experience and job-shadowing. Participants also commented on the need for extracurricular, such as drama, music, athletics and field trips, and social opportunities. One table group suggested the high school experience include “joy,” with positive morale and strong relationships with teachers.

### Important Factors for Decision-Making

During the last round of discussion table groups discussed the factors EIPS should consider when making decision about programming for senior high students. As part of this round, table groups were asked to identify their top three priorities. These priorities were then grouped into themes as follows:

- Programming: Giving students the best opportunities; electives and core subjects for all levels of learning.
- Teachers: Access to teachers for core classes; are multi-course classes best for students and teachers; need to provide respect for everyone; strengthen the program to retain staff and students.
- Division considerations: Share data and communicate plans; consider what parents think makes a quality education in Andrew.
- Community: Consider the community perspective and economic impact; community should be attractive to new residents; school should have community connections.
- Small School: Small caring environment; need the same opportunities for these students; create a community of learners.

Some additional priority factors related to attracting area students, acknowledging that not all home lives are equal, and having designated areas for elementary, junior high and senior high.

### Meeting Evaluation

The Community Conversation was generally well received, with 28 of the 32 evaluation form respondents rating their satisfaction with the meeting as *Strongly Satisfied* or *Satisfied*. All but between one and five of the respondents indicated *Agree* or *Strongly Agree* to the following statements:

- The objectives of the session were clear.
- The background information provided was clear and easy to understand.
- There were sufficient opportunities to provide input.
- The facilitators encouraged everyone to participate.

- I understand how my feedback will be used.  
Participating in this session was a good use of mytime.

Participants seemed less clear on what happens next, with only 19 of the 32 respondents indicating they *Agree* or *Strongly Agree* with the statement “The next steps are clear.” Complete details of the meeting evaluations are contained in Appendix 4, “Transcribed Evaluations.”

### Next Steps

Currently, EIPS senior administration and the Board are reviewing the input received through the community conversation. Collectively, the input will help the Division develop possible options to address the issue of equity of education in the senior high grades at Andrew School. The Division expects to share these potential options with the Andrew community in early 2019.

## Andrew School Community Conversation

Transcribed Flip Charts – Nov. 22, 2018

### Round 1

#### 1. What is the most important to you about Andrew School?

Priorities\*

- Stays part of the community
- Level of education provided for students x2
- Family feel
- K-12
- Utilize facility
- Travel time
- Community Spirit
- Consistency in staff
- Great education/quality
- Quality of education
- Proximity to home
- Class size – not too big or too small
- Close to home
- Smaller class size preferred (1 on 1 support)
- Availability of course programming
- Bussing is easier when the school is here – less commuting
- Offer opportunities for kids who drop out and all grades of kids
- They know the kids in the school – not just a number!
- Keeping it open
- Strong elementary – making our school different
- Transition plan
- Pillar of the community
- Like the small classes regardless of split – split programming not an issue
- Is there data on why kids have left?

Others

- Level of opportunities that is equal to other schools in EIPS (across all schools)
- Proper bussing if the choice to go to other schools
- Elementary needs to stay here in Andrew
- K-12 Loved that!
- Parent involvement and being connected to the schools
- People will move away
- Businesses will suffer

*\*Priorities were determined by table groups at the community conversation event*

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ANDREW SCHOOL COMMUNITY CONVERSATION

## Round 1 continued...

- Best for community
- Keep it LOCAL
- Course options available
- Busses
- Better prepared for future
- Need school spirit
- Teach independence
- Strong community
- Very large elementary
- Small class equals more help where needed
- Teacher/student relation
- Increase bus boundary
- Sports needed (kids suffering)
- Bring local kids back
- We lack government support
- Everyone knows everyone
- Kids can't play afterschool
- Industry support
- Smaller class size
- Prepared for the 'real world'
- Welcoming school
- Sense of community
- Heritage of the Andrew school
- Unique events
- Close knit families
- Recognition of family members
- Serves needs of local students
- How many students are in each grade (and moving up)
- Students don't have to commute to other communities
- They fight for kids!
- More time and willingness to help kids
- The history of our community is kept in our school
- Students are proud to have been a part of Andrew
- Give kids in the area chances to join together
- Love it's a part of our community – it's our hub!
- Opportunity to display our accomplishments
- Welcoming, don't have to make lots of new friends each year
- Giving people a reason to move to Andrew
- Proper high school education
- Opportunity to rebuild high school

- Having teachers willing to stay
- Options to build strong elementary – Special programs, Green, Ukrainian
- Using tech we currently have access to
- Home value decrease with no high school
- Relationships and community (life long relationships)
- Shorter ride times, proximity to school – reasonable travel times

## Round 2

### 2. What learning opportunities are most important for students in the senior high grades?

#### Priorities

- Career planning support - discovering what they need
- Encourage not discourage
- Challenging students to achieve diploma, not just 100 credits
- Core subjects – all sciences, ELA, Math (*this point had two dots next to it*)
- Providing opportunities if there is an interest
- Work experience
- Good basic skills (academic and life skills)
- Extracurricular opportunities
- Courses for university entrance
- Electives and options to gain experience
- Various levels of core curriculum subjects
- Social aspect
- People to take notice of students who are struggling
- Social opportunities/extra-curricular
- Academic support with caring teachers
- Strong core subjects & teachers; teachers who stick around; experienced, content strong teachers who want to be here
- Joy – positive morale/culture; strong relationships with teachers and leaders
- Make sure kids stick around as well
- Drama, music, CTS, athletics – intramural, welding shop, extra curricular
- Course specific classes – less combined classes
- Career choice opportunities
- Access to extra curricular – sports and ski trips, etc.
- No combined classes for Core curriculum
- Providing all opportunities for students graduating to enter further education or trades

#### Others

- Opportunities to access teachers in specific coursework
- Access to outreach programming in the school? Support
- Instructor lead course with lesson planning
- Offering courses for students to discover themselves

- Distance learning
- Video conferencing
- More structure
- Variety of options
- Career counseling
- Social opportunities
- Courses for students interested in trades
- Quality of education
- WORK EXPERIENCE
- CORE SUBJECTS
- Free publicly funded education
- Virtual learning
- Person to person learning with a teacher in the room
- Having an opportunity for career counseling
- Students have a path to life after high school
- Opportunity for work experience, employment skills, career exposure
- Fine arts/second languages
- What's the plan to improve Andrew as a K-9 school?
- Will this decision be reversible?
- Can we annex Smoky Lake? Change boundaries
- Find out why kids are leaving!
- Positive culture
- Field trips
- Sports teams
- Trades/work experience
- Activities for all students
- Consistency with teachers and programming
- Community is invested in the school
- Positive promotion and marketing
- Breakfast programs
- Social aspects in and out of classes
- All voices heard
- Hands on teaching
- Having options and arts, etc.
- Access to online core courses and option courses
- How to use community resources for teaching
- Providing programming for special needs students



## Round 3

### 3. What are the most important factors EIPS should consider when making decisions about programming for senior high students in Andrew?

- Attract teachers for the school (retention)
- K-12 is more attractive to people moving to the community
- High school students deserve the best
- Communication of the plan
- If K-9 high quality education
- K-9 students need to be included
- Access to the data, transparency of the decision
- Need to consider the impacts on the entire school if program is closed
- Do we have to be everything to everybody?
- Career focused
- Transition rate data – Andrew student going to Vegreville
- Surveying parents of students of choice
- Ability of teachers to teach what they are asked to
- About the students and is it fair to teachers
- Is support available to access virtual opportunities
- Importance of human and hands on experience in classrooms
- Economic factors – to families and the District
- Opportunities for social experiences for students
- Transportation proximity
- What are the other schools offering
- Electives and core subjects equally distributed throughout school year
- Full year course study for core subjects
- Class length per subject too long or too short
- Designated areas for elementary, junior high, and senior high
- Bussing
- Social opportunities
- Teacher fit and flexibility
- Provide core/non-core opportunities based on interests
- Career counselling
- Work experience
- Arts – music, band, drama
- Not every background and home life are equal
- Why don't Mundare kids come to Andrew for high school?
- Keep giving them the opportunity to know and build their community
- Think about how we can strengthen the program so everyone stays (kids and teachers!)

- Think about how we can make Andrew THE destination school!
- When school leaders leave, can't take strong teachers with them
- Give Andrew kids wider social opportunities
- Understanding how to build a senior high culture – knowledge of the adolescent brain/learning/mental health
- Commitment to build teams/culture
- Consistency, routine, respect (for everyone!)
- Appropriate use of technology
- Working with parents as part of the educational team
- Utilize technology to provide programming
- Attract students who are designated to attend
- Preventing staff turnover
- Student choice
- Transportation must be reasonable
- Community connections
- Field trips
- Best for local students
- More opportunities to speak because class size smaller
- How to teach small class sizes, is it video conference
- Access to teacher for Core or is it correspondence
- Career/future beyond high school
- Giving the best opportunities
- Physical activities
- Outreach model that gives flexibility
- Gets 1 on 1 here not likely somewhere
- Have more time for students, builds their confidence
- Student and staff relationships
- Don't shut down the high school, K-12 is the reason why we are here
- Could lead to business closing down if we lose the senior high program
- Learning opportunities to virtual learning
- Community size and keeping community together
- Community attraction for new residents
- Transportation
- Programming be available to all levels of learning including virtual learning
- Why are families choosing to leave the community school?
- Small caring environment

## Andrew School Community Conversation

### Round 3 Priorities – Nov. 22, 2018

#### **What are the most important factors EIPS should consider when making decisions about programming for senior high students in Andrew?**

##### Programming

- Career counselling
- Giving the best opportunities (programming/future)
- Provide core/non-core opportunities based on interests
- Electives and core subjects equally distributed throughout school year
- Programming available to all levels of learning including virtual learning
- Utilize tech to provide programming
- What are the other schools offering?

##### Teachers

- Expect and provide: consistency, routine, respect for everyone at Andrew
- Are we asking too much of the teachers in multi-course classrooms? And is this best for students?
- Ensure teachers and administration have deep understanding and skill in working with adolescents
- Access to teachers for core and correspondence classes – how they will teach the students?
- Strengthen the program so kids and staff will stay!

##### Division Considerations

- Consider/review/share the transition rate data for all designated Andrew students in all their respective schools
- Communication of the plan to the community regarding programming decisions
- What makes a quality education in Andrew (to parents)?

##### Community

- Community attraction for new residents
- We need to consider the perspective of the community and consider economic impact for the families (proximity and transportation)
- Community connections: field trips, staff turnover

##### Small School

- Small caring environment
- Being part of a community of learners: hands-on, social aspects, peer groups
- This is a small school, how are the same opportunities going to be given to these students?

##### Additional Priorities

- Student choice/attract designated students
- Not every background and home life are equal
- Designated areas for elementary, junior high and senior high

## Andrew School Community Conversation

Transcribed Worksheets – Nov. 22, 2018

**Nine worksheets were received from participants.**

### 1. What is most important to you about Andrew School?

- Make it a very strong elementary school with potential to grow to strong junior and seniorhigh
- Good transition plan
- Keeping teachers for long-term
- Closing the school will destroy the town
- Specialty programming ex: Mundare → Band
- All children get a proper education
- Stays open
- Pillar of the community
- Small classes – advantage regardless of the split factor
- Any data on why students chose to go to another school in the district
- Keep it operating
- Integral to community
- Small classes
- Short bus rides
- Relationships made from K-12
- Field trips (why was ski trip cancelled, why wouldn't people switch schools)
- The community spirit
- The individual attention our students can get if necessary
- Teachers know family dynamics more than normal schools which has positive

### 2. What learning opportunities are most important for students in the senior highgrades?

- Fine arts – language opportunity
- Having people aware of new students struggling
- Job shadowing
- Social groups – opportunity
- Career counselling
- Academic support with caring teachers
- I would like the students to have access to the courses they require
- To be able to choose the courses that they require for entry into University/College. #Sciences
- Have different options that other schools have
- Why have so many kids left?? Why aren't you asking this question?
- Strong core subjects
- Teachers that are long term, positive, want to be here
- Use a combination of video conferencing and live body facilitators

- THINK OUTSIDE THE BOX!!
- Make Andrew the school of choice for academics – Vegreville = options, Lamont = sports, Andrew is for smart kids
- No one defined ‘opportunities’ majority of Andrew alumni are contributing members of society, nurses, engineers, accountants, etc.
- More attentive teachers that focused attention to all that is happening in classes. I have had personal instances that are not acceptable.
- Open and respectful environments with teachers and students
- Team building – work with each other. Student to help success now and build healthy communication skills with peers. I.e. English 30-1 assist 30-2 students tutoring options

**3. What are the most important factors EIPS should consider when making decisions about programming for senior high students in Andrew?**

- Busing x2
- Social opportunity
- Provide opportunities in Core and Non-Core interest
- Career counselling
- Work experience and job shadowing
- The arts
- Not every background and family are equal
- Fair doesn’t mean equal
- Teacher fit and flexibility
- How are they going to teach the small numbers of students the courses they require?
- How to teach the small class sizes? Video conferencing?
- More school/community overlap
- Team building – staff need respect amongst each other for healthy environment for attendees of school
- Structure – consistency with rules, lesson planning, school guidelines
- Community involvement: parent, dignitaries, all involved

