



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS REGIONAL DIVISION #14**

REGULAR
SESSION

THURSDAY, JUNE 6, 2019

Board Room
Central Services
Administration Building

AGENDA

Mission Statement - To provide high quality student-centered education that builds strong, healthy communities.

9:00 am 1. **CALL TO ORDER** T. Boymook

2. **COMMITTEE OF THE WHOLE**

10:00 am 3. **AMENDMENTS TO AGENDA / ADOPTION OF AGENDA**

4. **COMMENTS FROM THE PUBLIC AND STAFF
GROUP REPRESENTATIVES**

NEW BUSINESS

5. **ANDREW SCHOOL - CLOSURE OF HIGH SCHOOL PROGRAM** M. Liguori
(encl.)

6. **TRUSTEES' REPORTS/NOTICES OF MOTION/REQUEST
FOR INFORMATION** (verbal)

ADJOURNMENT

RECOMMENDATIONS TO JUNE 6, 2019 BOARD OF TRUSTEES

2. That the Board meet In Camera.
That the Board revert to Regular Session.
3. That the Agenda be adopted as amended or as circulated.
4. *Comments from the Public and Staff Group Representatives*
5. That the Board of Trustees approve the closure of Grades 10-12 at Andrew School effective June 30, 2019, and, if approved;

That the Grade 10-12 students in the Andrew School attendance area be designated to Lamont High School and Vegreville Composite High School, and if approved;

That on an annual basis the Board of Trustees review and approve the waiving of transportation fees for the Grade 10-12 students in the current Andrew School attendance area who choose to attend either Lamont High School or Vegreville Composite High School as a non-designated school.



RECOMMENDATION REPORT

DATE: June 6, 2019

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Andrew School – Closure of High School Program

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
School Act, Closure of Schools Regulation

EIPS PRIORITY: Enhance high quality learning and working environments

EIPS GOAL: A culture of excellence and accountability

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

RECOMMENDATION:

1. That the Board of Trustees approve the closure of Grades 10-12 at Andrew School effective June 30, 2019, and if approved;
2. That the Grade 10-12 students in the current Andrew School attendance area be designated to Lamont High School and Vegreville Composite High School, and if approved;
3. That on an annual basis the Board of Trustees review and approve the waiving of transportation fees for the Grade 10-12 students in the current Andrew School attendance area who choose to attend either Lamont High School or Vegreville Composite High School as a non-designated school.

BACKGROUND:

Andrew School is a Kindergarten to Grade 12 school located in the Village of Andrew, a small rural farming community in the northeast region of Lamont County. The 2016 Census reported a population of 425 in Andrew. An analysis of census data from 2006-16 shows an overall population decline of 15.90% in the Andrew School attendance area during that period (see Appendix 1 Census - Population Change).



RECOMMENDATION REPORT

The original Andrew School was constructed in 1957 with an area of 1,026 square metres. Additions were done in 1964, 1980, and 1991 to bring the total gross floor area of Andrew School to 3,556 square metres. Following that, the Village of Andrew added 859 square metres along with 80 square metres of circulation space for a combined building total gross area of 4,495 square metres. The series of additions and renovations to Andrew School were completed to improve the facility condition as well as teaching and learning environments. The Facility Condition Index for the school is rated good (see Appendix 2 Andrew School Infrastructure).

The Andrew Municipal Public Library is located within the school along with community bowling lanes. Elk Island Public Schools pays all utility, custodial, and maintenance costs for the library as well as provides a library technician for 6 hours/day.

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 senior high students. Currently the school has two administrators, eight teachers, and seven support staff.

ANDREW SCHOOL ENROLMENT BY GRADE 2011-19

GRADE	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	13	4	11	10	10	16	13	7
1	7	12	5	12	12	8	17	10
2	13	7	9	6	11	12	9	18
3	9	10	8	10	8	9	11	10
4	12	9	9	11	9	7	9	10
5	3	13	7	8	10	10	5	8
6	14	2	14	6	10	10	9	4
7	11	15	0	13	7	9	10	7
8	14	12	15	0	13	7	8	11
9	8	15	10	14	0	10	9	8
10	14	8	13	9	12	1	7	8
11	12	15	7	12	6	10	5	6
12	15	10	13	8	12	6	12	3
Returning 12	1	1	1	1	1	0	4	2
TOTAL	146	133	122	120	121	115	130	112

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. High school enrolment was:

- 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. Of these students, eight were in senior high:

- Lamont High: 6 students
- Vegreville Composite High: 2 students



As of April 1, 2019, 106 students were registered at Andrew School for the 2019-20 school year. The senior high breakdown was:

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

Alberta Education's Accountability Pillar Survey results for a three year period (2016-18) show that there are concerns in the majority of measure categories as reported by staff, parents, and students (see Appendix 3 Accountability Pillar Survey Summary). 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.