## Andrew School Community Conversation

Transcribed Evaluations – Nov. 22, 2018

**Thirty-two evaluations were received from participants.**

**1. Indicate your level of satisfaction:**

STRONGLY SATISFIED	SATISFIED	NOT SURE	DISSATISFIED	STRONGLY DISSATISFIED
7	21	3	1	0
<b>Comments:</b>	<ul style="list-style-type: none"> <li>Table discussion was very well. Unsure of outcome still. Left with limbothoughts.</li> </ul>			

**2. Indicate your level of agreement with the following statements:**

STATEMENT	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
The objectives of the session were clear.	1	1	1	20	9
<b>Comments:</b>	<ul style="list-style-type: none"> <li>Explained well</li> </ul>				
The background information provided was clear and easy to understand.	0	0	5	18	8
<b>Comments:</b>	<input type="checkbox"/> <i>One person skipped this question</i> <ul style="list-style-type: none"> <li>Gave a fair background – students answers were displayed on wall</li> <li><input type="checkbox"/> Some statistics i.e. grade 8 # wrong/incorrect</li> </ul>				
There were sufficient opportunities to provide input.	1	0	0	14	17
<b>Comments:</b>	<ul style="list-style-type: none"> <li>Conversations tended to go one way or another, depending on the scribe. Not everything was written.</li> <li>Could have been a bit longer</li> </ul>				
The facilitators encouraged everyone to participate.	0	0	0	15	17
<b>Comments:</b>	<ul style="list-style-type: none"> <li>Conversations kept moving</li> </ul>				
I understand how my feedback will be used.	2	0	3	19	8
<b>Comments:</b>	<ul style="list-style-type: none"> <li>For research</li> <li>Wasn't defined how information will be used</li> </ul>				
The next steps are clear.	3	3	7	13	6
<b>Comments:</b>	<ul style="list-style-type: none"> <li>Research, review, revisit and THEN make a decision.</li> <li>Wasn't defined how information will be used</li> <li>Please email evaluation to participants</li> </ul>				

STATEMENT	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
Participating in this session was a good use of my time.	0	0	3	17	12
Comments:	<ul style="list-style-type: none"> <li>• Learned a lot about what people find important for education</li> <li>• Brainstorming is great</li> <li>• Succession planning</li> </ul>				

**3. What could have been done differently to improve the Community Conversation?**

- Went well
- I think it went very well
- Nothing
- Not sure x2
- More questions. Could have been more productive if the time was used to efficiently collect even more data.
- Please be more transparent
- Well organized and very informative
- I'm happy with the way it went
- Better community turnout – my fear is so little support will affect the availability of senior high
- Have open discussion after answering the questions

**4. What worked well during the Community Conversation?**

- Smaller groups of people
- I liked a lot of the activities we did
- Different table group discussions
- Allowing each person to voice their opinion without criticism
- Loved moving to different groups
- Meeting with different people/change tables
- Sharing conversations with different people
- Moderator to lead discussion; mixing of people at tables
- Everyone was able to have input
- Conversation
- Discussions of all participants at the table
- ALL
- Was allowed to say exactly what I wanted
- We all talked at the table as a team and we all listened to everyone else's opinion
- Giving everyone an opportunity to voice their opinions
- I really like moving groups and getting other perspectives
- Switching tables
- A facilitator at each table
- Overall input
- Talking with several people with different ideas
- Opportunities were made to be heard – time will tell what the end results will be
- Speaking with different people

**5. Additional comments:**

- Thanks for refreshments!
- No clear view of what future looks like
- DO NOT CLOSE the school (high)
- Would have been nice to see more parents attend (perhaps a couple parents from each class)
- I am disappointed in the turn out of high school parents, but I'm not sure you could have anything different



## Andrew School Feedback Session

Session Summary  
Feb. 20, 2019

### Project Overview

Elk Island Public Schools (EIPS) Board of Trustees is reviewing programming for senior high students living in the Andrew School attendance boundary. The goal: To determine what factors are most important to Andrew students, families, staff and community members when it comes to providing equitable educational opportunities for senior high students.

Throughout fall 2018, public consultations were conducted with students, families, staff, town and county officials, and community members. These included two working-group meetings, a [student forum](#) and a [community conversation](#). Topics presented at all four sessions were similar in nature—background information, Andrew school successes and challenges, and important considerations. The feedback received through the working-group session, the student forum and community conversation was invaluable. Collectively, the input gathered helped the Division develop three preliminary programming options.

### Session Overview

To solicit input from the community about the three preliminary senior high programming options the Division hosted a public feedback session at Andrew School on Feb. 20, 2019. The feedback session was an informal meeting featuring multiple displays where participants could rotate through the room and discuss specific options and topics with EIPS representatives. Each station featured information on a specific topic, an area to make comments and two representatives to answer questions. The goal was to offer an opportunity for community members to come together in one place to learn about the three programming options, ask questions, gather more feedback and work collectively to further develop a solution.

At the feedback session, close to 50 people attended, which included students, families, teachers and staff; local politicians and community members.

From the EIPS senior administration and Board of Trustees the following were in attendance:

- Trina Boymook, Board Chair
- Colleen Holowaychuk, Trustee
- Annette Hubick, Trustee
- Randy Footz, Trustee
- Harvey Stadnick, Trustee
- Sandra Stoddard, Associate Superintendent
- Dave Antymniuk, Division Principal

Session attendees provided input through feedback board located at three stations, Option 1, Option 2 and Option 3 stations; feedback worksheets, located at each supplementary station; face-to-face discussion with EIPS representatives; and an online survey.

## Preliminary Options

### Option 1: Status Quo

<i>Grades K-12:</i>	Andrew School’s grade configuration remains—kindergarten to Grade 12.
<i>Programming:</i>	Remains the same where viable.
<i>Boundaries:</i>	Attendance boundaries remain the same.
<i>Transportation:</i>	Transportation service and fees remains the same—ride times ranging between five minutes and 75 minutes.

### Option 2: Grade Reconfiguration (K-9) | Shorter Bus Ride Times | Change in Bell Schedule

<i>Grades K-9:</i>	Andrew School’s grade configuration changes —kindergarten to Grade 9.
<i>Programming:</i>	Access to a wider selection of required and optional programming—sports programs, extracurricular opportunities, special education
<i>Boundaries:</i>	Changes to Lamont High senior high attendance boundaries. Senior high students living in the Andrew School attendance boundary redirected to Lamont High. Vegreville Composite High —optional as a non-designated school.
<i>Bell Schedule:</i>	Change to the Andrew School bell schedule—earlier start time and dismissal time.
<i>Transportation:</i>	Significant changes to student transportation services—ride times for senior high students range between 28 minutes and 90 minutes. All students living within the Andrew School attendance area are bused together in the morning.

*NOTE:* If interest is expressed, EIPS will explore with the community the possibility of onsite before- and after-school child care.

### Option 3: Grade Reconfiguration (K-9) | Longer Bus Ride Times | Bell Schedule Stays the Same

<i>Grades K-9:</i>	Andrew School’s grade configuration changes—kindergarten to Grade 9.
<i>Programming:</i>	Access to a wider selection of required and optional programming—sports programs, extracurricular opportunities, special education
<i>Boundaries:</i>	Changes to Lamont High senior high attendance boundaries. Senior high students living in the Andrew School attendance boundary redirected to Lamont High. Vegreville Composite High —optional as a non-designated school.
<i>Bell Schedule:</i>	Andrew School bell schedule stays the same.
<i>Transportation:</i>	Significant changes to student transportation services—ride times for senior high students range between 37 minutes and 118 minutes. All senior high students are bused independently of K-9 students.

*NOTE:* If interest is expressed, EIPS will explore with the community the possibility of onsite before- and after-school child care.

## What Was Heard

The following is a high level summary of what was heard at the feedback session. It includes input gathered on feedback boards, worksheets, face-to-face conversations, and a survey—closing March 4, 2019. In general, feedback about the options varied. Some indicated they preferred Option 1, other preferred Option 2, and others preferred Option 2 over Option 3. For the most part, Option 3 was the least desirable. The biggest concerns were the length of ride times, how a late arrival time home will affects after-school activities, an increased need for before- and after-school child care and the cost of transportation to a choice school—one with more programming options. For more detailed information see:

- Pg. 5, Feedback Session: Option 1.”
- Pg. 6, “Feedback Session: Option 2.”
- Pg. 8, “Feedback Session: Option 3.”
- Pg. 9, “Feedback Session: Worksheet.”

### Option 1

Four key themes came out of the feedback gathered for Option 1.

1. **Community:** The school is important to the community, to the town’s economic viability and it keeps siblings together.
2. **Costs:** Not having to pay for busing is important.
3. **Programming:** There was significant feedback supporting Option 1 and keeping Andrew School’s grade configuration K-12. Suggestions around improving programming included satellite options for senior high students and transporting senior high students to Lamont or Vegreville for optional courses and sports. Another common theme, in terms of programming, was partnering with another educational outreach organization to offer adult programming and upgrading opportunities.
4. **Transportation:** Option 1 was also supported because of the shorter bus ride times.

### Option 2

Three key themes came out of the feedback gathered for Option 2.

1. **Child Care:** The earlier start time and dismissal time creates child care issues for many families.
2. **Transportation:** Many commented bus ride times were too long. There was also concern about how late senior high students arrive home from school—suggesting it would restrict after-school activities and participating in club sports.
3. **Programming:** Comments for Option 2 varied. Many people commented they liked Option 2. Others indicated Option 2 was better than Option 3. And, others stated they preferred Option 1. What people seemed to like most about this option was the programming options available to senior high students at both Lamont High and Vegreville Composite High. In terms of suggestions for programming, one person recommended keeping Andrew School K-12 and redirecting students living in Mundare to Andrew School for senior high.

## Option 3

Two key themes came out of the feedback gathered for Option 3.

1. **Child care:** The proposed bus schedule creates before- and after-school child care issues for many families.
2. **Transportation:** In general, this was the least favourite option. The bus ride times were too long, which would interfere with after-school activities, clubs, sports, family time and general student well-being.

## Worksheets

Four work sheets were submitted by attendees. Two key themes were articulation

1. **Transportation:** The proposed bus ride times in Option 2 and Option 3 were too long. In addition, some people commented transportation fees are too costly—to send their child to a choice school for more programming or to be in the same area as a sibling.
2. **Programming:** Option 2 is the best option for senior high students and offer more equitable access to educational experiences. The fear: Most of the elementary families prefer Option 1, which will outnumber the senior high families who want Option 2.

## Next Steps

Currently, EIPS senior administration and the Board are reviewing all the input received through the various public consultation sessions. The Board will take into consideration all the information and feedback received before making a final decision, which is expected to take place within the 2018-19 school year.

## Andrew School Feedback Session

### Option 1 – Feb. 20, 2019

#### OPTION 1: STATUS QUO

*Grades K-12:* Andrew School's grade configuration remains—kindergarten to Grade 12.

*Programming:* Remains the same where viable.

*Boundaries:* Attendance boundaries remain the same.

*Transportation:* Transportation service and fees remains the same—ride times ranging between five minutes and 75 minutes.

#### COMMUNITY

- Please don't change Andrew School. We would like our community to continue to grow and our children to continue to go to school here.
- All for this option but the high school will slowly phase out.
- I am pro this choice. All students in my house will attend same school. I have a graduate from 2017-18 who did struggle. Didn't get sports. But with the struggle in academics. But what high school student challenging themselves does not struggle.

#### COSTS

- EIPS providing transportation nice.

#### PROGRAMMING

- This is the only good option
- Keep it status quo.
- Keep our school status quo.
- Core Classes in Andrew; option classes in Lamont or Vegreville twice a week.
- Keep K-12.
- Keep it K-12. Offer options and core subjects, which are not covered by Andrew School, as summer school. For example, mechanics in Vegreville and **provide transportation** from Andrew school to Vegreville.
- Keep it K-12.
- Keep it K-12.
- Keep it K-12 with expansion for community courses and classes, night school and weekend programs for adults and upgrading students.
- Open satellite classes for students—senior high classes and college classes.
- Keep space for Andrew students in Lamont option classes, for example food.
- Option classes in Vegreville too.
- Like things the way they are.
- Keep our school K-12.
- Would like to keep this a K-12 school but have all main classes offered to high school kids. May have a bus that would be willing to join another school for sports.
- Run a bus in afternoon to Lamont or Vegreville for options.
- Music program.

#### TRANSPORTATION

- Expecting young kids, especially in K-6, to be on a bus, each way up to 75 minutes, is asking too much of them to be fresh and able to learn and participate in extracurricular activities and have quality family time. Shorter bus times are the only fair option to all students.

## Andrew School Feedback Session

Option 2 – Feb. 20, 2019

### Option 2: Grade Reconfiguration (K-9) | Shorter Bus Ride Times | Change in Bell Schedule

**Grades K-9:** Andrew School's grade configuration changes —kindergarten to Grade 9.

**Programming:** Access to a wider selection of required and optional programming—sports programs, extracurricular opportunities, special education

**Boundaries:** Changes to Lamont High senior high attendance boundaries. Senior high students living in the Andrew School attendance boundary redirected to Lamont High. Vegreville Composite High —optional as a non-designated school.

**Bell Schedule:** Change to the Andrew School bell schedule—earlier start time and dismissal time.

**Transportation:** Significant changes to student transportation services—ride times for senior high students range between 28 minutes and 90 minutes. All students living within the Andrew School attendance area are bused together in the morning.

**NOTE:** If interest is expressed, EIPS will explore with the community the possibility of onsite before- and after-school child care.

#### CHILD CARE & AFTER SCHOOL

- 2:45 p.m. is too early to dismiss. Parents work until 4 p.m. or later.
- I like the earlier start time and the shorter bus rides students will have to deal with. My only concern is kids arriving home with no parents (due to not being home from work). After school care would have to be provided.
- I am concerned about after-school care options. If you have K-9 students at Andrew, and rely on senior high students to watch the younger siblings.

#### PROGRAMMING:

- Another option perhaps, combine Mundare high school students and have them come to Andrew. Make two small schools viable. Rather than feeding into already large schools.
- Looks like the best option.
- Prefer this option over No. 3. Prefer No. 1.
- I'm all for this options!
- Love this option. More opportunity at another school!
- Keep it status quo.
- Good option to allow equal opportunity to go either to Vegreville or Lamont High schools
- I really like this option.
- Love this option. More opportunity at another school.
- I would rather Andrew stay K-12. My son's going in to Grade 10 feels the same. My son just graduated Grade 12 (2017-18) and he did get the education he requires to succeed. He is now almost done first year college.
- It's hard enough to get my kid out of bed for an 8:30 start.
- So many kids have extracurricular activities, for example hockey. Some games don't finish until after 10 p.m. making it already hard to get up in the morning.
- I like this one.

## TRANSPORTATION

- Why would my child walk to this school to get on a bus?
- Would rather my child on a bus a little longer and get a better education.
- Bus rides too long.
- Could be hard on high school students—length of day.
- This earlier option is good, however it would restrict our sports and activities in our community. Adding three hours to a student's school day is crazy.
- This restricts students from after-school activities and puts all students at a disadvantage.
- Long bus rides equal unsafe situations.
- Too long of a day for students—long bus rides!
- Leaving Andrew School at 4:10 p.m. gets kids home very late. Too late at times to take part in extracurricular activities.
- Shorter school week (four days) would help keep busing costs down.

## OTHER

- When will a final decision be made? When will we know?

## Andrew School Feedback Session

Option 3 – Feb. 20, 2019

### Option 3: Grade Reconfiguration (K-9) | Longer Bus Ride Times | Bell Schedule Stays the Same

*Grades K-9:* Andrew School's grade configuration changes —kindergarten to Grade 9.

*Programming:* Access to a wider selection of required and optional programming—sports programs, extracurricular opportunities, special education

*Boundaries:* Changes to Lamont High senior high attendance boundaries. Senior high students living in the Andrew School attendance boundary redirected to Lamont High. Vegreville Composite High —optional as a non-designated school.

*Bell Schedule:* Andrew School bell schedule stays the same.

*Transportation:* Significant changes to student transportation services—ride times for senior high students range between 37 minutes and 118 minutes. All senior high students are bused independently of K-9 students.

*NOTE:* If interest is expressed, EIPS will explore with the community the possibility of onsite before- and after-school child care.

#### CHILD CARE & AFTER SCHOOL

- Andrew students would have to catch a bus separate from my high school kid. I would have to stay.
- Would need before- and after-school care options to accommodate younger kids not coming home on bus with big kids.

#### TRANSPORTATION

- Unacceptable for kids to be on the bus up to four hours per day. This will result in kids going to school elsewhere in a different school division.
- Agree [Unacceptable for kids to be on the bus up to four hours per day. This will result in kids going to school elsewhere in a different school division.]
- Too long of bus rides for the students.
- Transportation time is unacceptable.
- Increased risk to students due to travel routes and time.
- Would you travel four hours a day for work???
- Bus ride way too long. Safety of the children, higher risk on the road.
- Hard to justify long bus ride when my child can walk to school.
- This is crazy! Is education that different that putting a child on the bus for three hours is that worthwhile?
- This works best for us. We are one of the stops after the Andrew transfer. So our bus ride would be 40 minutes instead of 20 currently.
- Would not allow students to participate in after-school activities.
- Transportation is way too long with this option. The only way I can see this working is if parents are able to take their kids to a drop-off or pickup location and be bused straight to the school.
- Having children several years apart could increase a lessening of family time and extra confusion in the morning. Mass confusion.
- Yes, I agree [with the above].
- This is the worst case scenario for our families.
- Would interfere with participate in field trips.
- This should not even be on the table!!



## Andrew School Feedback Session

Transcribed Worksheets – Feb. 20, 2019

### Four worksheets received from participants

We want to hear from you: Preliminary Options for senior high programming.

1. Bus ride times are long enough already. If ride times were any longer, my child would be riding the bus for almost three hours each day.
2. Advocate for an agricultural program. Opportunities are great in agriculture.
3. I'm not liking the Division of my two children. One child has to go to Lamont and the other has to stay in Andrew, or pay a fee of \$800. I think this is too costly. I would want both my sons to be in school together! The fee should be exempt OR much more affordable!
4. If it stays status quo, I feel our vote doesn't matter (having a child going in to high school). All the elementary kids' parents want to keep status quo. They will outnumber high school parents as there are less kids in high school. They will outnumber high school parents as there are less kids in high school. Elementary kids are receiving a far more normal social experience in school. I feel like those parents would feel the same way when their kids reach Grade 10. I want more for my child, more sports, better and more options, a social life in a school, instead of having a class with only a few kids where kids feel that they don't belong.

I want my voice heard. I feel like there are more parents for status quo because they are elementary parents. And, I feel my child going to Grade 10 will suffer and be sheltered from a normal high school life because parents of younger kids want to keep status quo.

If it stays status quo, we should have options to send our kids to another school for a better education for not cost, \$800 per year is highway robbery.

Andrew School is a great K-9 school. High school kids need more!

I have a daughter who graduated last year and really missed out on a lot during her high school years. No sports teams, lack of friends, no social experiences, no courses, options. Option 2 all the way!!

## Andrew School Consultation Online Survey

### Feedback Summary Feb. 20 to March 5, 2019

#### Project Overview

Elk Island Public Schools (EIPS) Board of Trustees is reviewing programming for senior high students living in the Andrew School attendance boundary. The goal: To determine what factors are most important to Andrew students, families, staff and community members when it comes to providing equitable educational opportunities for senior high students.

Throughout fall 2018, public consultations were conducted with students, families, staff, town and county officials, and community members. These included two working-group meetings, a [student forum](#) and a [community conversation](#). Topics presented at all four sessions were similar in nature—background information, Andrew school successes and challenges, and important considerations. The feedback received through the working-group session, the student forum and community conversation was invaluable. Collectively, the input gathered helped the Division develop three preliminary programming options, which were presented to the community at a public feedback session on Feb. 20, 2019.

#### Survey Overview

At the public feedback session, attendees were also invited to comment and give feedback on the preliminary options. For those who didn't attend the public feedback session, or who wanted to provide additional input, a survey was conducted regarding the three preliminary options. The survey invited respondents to rank their level of agreement with each proposed option and comment to further to explain their perspective. The survey was available for 14 days between February 20 and March 5. In total, the survey received 117 responses.

#### Survey Results

##### Survey Respondents

Below is a breakdown of who took part in the survey.

- total responses: 117
- students: 12
- current parent or guardian: 45
- parent or guardian of a future student: 13
- EIPS staff: 16
- interested community member: 19
- other: 12

Option 1: Status Quo

*Grades K-12:*

Andrew School’s grade configuration remains—kindergarten to Grade 12

*Programming:*

Remains the same where viable.

*Boundaries:*

Attendance boundaries remain the same.

*Transportation:*

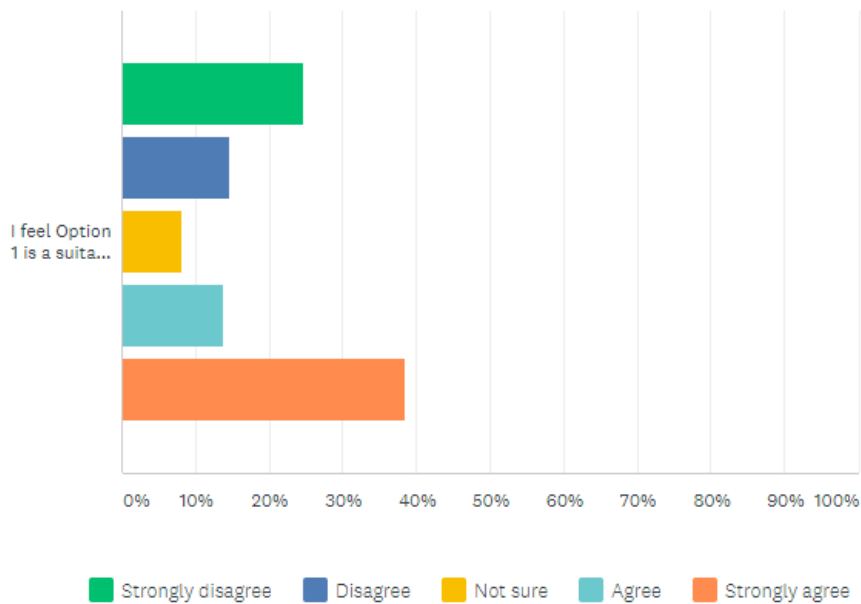
Transportation service and fees remains the same—ride times ranging between five minutes and 75 minutes.

Q2

Customize Save as

Please indicate your level of agreement with the following statement:

Answered: 109 Skipped: 8



	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE	TOTAL
I feel Option 1 is a suitable solution for senior high students living in the Andrew School attendance boundary.	24.77% 27	14.68% 16	8.26% 9	13.76% 15	38.53% 42	109

Comments (49)

Though feedback for Option 1 was varied, the majority of respondents, 59.8 per cent, expressed either agreement or strong agreement with keeping the status quo at Andrew School. Meanwhile, 43 per cent strongly disagreed or disagreed with keeping the status quo.

Five key themes came out of the feedback gathered for Option 1.

1. **Community:** The school is important to the community, to the town's economic viability and it keeps siblings together.
2. **Programming:** There was significant feedback opposing Option 1 because of the lack of programming options available at Andrew School. Many respondents indicated students would benefit from increased educational options available at other schools. It was also suggested remaining at Andrew School could hinder current and future educational opportunities.
3. **Social opportunities:** A significant number of respondents indicated small class sizes result in a lower amount of positive social opportunities and experiences.
4. **Transportation:** Option 1 was also supported because of the shorter bus ride times.
5. **Graduation:** Many respondents identifying as current students expressed a desire to graduate from Andrew School alongside their current peers.

## OPEN-ENDED RESPONSES – GROUPED BY THEME

### COMMUNITY

- Keeping the school open keeps this community alive. the doors shut on the high school the doors shut on this town.
- Closing the high school would be a serious blow to the Andrew community. Because we're in a remote location, travelling to other centers is time consuming and inconvenient. Why would families want to live in this community if there isn't a k-12 education available?
- I feel in the very near future with the high numbers of upcoming students the senior high enrolment will go up. It is important for students to remain in home community, smaller classes promote better learning 1:1 time with teachers. Keeping the education in the community is very important!!
- We pride ourselves with having K to Grade 12 in Andrew, ab - Although my children have already graduated from Andrew School - it is definitely good to know that my grandchildren can possibly attend this school - This school is in perfect condition and can handle many students - We already had our seniors lodge closed - what is next!! Depleting our grade capacity is not an answer - And why Lamont – Our school is much more modern - perhaps sending Lamont here is a better option - I know our school population is not great but perhaps with the upcoming election – more families will move here - it is more affordable to live in small towns. Please do not shut down our community because that is what you people are doing – The teachers here teach smaller grades also and this is not an economic purpose as I hear - Longer bus rides does not give students a better learning environment.

### PROGRAMMING

- People are leaving because there aren't as many opportunities to participate in sports, or take any options. Core courses are the most important, but if there aren't enough instructors to offer other experiences, there won't be any improvement in enrollment.
- No variety of options available to high school students.  
I strongly feel that the high school students should be sent to lamont for high school, i am a graduate & i wish i had that option. They need more student interaction, more options, more classes offered so they don't have to take a math 30-1 class by themselves & end up dropping out of it because it is to challenging on their own...send them to lamont high
- I would pull my daughter out of Andrew in junior high to send her to a school with more option courses and extracurricular activities so that she can have the full Jr and Sr shool experience as i did being a graduate of EIPS. Dedicated teachers in art, drama, music etc, bring a higher level of in class experience in my opinion. Same can be said for core teachers as well. Having to wear many hats can be challenging.

## SOCIAL OPPORTUNITIES

- great staff in Andrew School but small class sizes and less students engage makes it harder to teach and strive for success - small grade sizes can be hard not just for academic, but for social dynamics. This makes it hard for students who are different feel like they belong, social pressure and isolation. In bigger school atmosphere, more per group so students will fill like they belong
- At the end of the day its about the students, and giving them the best education in the best possible environment for their personal, emotional, educational and social development. Keeping the school open doesn't make sense for them in the long run.

## TRANSPORTATION

- This community is too far from any other town to make transportation anything less than terrible for kids being trucked farther away.
- Keep the high school in Andrew. The bus times would be too long for them to travel to Lamont or Veg.
- I am very much opposed to the options that require that students in the Andrew school must ride the bus for 3 to 4 hours a day.
- Put students first for a change. Travelling for hours at a time do not benefit children as they travel to and from school. Long morning rides can cause children to become drowsy and cranky when they arrive at school. Long rides home cause extra long days and cranky tired children who may not even want to attend school.

## GRADUATION

- What about the students who want to graduate from Andrew School? Students who are in Grade 11 now and are looking forward to their final school year and graduation in 2020. Some have gone to Andrew School for almost their entire schooling. Andrew School will never get their high school back once it is closed. A loss to the students, families and community.
- Keep the high school open so we can graduate here
- Please keep it open one more year for the grade 11 to graduate. Going there ever since kindergarten would really suck to leave on the last year

### Option 2: Grade Reconfiguration (K-9) | Shorter Bus Ride Times | Change in Bell Schedule

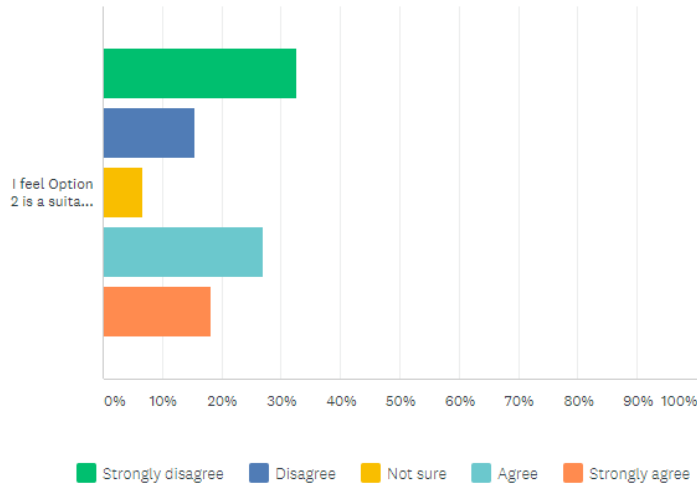
<i>Grades K-9:</i>	Andrew School's grade configuration changes —kindergarten to Grade 9.
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**NOTE:** If interest is expressed, EIPS will explore with the community the possibility of onsite before- and after-school child care.



Please indicate your level of agreement with the following statement:

Answered: 104 Skipped: 13



	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE	TOTAL
I feel Option 2 is a suitable solution for senior high students living in the Andrew School attendance boundary.	32.69% 34	15.38% 16	6.73% 7	26.92% 28	18.27% 19	104

[Comments \(42\)](#)

Feedback for Option 2 was more evenly split, with 45.2 per cent of respondents indicating either agreement or strong agreement, and 48.1 per cent indicating either disagreement or strong disagreement.

Four key themes came out of the feedback gathered for Option 2.

1. **Child care:** The earlier start time and dismissal time creates child care issues for many families.
2. **Elementary start times:** The earlier start time is difficult for younger students.
3. **Transportation:** Bus ride times are too long and the late home arrival time for senior high students restricts after-school activities and participating in club sports.
4. **Programming:** Many respondents indicated the increased class options, extracurricular activities and social opportunities offered by other schools will benefit students.

## OPEN-ENDED RESPONSES – GROUPED BY THEME

### CHILD CARE

- Is there childcare or after school care available? I will require this
- You can NOT expect children to start learning that early. Changing the bell schedule will be detrimental in a rural setting. Children will be expected to wake up far too early and will need to either be in bed earlier

(meaning many kids won't see both of their parents before going to sleep every night in a farm setting)

#### ELEMENTARY START TIMES

- This is a very early start of the day for all students. I am concerned that any plans for before and after school care won't materialize or will be difficult to maintain.
- working parents will be required to pay for additional after school childcare.
- I think there will be many challenges with an earlier start time for many families. I have spoken with 3 parents who together have 10 children that they will relocate to a different school.

#### PROGRAMMING

- I feel there were classes/ options we miss out on due to smaller class sizes. We also did not receive the same level of education as different schools as our teachers were teaching split classes in one block. I feel like that was a disadvantage
- This is the best option for high school students. I have to choose what is best for my child who is going into grade 10, I want him to have access to more classes, options, sports teams, people/ friends in general.

#### TRANSPORTATION

- My child already ride the bus for over an hour one way each day. I don't want them to have to spend so much of their day on a bus, if my child decides to participate in after school activities, I would have to drive 40 minutes out of my way to pick them up. There are more educational opportunities available at other schools but our location is so remote that travelling to any of the suggested schools would be ridiculous. Longer bus rides are not an option.
- The bus ride is longer than 90 min. my daughter ride for 2 hours every morning to Vegreville
- Too long a bus ride, not acceptable
- Shorter bus ride times is better than longer but the bell schedules change is not ideal
- How are the Andrew students supposed to be able to participate in the extracurricular opportunities and the sports programs in particular when they are spending almost all of their daylight hours on the bus? Participation in anything that occurs outside of school hours is virtually impossible thus the advantage of bussing to Lamont & Vegreville is lost.

#### Option 3: Grade Reconfiguration (K-9) | Longer Bus Ride Times | Bell Schedule Stays the Same

*Grades K-9:* Andrew School's grade configuration changes—kindergarten to Grade 9.

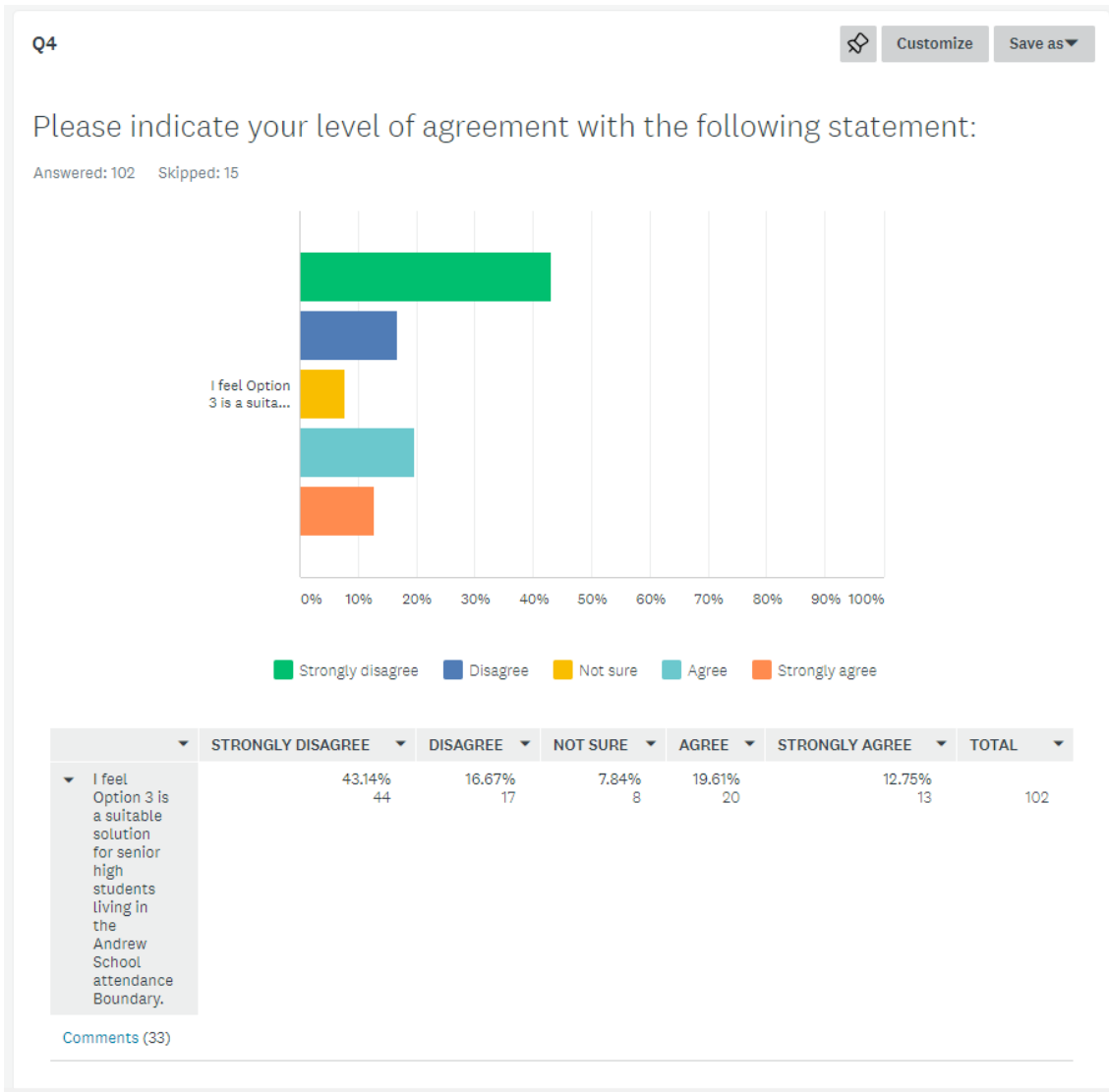
*Programming:* Access to a wider selection of required and optional programming—sports programs, extracurricular opportunities, special education

*Boundaries:* Changes to Lamont High senior high attendance boundaries. Senior high students living in the Andrew School attendance boundary redirected to Lamont High. Vegreville Composite High —optional as a non-designated school.

*Bell Schedule:* Andrew School bell schedule stays the same.

*Transportation:* Significant changes to student transportation services—ride times for senior high students range between 37 minutes and 118 minutes. All senior high students are bused independently of K-9 students.

**NOTE:** If interest is expressed, EIPS will explore with the community the possibility of onsite before- and after-school child care.



Option 3 was the least popular of the three, with 59.81 per cent of respondents indicating disagreement or strong disagreement and 32.36 per cent indicating agreement or strong agreement.

Two key themes came out of the feedback gathered for Option 3.

1. **Child care:** The suggested bus schedule creates child care issues for many families.
2. **Transportation:** The bus ride times were too long and interferes with after-school activities, clubs, sports, family time and generally student well-being.

## OPEN-ENDED RESPONSES – GROUPED BY THEME

### CHILD CARE

- My younger children would be left without childcare waiting for pick up unless the times are the same.
- Getting off earlier might mean babysitting issues and being from a small rural community there is not many options like in the bigger urban centers. NO daycares or day homes
- Bus rides are much too long. Older siblings won't be riding with their younger siblings. Before and after school care won't materialize or will be difficult to staff.



## TRANSPORTATION

- Bus times not acceptable
- This is the worst option for our family. Based on where we live, our kids would have a 2 hour bus ride each way while attending high school. This is ridiculous to me. It would also be very inconvenient to have different pick up times for our 2 children.
- Not as much of a fan of this option, but if majority likes it as the early morning busing may be hard on some families
- Longer bus rides are not an option
- Being on a bus ride for 118 minutes is a very long time, especially with no washrooms.
- up to 4 hours a day on a bus isn't fair to a child. most adults wouldn't do that for a job, how can we expect children to do it????

## Next Steps

Currently, EIPS senior administration and the Board are reviewing all the input received through the various public consultation sessions and survey. The Board will take into consideration all the information and feedback received before making a final decision, which is expected to take place within the 2018-19 school year.

Andrew School Senior High  
Working-Group Session 3: Students Grades 7-11

Session Summary

March 19, 2019

On March 19, 2019, members of Elk Island Public Schools (EIPS) Board of Trustees hosted a working-group session with students, grades 7 to 11, from Andrew School to discuss senior high programming. Students sat in four groups—two junior high groups, one Grade 10 group and one Grade 11 group—and answered a series of questions asked by teacher. Trustees listened to the responses. Each bullet point represents a separate response from a student.

**Question 1:** Some of you spend quite a bit of time on the bus, some of you less. What do you think you would gain or lose by spending more time on the bus if it means going to another school that offers more programming choices?

Junior high group 1 responses:

- It would be better if bus ride time was longer if more course options were available as a result.
- I don't take the bus. I would like if Andrew got options, but wouldn't mind short bus ride for more options.
- If it is a long ride, I'm not sure. A short ride would be okay.
- I have been last off the bus for 5 years, would like it if the ride was shorter.
- I would love more options in school but I have a hard time sleeping, so I would lose more sleep.
- More options would be fantastic but could take away from time at home and time to do homework. Longer bus ride would not be the best
- Andrew School is across the street, I don't want to take bus
- If there are better options, I'm fine with it.
- I am already on the bus route to Lamont, so it wouldn't be very long. I'm willing to add 20 minutes to the ride if it meant having better options and more opportunities.
- I don't take the bus, I can't do work on buses. I prefer shorter rides. There should be more options to help people pursue what they wish.
- I don't mind longer rides if I get more options and more sports opportunities.

Junior high group 2 responses:

- I don't want to lose the good schedule I have now, but after a while I'd get used to it. So it would probably be worth it to be in a school with more kids. I ride the bus for 25 minutes currently. More classes and more kids is more important than long rides. I sleep on the bus anyway.
- More opportunities are good. The times don't matter to me. The sleep that you lose can you just get back on the bus. There are opportunities to do homework on the way home. More opportunities, more choices, more kids.

- Same thing from me. I live a block away and I don't take the bus currently. If I took the bus I could go to a bigger school with better classes, so I could get used to a bus ride. We don't really have the population here for a lot of extra things.
- I would like more classes. More sports would be good.
- I live across the street. The bus would be different but once I get used to it, it would be fun to have more sports.
- It would be more annoying to get to school, but I'd do it if I have to. I don't really like having more people around, I like the one on one help. A bigger class would be an adjustment.
- More options would be nice, but taking the bus for longer than 10 minutes would be annoying.
- More opportunities would be worth the longer bus ride. In most classes you could have a better opportunity for more friends, more job skills.

#### Grade 10 responses:

- It would be good getting to know people, socializing, engaging. But losing sleep would be difficult. I might not be able to stay awake.
- A longer ride would be ok for programming.
- It would be good to get more options and be able to play sports. I wouldn't be losing much, sleep is not a big issue at all for me.
- I bus an hour to and from school already. I wouldn't really gain or lose any time. It would be nice to get more options.
- I spend 45 minutes on the bus already. I don't want to do two more hours.
- It wouldn't be a huge loss of sleep. I could sleep on the bus.

#### Grade 11 responses:

- I would be losing a lot of sleep due to be in Andrew so early.
- We'd be less focused in the mornings without as much sleep.
- It would disrupt some parents to have to drive their kids that early.
- Waking up early and coming all the way here isn't good.
- I already wake up at 6, so I'd have to be up even earlier.
- I don't think it would matter if we went to another school, since we're losing so much sleep we wouldn't be focused anyway.
- I personally don't think I have anything to gain from going to another school. I am getting what I need here, I have all my cores, so I don't think I need to go to a different school.
- I feel the same.

#### **Are you all getting what you need here in terms of post secondary opportunities?** Unanimous yes.

- I plan to go into hair. I have the qualifications I need, so a cosmetology program wouldn't help me.
- I'm going into Lakeland Ridge and I already have what I need.
- I'm going into mechanics and I have my requirements met. I was going to go into the rap program to gain the experience I need.

**Question 2:** There are different ways to access programs, but everyone has a different learning style. I want you to think about the following questions. What do you think of taking a class that's live streamed from another school? Would it impact your learning? Do you learn better in a classroom with a teacher in front of you and with other students? Or, does that matter to you? Could you learn by watching a class being broadcast from somewhere else? Keep in mind, in this scenario you'd be able to ask questions during the class, same as if you were there.

What about self-directed learning? There's a web platform called Moodle, for example, where you can watch and read course content, submit assignments and take tests. Some schools have sites set up where you can come in and do that work. Other schools offer students the flexibility to take courses at times of the day that work for them. In this scenario, there'd be a teacher on site on specific days of the week to assist, if required.

Now, given your own personal learning style, would courses offered through either live-streaming or self-directed learning work for you? How so?

Junior high group 1 responses:

- I prefer to be face to face with a person. I learn a lot better that way.
- I like to have a big class and like to be there. Have done classes over calls before, it is very difficult for people to be focused on what's happening when there's not a teacher there. There is much more room for error. I'm a fan of self-directed learning, but not for full courses, supervised self-directed learning would be ok for options but not core courses. Going to a different school would be better, where you have more teachers and students.
- I'm taking a Moodle class and it's very confusing. I prefer face to face, I'm not able to learn remotely.
- Certain courses like math would be fine to livestream. One class of explanation and then do work. For other classes, self directed would work better. Face to face is easier, you can ask questions as needed.
- Live stream might work, like self-directed as you can work at own pace. You can spend time on areas you don't understand.
- I need to have a teacher in order to learn. I can't do it remotely.
- I learn best by engaging in class time with booklets and reading and things like that. With live stream, it wouldn't work because you can't have everything at once like you can in person.
- I do better with self-directed learning.
- OK with it, it's not as noisy. It's quiet doing a test.

Junior high group 2 responses:

- To me, I think that would be a lot harder. It's easier to learn in person. We'd still be in Andrew and that wouldn't fix any of the population problems. There still wouldn't be opportunities for more friends.
- If there was an internet issue, would we just not have class for the day?
- Learning in a class by yourself would be harder. Because there wouldn't be as many questions from other students to learn from.

***Do you learn better in a classroom with a teacher?*** Unanimous yes.

***Do you enjoy being in class with other students?*** Unanimous yes.

- I can't do self-directed learning. I need help from the teacher.
- I wouldn't do well if I had to teach myself.
- I could do self-directed learning. Core courses and options.
- I would be able to do it, but I'd still need someone to explain stuff to me sometimes. Someone coming in once a week probably wouldn't be enough for me.
- I could do math, but English would be hard because I need someone to explain certain grammar rules. One day a week might work, but it would take some getting used to.
- I like having a teacher up in the front of the class to explaining things. I prefer a teacher.
- It can be kind of confusing for me, so I prefer to have a teacher. It's better for my learning style to have someone there.
- I think I would be good at it because I could set the pace and get more work done.
- I wouldn't like it, because it's better to have a teacher to explain things to me. I would much rather a teacher.
- I could not self-teach myself. I like asking questions and having the opportunity to be walked through a question so I really understand it. It would be a huge change and I don't think I could do that.
- I don't think I could self-teach. It would be easier to have a teacher in the class to walk through things step-by-step.
- It's better to have a teacher so you don't have to wait to ask your question.

Grade 10 responses:

- I'd love to do it on the Smart Board at Andrew School.
- Both could be beneficial. I could do livestream or self-directed. It's good to do it at school instead of on the laptop at home
- I learn better with a real teacher, need them to demonstrate. Otherwise, don't learn easily
- I'm doing a Moodle course, CTR1010: Pre-CALM. It's going ok
- I've done courses on Moodle, some are difficult. It's easier when a teacher is there to come over and help show you how to do the work
- I like a classroom, having a relationship with teachers, talking in person. I prefer pen and paper over computers. It's very artificial when you're talking to someone remotely, there's no body language. In a classroom, you can learn from the teacher and other students around you can help you.
- Agreed.

Grade 11 responses:

- We've done a streaming class.
- I'm not really a fan of it.
- It wasn't effective for me.
- I don't think it would change much. It's still just a class.
- I could learn from a livestream. If I need to learn something I can just search up a youtube video and find the answers myself.
- I learn better with a teacher in a class.

- I would be able to adapt to a livestream.
- I could adapt to a live stream, that's how I feel. I prefer a teacher though.
- I like Moodle because I can do the work on my own time, and I can organize things myself. I like having Miss Chang come in once a week, because I can ask her my questions if I have them.
- Moodle is pretty easy and a good way to get credits. You can research things on your own and figure them out.
- I like Moodle, especially when Miss Chang is in. Even when she's not, you can email her and she'll answer you pretty quickly. You can do it on your own time at your own speed.
- I hate Moodle. I don't like computers. I'm not tech savvy, and the courses I've tried aren't exciting, it's just computer stuff. I stopped taking it because it was so bland. If there was a teacher, I'd like it more but the tech savvy part is a challenge. I'm doing English through Next Step and I like it better than Moodle. I can talk to the teacher and she checks in on me to see how I'm doing.
- There are three different math classes in one right now, and we've been doing that since grade 1 so we're used to it at this point. We can help each other too. Since it's a small class its easy for the teacher to talk to everyone about their studies too.

**Question 3:** At Andrew School, we wouldn't be able to re-create the sorts of options available at either Lamont High or Vegreville Composite High. So, what if you had a chance to be bused to one those schools a few times a semester to chance to explore those subject areas? In this scenario, you'd still take core courses and the set options here at Andrew School. And, in addition, have a chance to sample other sorts of CTS options.

Junior high group 1 responses:

- It would be ok to sample another course there so you know what to do.
- I'd be fine with a couple days a week or semester.
- What do you mean by sample? It makes sense to go and sample, but you can't sample everything. You have to have a general idea of what you like beforehand.
- I'd be ok with it.
- If I was missing a few days a semester, would I fall behind on work? How would I catch up?
- I'd like to go to try a different school to see what it's like—then if want to go to different school, you'd know.
- Once or twice a month would be good, it would be nice because it could broaden horizons
- It would be good, and if you were considering changing schools, it would give you an opportunity to figure it out.
- Would you be mixed with other class? Don't like big classes.
- How is it going to help with credits? If you don't take the full course, you don't get the idea what it's about. Don't get much out of it.
- I agree. If you're going to a different school, you should just switch schools. If you know what you want to do, no point in going once a month because you're not getting full idea or get credits. It just takes away from other class time. It doesn't really make sense. You're not benefiting in the long run because you're not taking the whole course. I already signed up to go to Lamont next year. It would be inconveniencing kids already in the course, pushing them back.
- I agree. You don't get the full benefit going a few times a month.
- I agree.

Junior high group 2 responses:

- I would prefer that over losing our high school. I'm comfortable in my cores, so it would be good to go over somewhere else for the options.
- I think it would be a lot easier if we were actually at that school instead of just visiting so that we could be doing the options every day.
- I would prefer to get it two or three times a week rather than just a small sample.
- I like our core subjects. But I would like options at least once a week rather than just a few times a semester.
- It would be better to go to a school where you can just go and do it instead of bussing place to place for different options.
- Going to the school full time would be better than a sample.

Grade 10 responses:

- I'd like to go sometimes, but to take core subjects in Andrew school.
- More options would be good.
- I would rather go to that school to take options, get to know kids and play sports. I would make more friends, take whatever I want and with a teacher instead of Next Step or modules.
- I agree.
- I agree. I'd rather go to bigger school, have bigger classes. Make more friends, play sports. University has lots of people, it would make it easier to transition.
- If you're in Vegreville or Lamont and get to take those options, you'll be better rounded attending that school.

***What options would you like to have available?***

- Music, band, foods, mechanics, welding, second language (French), bigger shop with more equipment and teachers who know what they're teaching (more skilled). A lot of options. There are a lot of things I want to do, like cosmetology in Vegreville, something where I can take options and get hands on experience.
- I agree – the selection of wood in shop is poor, and I can't make the projects I want to.

Grade 11 responses:

- It doesn't matter to me. It might be cool to have that opportunity, but it wouldn't really matter to me if it didn't happen.
- It would be a cool experience to go see what the other courses are like, to go experience something different.
- I could see it being helpful if you want to take a specific course that we don't have.
- To me it seems like it could be a good experience, but I think two days would be an inadequate amount of time. I don't think we would have enough time to really learn things.
- I'm happy here, I've got my courses. It wouldn't be bad necessarily, but I don't want to be on a bus for much longer than I already am.
- It would be a good experience.

**Question 4:** When you think about the ideal senior high experience, what does that look like and include?

Junior high group 1 responses:

- I'd like to see more options.
- More options and more sports teams.
- More options, school sports, and a lot more people to interact with.
- People here haven't gone to different schools. I've been to 10 schools and seen different things. I like big schools, having lots of kids and lots of options. Things like school dances, prom, a small grad ceremony. Those things are a huge part of high school experience. A bigger school has a different environment. There are more friendships there.
- I agree, there should be an actual grad class instead of just two people.
- I don't like big schools
- I agree as well. I want a big graduating class. Dances, options, clubs with more shared interests.
- It would be nice to have a lot more people and more diverse people. I feel cut off from rest of the world. I have no friends, I just hang out with you people because there's no one else. It would be nice to have celebrations at the school, but I don't know people who show up for events. It would be nice to have a party you can remember and think about at school.
- I agree.
- More options would be better, more sports. We don't have soccer here.
- I would like clubs and courses. Going to a bigger school for all that would be better. We can't do anything. Big school events would be good, and it would be better to have more clubs.
- It would be better to have a bigger class, more people would like me and there'd be more sports.
- I agree.
- It would be good if the school closed.
- If the school stays open, what's going to change? If the school doesn't close, what is going to happen instead?
- When we use moodle, we are supervised but the teacher doesn't respond. We just watch videos, it's really confusing. If a teacher was there to walk us through it that would be good, but we don't really understand it.

***What about the social part? What's it like being the only girl in your class?***

- Gym class isn't fun, I sit out sometimes. I joined the 7-8-9s, so it's a bit more competitive.
- There used to be three girls – one moved, the other went to another school. It's not terrible but I would prefer to have girls in my class to talk to.
- I'm always excited when a new student comes, I always hope it's a girl.
- The entire school gets excited if someone new comes.
- I've always been an outcast, never really had friends. I would like a bigger school and more options.

***What options do you have and what would you like?***

- There are no options here. Only culinary class or shop. There's a lot of down time, and we don't get to choose at all. I want to go into physiotherapy, but I'd need science courses not provided here. I'm going to Lamont next year. There's nothing here for anyone who knows what they want to do.



- We had options, but they were not taken seriously. Kids messed around, and the school stopped offering them. Schools should have options like cosmetology. But I don't know what's out there because I haven't seen them all.
- I want art.
- If you have a friend at the other school, you could talk to them. I can't play D&D or do coding courses here.
- Shop, fixing vehicles – mechanics course.
- I'd really enjoy art choice, computers and coding
- I'd like more arts programming – drama, music, art and graphic design.
- I'd like an art program. But if you don't like it, you shouldn't have to take it.
- I take leadership and physical ed. I didn't have scheduling to take other options.
- I'd just like to do field trips where all the people go.

#### Junior high group 2 responses:

- Large classrooms, lots of options. Next year the grade 9s are going into the dash classes. It would be nice if they were all separate instead of being all jumbled together. Lots of sports teams would be nice. More opportunities for field trips and other activities.
- At a bigger school, there are more options. Bigger sports teams, more people. When you get to class there will be more questions asked, so you could learn from other students too.
- I haven't gone to very many schools, so I don't know what could really be different. But I agree that it's better when the classes aren't so jumbled.
- Having more options classes would be nice.
- I like this school how it is, but more options, bigger population and more sports teams would be nice.
- More population and more options. I like smaller classes, but you can't have more options if you don't have the population for it.
- More population, bigger school gives you more options.
- More people, bigger classes would be fun. There would be more friends you could talk to.
- We're always stuck with the same people here, at a bigger school there would be more opportunities to talk to different people.

#### Grade 10 responses:

- The options here are not great. Having teachers to help is good, but the selection of courses is poor here.
- Personal one on one teaching is great. As for options, I feel forced to take them. Taking work experience, have lots to catch up. Teachers friendly, know people's names. Kids don't show respect for teachers and other students here. Close groups, going to a bigger school, make friends right away. New kids get picked on year after year. Energy of school to be better.
- At Lamont and Vegreville, you can have different friend groups. We don't have that option.
- Agreed, it would be nice to have more possible friends. New kids here can't fit in because the others have known each other their whole lives. There are no girls sports here, I would like to play other sports and can't do it in Andrew. We're forced to take options, we don't get to pick what we want to do.

- I'm used to big classes and more friend options, other groups. I had lots of choices at my last school, but there are no real options here. There are so many more in a bigger place like Vegreville or Lamont. At those schools you can choose your friends, while here at Andrew, you're pushed into a group.
- I likes Andrew the way it is.
- It would be nice to have more sports teams than we have. We had to play junior high kids because there are no kids for senior teams. So we're the worst team in the league.
- It's demoralizing to lose all the time.
- I'd love more sports and gym. We don't get gym every semester. I can't imagine not playing sports until I graduate. There are lots of teams in Lamont, like curling, basketball and volleyball.
- There are four kids in my gym class. We can't do anything.
- I have independent study for a double period. There isn't even a teacher there.
- There are two kids on our archery team, the one sport that doesn't die. Do other schools have archery?
- The shop class has limited wood. You can barely build anything.
- I would like a bigger class. Social life is very important too.

***What should the Trustees know before making a decision?***

- I would go to different school. I don't see Andrew going anywhere. Kids will leave anyway. It's too late for it to grow.
- I agree. It boils down to a lack of kids. And kids are leaving anyway.
- The student population is just going to keep decreasing until the school is empty.
- My mom would like me to go to bigger school, but paying for busing is a problem. I wouldn't be here if busing was free.
- Busing and gas are too expensive. I wouldn't be here either if it was free.
- The bus routes don't make sense. Why don't kids go to Smoky Lake? The bus routes need work.
- I'm willing to be on the bus longer if needed, it doesn't matter.
- I agree with everyone else. I'd rather just go somewhere else. I don't care about longer bus rides.
- Longer rides don't matter. You can sleep, read a book or talk to other people during the bus rides for however long it is. You could even do some homework on the bus.

Grade 11 responses:

- I feel like everyone has a different high school experience. I've adapted to where we are, and I'm okay with it. Someone in a bigger school has their own high school experience. But what I'm getting here is good for me. I want to stay here and graduate with my friends.
- I agree. Everyone has their own experience of what high school is. I like what we've got here with small class sizes. We've been here for a while so it would be nice to graduate together.
- I don't really need a club to explore my interests, I've got that on my own.
- We've been here since Kindergarten. I'd like to graduate with our class. We're close with the teachers and in a big school, you wouldn't know them as well.
- I haven't gone to Andrew for as long as everyone else, but I still think this is a good school to be at. Not being able to graduate here would suck.
- I don't really know my ideal experience because I haven't experienced anything else but what

we have here. I've adapted to what we have here, and I'm getting what I want, what I need to succeed in my later life. I've been with these people my whole life so it would be nice to graduate with them.

- I like it here. We all grew up together. I wouldn't leave. It would be nice to have more sports teams. We had the opportunity to play on a team last year, and that was nice and it's too bad to not have that anymore, but it was good to have the experience when we did.
- If we had more sports, I wouldn't play them because I'm focused on the academic side of things and getting what I need to graduate.
- I want to focus on my academics as well, so sports teams aren't important to me.
- Most of the younger kids, they want to go to a different school. Most of them haven't been here long enough to know what it means to finish here. We're so close to the finishing point, it would be nice to be able to finish here.
- It's nice how the school is close to where we live. The other schools are another 30 minutes at least. It's convenient to have it in the area where we don't have long bus rides.

## OPTION 1 • Status Quo

*The school is fine the way it is—students benefit from small class sizes, one-on-one support, shorter bus times and having the senior high programming within the Andrew community.*



### GRADES

**Andrew School's grade configuration remains**  
—kindergarten to Grade 12.



### PROGRAMMING

**Remains the same where viable.**



### BOUNDARIES

**Attendance boundaries remain the same.**



### BELL SCHEDULE

**Start and end times remain the same.**



### TRANSPORTATION

**Transportation service and fees remains the same**—ride times ranging between five minutes and 75 minutes.

*Senior high students need access to a greater selection of programming options, program specialty teachers, extracurricular opportunities, team sports and more well-rounded senior high experiences.*

## OPTION 2 • Grade Reconfiguration (K-9)

- Shorter Bus Ride Times
- Change in Bell Schedule

## OPTION 3 • Grade Reconfiguration (K-9)

- Longer Bus Ride Times
- Bell Schedule Stays the Same



### GRADES

**Andrew School's grade configuration changes**  
—kindergarten to Grade 9.



### PROGRAMMING

**Access to a wider selection of required and optional programming**, sports programs, extracurricular opportunities, special education and performing arts options.



### BOUNDARIES

**Changes to Lamont High senior high attendance boundaries.** Senior high students living in the Andrew School attendance boundary redirected to Lamont High.

#### **Vegreville Composite High**

—optional as a non-designated school.



### BELL SCHEDULE

**Change to the Andrew School bell schedule**  
—earlier start time and dismissal time.



### TRANSPORTATION

**Significant changes to student transportation services**  
—ride times for senior high students range between 28 minutes and 90 minutes. All students living within the Andrew School attendance area are bused together in the morning.



### GRADES

**Andrew School's grade configuration changes**  
—kindergarten to Grade 9.



### PROGRAMMING

**Access to a wider selection of required and optional programming**, sports programs, extracurricular opportunities, special education and performing arts options.



### BOUNDARIES

**Changes to Lamont High senior high attendance boundaries.** Senior high students living in the Andrew School attendance boundary redirected to Lamont High.

#### **Vegreville Composite High**

—optional as a non-designated school.



### BELL SCHEDULE

**Start and end times remain the same.**



### TRANSPORTATION

**Significant changes to student transportation services**  
—ride times for senior high students range between 37 minutes and 118 minutes. All senior high students are bused independently of K-9 students.

**NOTE: If interest is expressed, EIPS will explore with the community the possibility of onsite before- and after-school child care.**

## What are the next steps?

The Board will take all the information and feedback into consideration before making a final decision about programming for senior high students living in the Andrew School attendance boundary—expected to take place within the 2018-19 school year. It's important to note, even though the Board is reviewing the senior high programming, it has no predetermined outcome in mind. Additionally, the Board is not exploring the elementary and junior high programming at the school.

If you have any questions or concerns about the consultation process email [communications@eips.ca](mailto:communications@eips.ca).

*Note: If interest is expressed, EIPS will explore with the community the possibility of onsite before- and after-school child care*

### Aggregated Facility Recommendations

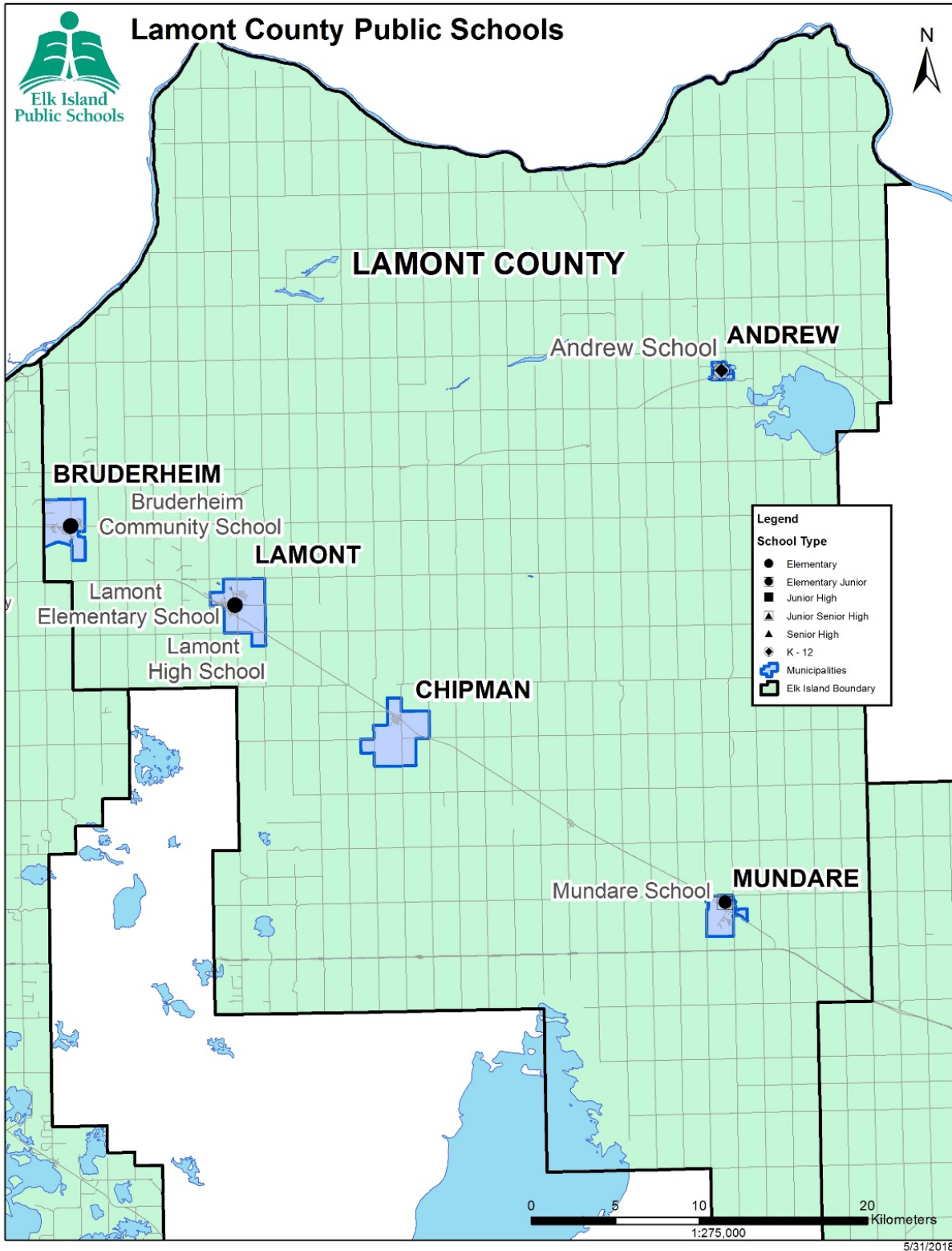
Short Term Recommendations (1 – 3 Years)	Sherwood Heights Junior High	1	Part of the Sherwood Park Cluster Study – École Campbelltown, Pine Street, Sherwood Heights Replacement
	Rudolph Hennig Junior High	3	Rudolph Hennig Junior High Replacement School in Southfort
	Pine Street Elementary	1	Part of the Sherwood Park Cluster Study – École Campbelltown, Pine Street, Sherwood Heights Replacement
	École Campbelltown	1	Part of the Sherwood Park Cluster Study – École Campbelltown, Pine Street, Sherwood Heights Replacement
	Fort Saskatchewan High	3	Fort Saskatchewan High Replacement School in Southfort
	James Mowat Elementary	3	Fort Saskatchewan Cluster Study – James Mowat Replacement School in Westpark
	Win Ferguson Elementary	3	Fort Saskatchewan Cluster Study – Major Modernization
	A.L Horton Elementary, Vegreville Composite High	5	Vegreville Value Management Study – A.L Horton Elementary, Vegreville Composite High.
	Salisbury Composite High	1	Salisbury Composite High - Major Modernization
	Lamont High*	4	Third-party structural, mechanical and geotechnical audit.
	Uncas Elementary*	2	Essential Infrastructure Maintenance and Renewal funding to update learning spaces and administration area.
Medium Term Recommendations (4-6 Years)	Vegreville Composite High	5	Major modernization and addition to accommodate elementary program from A.L. Horton.
	Bruderheim School	4	Mechanical system upgrade of air handling unit to rebalance system and improve air quality and heating/cooling issues
	Fort Saskatchewan Elementary/Christian School*	3	Review spatial requirements and consider capping Christian Program. Code review to assess feasibility of adding additional modular units.
	Clover Bar Junior High	1	Major Modernization to include roof, window and spatial reconfiguration.
	Lamont High	4	Based on results of a Third Party Audit, either modernize or replace Lamont High (7-12) or either modernize/expand or replace Lamont High and Lamont Elementary with a new K-12 school.
Long Term Recommendations (7– 10 Years)	Andrew School	4	Consolidate the senior high (grades 10-12) programming into Lamont High and/or Vegreville Composite High.
	Ardrossan Junior Senior High	2	Modernization of school to improve learning and teaching environments.

\*Recommendations that can be accommodated through the Division’s Infrastructure Maintenance and Renewal Program. Recommended actions have been initiated for the requests noted in blue during the development of this Ten-Year Facility Plan.

#### Andrew School

As part of the review of Andrew School’s program offerings and enrolment projections, the plan recommends consolidating the senior high (grades 10-12) program to either Lamont High or Vegreville Composite High (pending the decision made about senior high programming in Lamont outlined in the long-term recommendations). Based on Sept. 30, 2018 enrolment numbers, Andrew School has 20 students in senior high. Consolidating the senior high programming to Lamont and/or Vegreville would provide students with a more rounded experience by providing a larger array of program and extracurricular options.

Lamont County

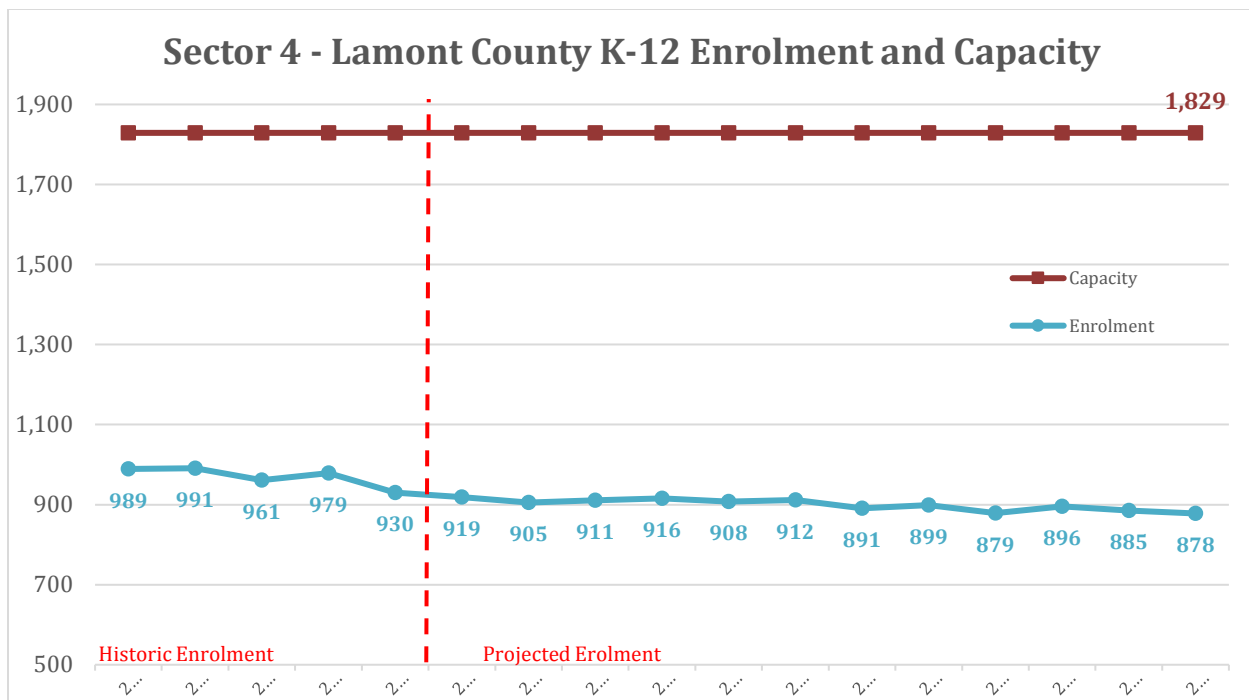


Lamont County has a rural population of 3,899 residents as reported in the 2016 Statistics Canada census. The total population including Bruderheim (1,308), Lamont (1,774), Mundare (852), Andrew (452) and Chipman (247) is **8,532 residents**. This marks a 2.8% increase or 234 people from 2011 (8,298). The Hamlets of Hilliard, St. Michael, Star and Wostak are included in the rural count.

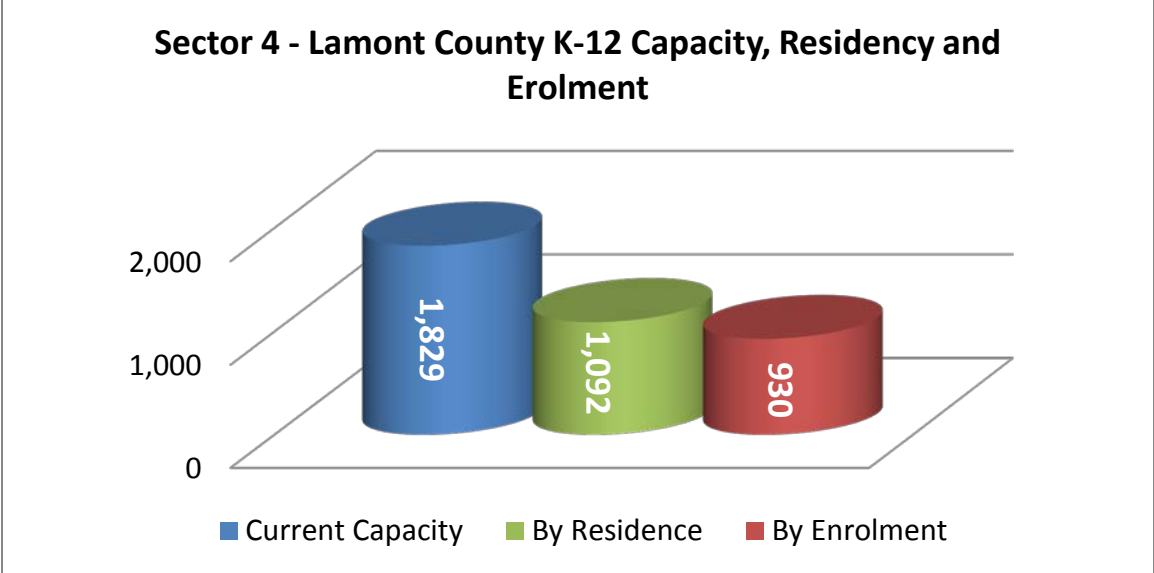
The largest population centres in the sector include Lamont, Bruderheim, Mundare, Andrew and Chipman; all of which have EIPS schools serving the towns and surrounding farm communities with the exception of Chipman.

The sector is a largely agriculture-based economy with the exception of the *Industrial Heartland Area Structure Plan*. This ASP does not include residential development as part of its land use pattern, however the plan outlines protections for existing agricultural areas as well as residential acreages.

Industrial development within the Industrial Heartland including the Inter Pipeline and Pembina Pipeline projects provide continued opportunity for growth within Lamont County. With its centrally located, industrial-zoned land base, the region is ideally situated for industry connections to world markets through rail and high-load corridors.



K-12 student capacity within EIPS schools in Lamont County is 1,829. Student enrolment within the sector is projected to decline by 52 students over the next 10 years. The decline in enrolment will result in a total excess capacity of 951 student spaces by 2030.



The bar graph above demonstrates the Lamont County sector has an excess of 899 student seats compared to students currently enrolled in the sector. A total of 162 more students reside in the sector than are enrolled in programs. This suggests that students leave the sector to obtain educational programming, likely for specialty programs.



School Name	Audit Date	FCI (%)	Net Capacity (student spaces)	Five-Year Deferred Maintenance (\$)	Programming (2017-18)
Andrew School	2012	0.10	385	\$1,013,877	Regular
					Special Education
Bruderheim	2017	0.27	190	\$2,508,657	Regular
Lamont Elementary	2012	0.21	492	\$2,928,415	Regular
					PALS
					Special Education
Lamont High	2011	0.14	464	\$2,346,659	Regular
Mundare <sup>1</sup>	n/a	n/a	298	n/a	Regular
					PALS

**Facility Condition Index (FCI) Rating Definitions**

$$FCI = \frac{\text{Five - year Required Maintenance Cost}}{\text{Building Replacement Cost}}$$

**Facility Condition Index scale ranges from 0 to 1.00**

0 to 0.15 good condition; 0.15 to 0.40 fair condition; 0.40 to 1.00 poor condition

**Good** - Adequate for intended use and expected to provide continued service life with average maintenance.

**Fair** - Aging components are nearing the end of their life cycle and require additional expenditures for renewal or refurbishing.

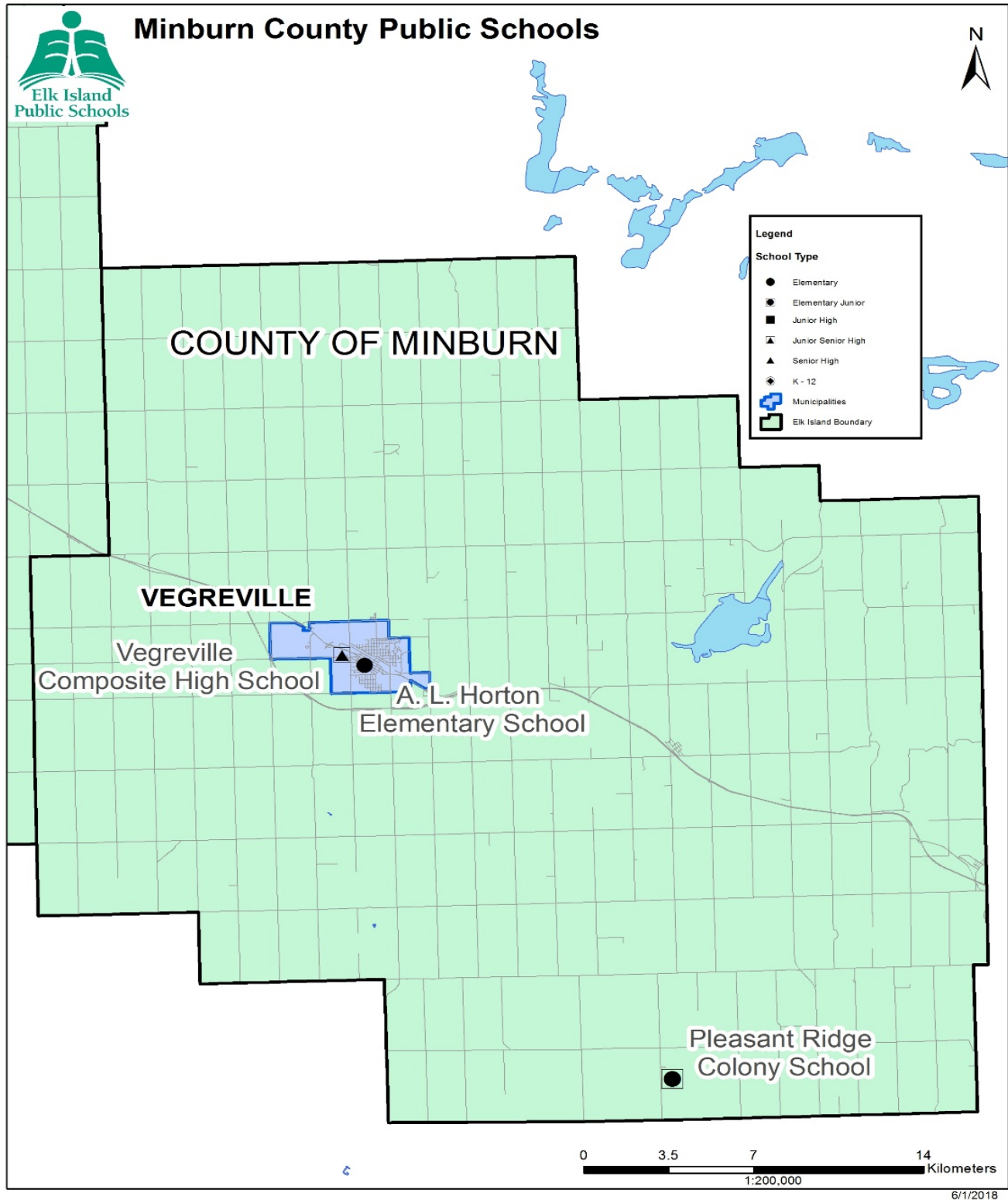
**Poor** - Upgrading is required to comply with minimum codes or standards and deterioration has reached the point where major repairs or replacement are necessary.

**Five-Year Deferred Maintenance** - The value of deferred maintenance including all **Facility Condition Index**-required categories (structural elements, envelope, interior elements, mechanical and electrical systems) minus Infrastructure Maintenance and Renewal expenditures in the past and current year, projected forward and prioritized over five years and adjusted for inflation.

**Notes**

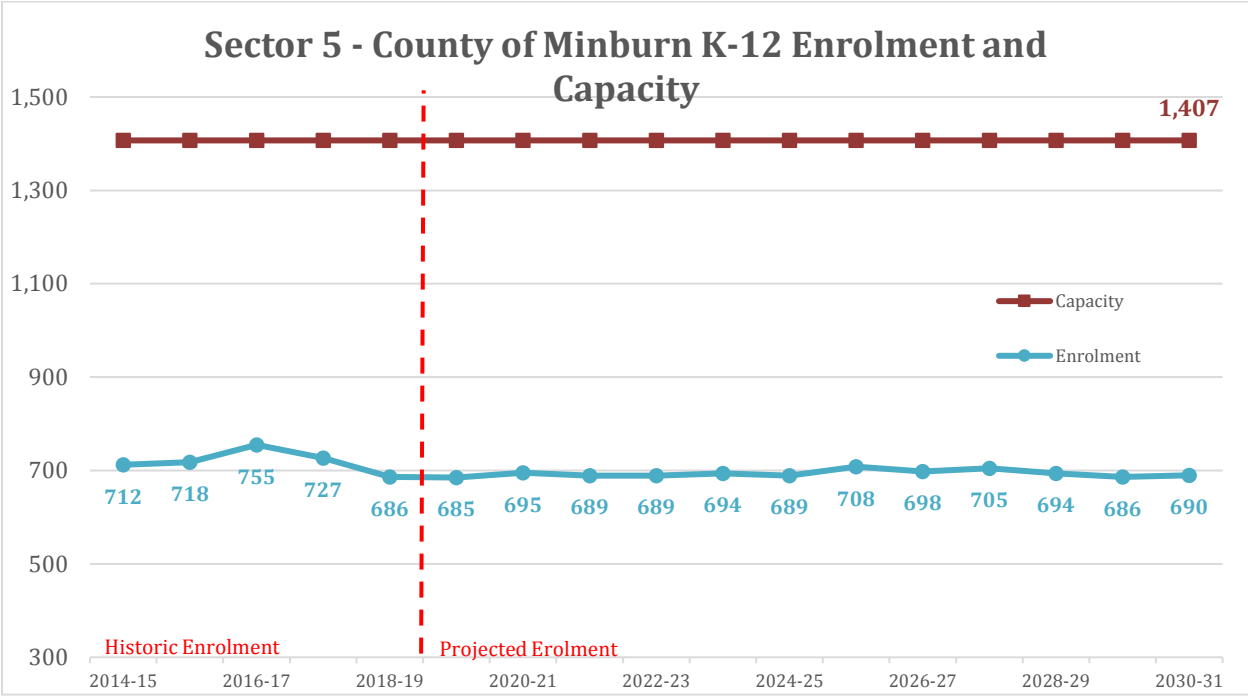
1. Mundare School opened in 2016, therefore no audit has been conducted

County of Minburn



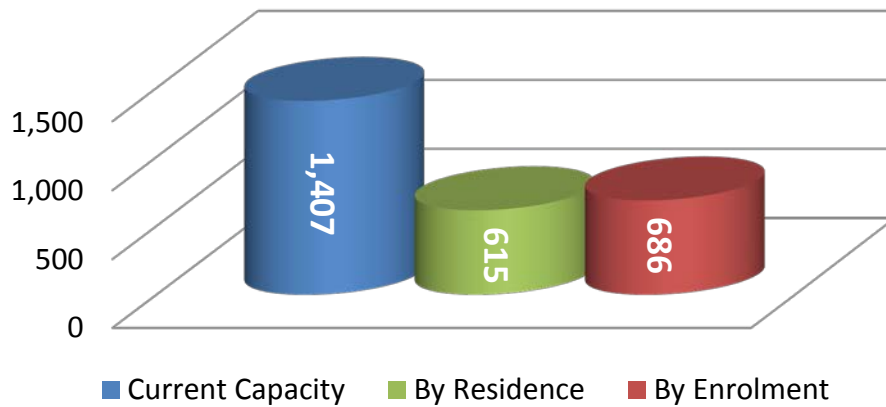
The County of Minburn has a rural population 3,188 residents as reported in the 2016 Statistics Canada census. The rural census area includes Lavoy, Ranfurly and Minburn. The town of Vegreville has an additional 5,708 people; Innisfree (193) and Mannville (341). The total population (including towns and villages) is **9,430 residents**. This marks an overall decrease of 7% or 693 people from 2011 (10,123). Elk Island Public Schools only serves the western portion of this county.

EIPS students within the County of Minburn are served by A.L. Horton Elementary, Vegreville Composite High and Pleasant Ridge Colony School. However, Pleasant Ridge Colony School is not included in the enrolment and capacity as EIPS does not own this facility.



Enrolment is projected to gradually increase by approximately 22 students by 2025, followed by a small decline of 18 students by 2030. The overall student capacity within EIPS schools in the County of Minburn is 1,407 spaces. Despite the projected growth within the sector, both schools within Vegreville will have a combined surplus of 717 K-12 student spaces in 2030.

### Sector 5 - County of Minburn K-12 Capacity, Residency and Erolment



The graph above describes the total K-12 capacity as identified in the 2018-18 Area, Capacity and Utilization report for all schools located within the sector boundaries. Residence is based on 2018-19 EIPS students who reside in the sector, however it does not indicate if they attend programming in the sector. Enrolment is also based on 2018-19 students who attend programming at a school within the sector. Students identified as enrolled may not live within the sector. Headcount refers to the number of students unadjusted for kindergarten and Special Education programs.

The above graph shows that 71 more students attend programming in the County of Minburn than reside in the sector. This indicates that students seek educational programming within the County of Minburn Sector rather than attending schools in the sector in which they reside.

School Name	Audit Date	FCI (%)	Net Capacity (student spaces)	Five-Year Deferred Maintenance (\$)	Programming (2017-18)
A.L. Horton Elementary	2013	0.06	489	\$906,594	Regular
					Ukrainian Bilingual
					PALS
					Special Education
Vegreville Composite High	2010	0.18	918	\$7,283,465	Regular
<b>Facility Condition Index (FCI) Rating Definitions</b> $FCI = \frac{\text{Five - year Required Maintenance Cost}}{\text{Building Replacement Cost}}$					
<b>Facility Condition Index scale ranges from 0 to 1.00</b> 0 to 0.15 good condition; 0.15 to 0.40 fair condition; 0.40 to 1.00 poor condition <b>Good</b> - Adequate for intended use and expected to provide continued service life with average maintenance. <b>Fair</b> - Aging components are nearing the end of their life cycle and require additional expenditures for renewal or refurbishing. <b>Poor</b> - Upgrading is required to comply with minimum codes or standards and deterioration has reached the point where major repairs or replacement are necessary. <b>Five-Year Deferred Maintenance</b> - The value of deferred maintenance including all <b>Facility Condition Index</b> -required categories (structural elements, envelope, interior elements, mechanical and electrical systems) minus Infrastructure Maintenance and Renewal expenditures in the past and current year, projected forward and prioritized over five years and adjusted for inflation.					



Province of Alberta

## SCHOOL ACT

# CLOSURE OF SCHOOLS REGULATION

### **Alberta Regulation 238/1997**

With amendments up to and including Alberta Regulation 28/2018

### Office Consolidation

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\*The year of first publication of the legal materials is to be completed.

### **Note**

All persons making use of this consolidation are reminded that it has no legislative sanction, that amendments have been embodied for convenience of reference only. The official Statutes and Regulations should be consulted for all purposes of interpreting and applying the law.

(Consolidated up to 28/2018)

**ALBERTA REGULATION 238/97**

**School Act**

**CLOSURE OF SCHOOLS REGULATION**

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**Definitions**

**1** In this Regulation,

- (a) “closure” means any action referred to in section 2;
- (a.1) “Ministers” means, for the purposes of sections 6 and 7, the Ministers determined under section 16 of the *Government Organization Act* as the Ministers responsible for Part 7 of the *School Act*;
- (b) “school year” means the 12-month period beginning on September 1 and ending on the following August 31.

AR 238/97 s1;223/2002;257/2003

**Non-application of sections**

**1.1(1)** Sections 4 to 7 do not apply to a closure that occurs

- (a) in connection with the transfer by one board to another board or to the operator of a charter school of the ownership of real property on which a school building is located and the school building will continue to be used for the instruction or accommodation of students,



- (b) as a result of the Minister's having directed the board to dispose of the school building pursuant to section 200(3) of the Act, or
- (c) pursuant to section 2(b) if
  - (i) the school has more than one education program,
  - (ii) the students in the grades being closed are all in the same education program, and
  - (iii) the education program referred to in subclause (ii) is to be transferred to another school.

(2) Where a board plans to transfer an education program pursuant to subsection (1)(c)(iii), the board shall organize and convene an information meeting for the purpose of informing the parents of the students affected by the transfer of the transfer and the alternative arrangements for continuing the education program at another school.

AR 135/2003 s2;257/2003;170/2004

#### **Exemption from requirements**

**1.2(1)** The Minister may, on the written request of a board or on the Minister's initiative, exempt a board from the requirements of sections 4 to 7 in respect of a closure that occurs

- (a) as a result of the board's inability to comply with section 57(2) of the Act, or
- (b) for health or safety reasons.

(2) The Minister may, on the written request of a board, exempt the board from the requirements of sections 4 to 7 in respect of a closure if the Minister is satisfied that the board has consulted with the community regarding any change in grades and programs in one or more of the schools operated by the board.

AR 257/2003 s4;170/2004

#### **Closure of schools, etc.**

**2** A board may

- (a) close a school permanently or for a specified period of time,
- (b) close entirely 3 or more consecutive grades in a school, or
- (c) repealed AR 257/2003 s5,

- (d) transfer all students from one school building to one or more other school buildings on a permanent basis.

AR 238/97 s2;257/2003

#### **Policies and procedures for closure of schools**

**3** A board may develop and implement policies and procedures with respect to closure of schools that are not inconsistent with this Regulation.

AR 238/97 s3;257/2003

#### **Notification of proposed closure**

**4(1)** Where a board is considering the closure of a school, the board shall

- (a) raise the matter by way of a motion at a regular meeting of the board, and
- (b) in writing notify the parents of every child and student enrolled in the school who, in the opinion of the board, will be significantly affected by the closure of the school.

**(2)** A notice referred to in subsection (1)(b) shall set out the following:

- (a) how the closure would affect the attendance area defined for that school;
- (b) how the closure would affect the attendance at other schools;
- (b.1) information on the board's long-range capital plan;
- (c) the number of students who would need to be relocated as a result of the closure;
- (d) the need for, and extent of, busing;
- (e) program implications for other schools and for the students when they are attending other schools;
- (f) the educational and financial impact of closing the school, including the effect on operational costs and capital implications;
- (g) the educational and financial impact if the school were to remain open;

(h) and (i) repealed AR 257/2003 s7;

- (j) the time and location of the public meeting referred to in section 5(1)(a).

**(3)** A notice referred to in subsection (1)(b) may set out the following:

- (a) the capital needs of the schools that may have increased enrolment as a result of the closure, and
- (b) the possible uses of the school building or space in the school building if
  - (i) the entire school is being closed, or
  - (ii) 3 or more consecutive grades in the school are being closed entirely.

AR 238/97 s4;257/2003;170/2004

#### **Public meetings**

**5(1)** Where a board has given notice of motion at a regular meeting of the board that it is considering the closure of a school, the board

- (a) shall organize and convene a public meeting for the purpose of discussing the information provided to the parents under section 4,
- (b) shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the board of the impact the closure may have on the community, and
- (c) may hold other meetings with respect to the closure at times and places as the board may determine.

**(2)** The date and place of the public meeting referred to in subsection (1)(a) shall be

- (a) posted in 5 or more conspicuous places in the area or areas of the school or schools affected by the closure, for a period of at least 14 days before the date of the public meeting, and
- (b) advertised in a newspaper circulating within the area or areas of the school or schools affected by the proposed closure, on at least 2 occasions as close as is practicable to the date of the meeting.

**(3)** At least 2 trustees of the board shall attend the public meeting referred to in subsection (1)(a).

(4) A board shall ensure that minutes of all public meetings held under this section are prepared.

AR 238/97 s5;257/2003

#### **Decision on closure**

**6(1)** A board shall not make a final decision on the proposed closure until at least 3 weeks have passed since the date of the public meeting referred to in section 5(1)(a).

(2) A board shall give due consideration to any written submissions on the proposed closure that it receives after the public meeting referred to in section 5(1)(a).

(3) A board

(a) shall by resolution decide whether to close the school, and

(b) if the decision is to close the school, shall forthwith notify the Ministers in writing of the decision.

AR 238/97 s6;223/2002;257/2003

#### **Closure within school year**

**7(1)** All school closure procedures shall be initiated and completed within the school year in which the decision to close the school is made.

(2) Notwithstanding subsection (1), on the written request of the board, the Ministers may extend the school closure procedures beyond one school year.

AR 238/97 s7;257/2003

#### **Expiry**

**8** For the purpose of ensuring that this Regulation is reviewed for ongoing relevancy and necessity, with the option that it may be re-passed in its present or an amended form following a review, this Regulation expires on August 31, 2021.

AR 238/97 s8;223/2002;257/2003;163/2008;85/2010;150/2012;  
231/2012;133/2015;136/2016;28/2018

**9** Repealed AR 223/2002 s5.



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