CONSIDERATIONS AND ANALYSIS:

From October 2018 to April 2019, EIPS engaged in seven consultations sessions with stakeholders regarding a potential program closure at Andrew School. Groups included students, parents, staff, community leaders, and members of the public (see Appendix 4 Andrew Public Consultations Report Summary). Of these sessions, four were public meetings. They were held on November 22, 2018, February 20, 2019, April 11, 2019, and May 9, 2019 (see Appendix 5 Andrew School May 9, 2019 Public Meeting Transcript).

I. How the closure would affect the attendance area defined for the school

The current Andrew School attendance covers a wide area. Its most easterly boundary is Range Road 153, most westerly boundary Range Road 183, most southerly boundary Township Road 545, and most northerly boundary Township Road 586 (see Appendix 5 Lamont County Junior/Senior High Rural Attendance Boundaries).

If the high school program were to be closed at Andrew School, only the high school attendance area would be changed. High school students would be designated 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 (see Appendix 6 Proposed Lamont County Senior High Rural Attendance Boundaries).

II. How the closure would affect the attendance at other schools

Currently there are 18 students registered for high school at Andrew for the 2019-20 school year. These students would be re-designated to Lamont High School or Vegreville Composite High School. The addition of these students would have minimal impact on each school's overall enrolment and capacity.

As of Sept. 30, 2018, Lamont High had a student head count of 287 students. The total student capacity is 464 and the utilization rate is 73 per cent. Enrolment projections for Lamont High indicate relatively flat population growth (see Appendix 7 Lamont High Enrolment).

As of Sept. 30, 2018, Vegreville Composite High had a student head count of 371 students in Grades 7-12. The school has a total capacity of 918 students and a utilization rate of 44 per cent. Enrolment projections for

Vegreville Composite indicate relatively flat population growth (see Appendix 8 Vegreville Composite High Enrolment).

III. Information on the board's long-range capital plan

No capital projects are planned for Andrew School or Lamont High. Vegreville Composite High is identified in the Vegreville Value Management Study, which is Priority 8.

2020-23 THREE-YEAR CAPITAL PLAN AGGREGATED PRIORITY LIST

Priority	School	Sector	Year 1	Cost
1	Sherwood Heights Junior High	1	Part of the Sherwood Park Cluster Study – École Campbelltown, Pine Street, Sherwood Heights Replacement	\$28,000,000
2	Rudolph Hennig Junior High	3	Rudolph Hennig Junior High Replacement School in Southfort	\$28,000,000
3	Pine Street Elementary	1	Part of the Sherwood Park Cluster Study – École Campbelltown, Pine Street, Sherwood Heights Replacement	TBD
Priority	School	Sector	Year 2	Cost
4	École Campbelltown	1	Part of the Sherwood Park Cluster Study – École Campbelltown, Pine Street, Sherwood Heights Replacement	TBD
5	Fort Saskatchewan High	3	Fort Saskatchewan High Replacement School in Southfort	\$30,000,000
6	James Mowat Elementary	3	Fort Saskatchewan Cluster Study – James Mowat Replacement School in Westpark	\$15,000,000
7	Win Ferguson Elementary	3	Fort Saskatchewan Cluster Study – Major Modernization	TBD
Priority	School	Sector	Year 3	Cost
8	A.L Horton Elementary, Vegreville Composite High	5	Vegreville Value Management Study – A.L Horton Elementary, Vegreville Composite High. Planning funding only.	\$1,000,000
9	Salisbury Composite High	1	Salisbury Composite High - Major Modernization	\$45,000,000

IV. The number of students who would need to be relocated as a result of the closure

Eighteen Andrew high school students would be relocated to either Lamont High School or Vegreville Composite High School.



RECOMMENDATION REPORT

V. The need for, and extent of, busing

In the 2018-19 school year, 76 students are transported to Andrew School on four buses, accounting for 67% of the 112 students attending the school. Current ride times for senior high students are:

School	AM Maximum Ride	PM Maximum Ride	AM Earliest Pick-Up	PM Latest Drop-Off
Andrew	1 hour 12 minutes	1 hour 5 minutes	7:13 am	4:31 pm

One additional bus would be required to transport re-designated high school students residing in the Andrew attendance boundary. The bell schedule at Andrew would be impacted as buses would arrive at 8:00 am rather than the current arrival of 8:25 am and depart at 3 pm as opposed to the current departure of 3:26 pm. 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 do not participate in the morning transfer, one of the buses does stop in Andrew to pick up Catholic students as well as any system program students. In the afternoon, students attending Andrew school would be bused home at 3:00 pm using three buses. The Lamont and Vegreville high school students would arrive at Andrew school at 4:05 pm and then be transported home on three buses. If a student chose to attend either Lamont or Vegreville as a non-designated school and wished to access transportation, they would typically have to meet at a designated pick-up location along the scheduled route.

The impact to ride times for K-9 students attending Andrew School would be a shorter morning ride time for 64% of the students and in the afternoon a shorter ride time for 45%. The anticipated ride times for senior high students being designated to Lamont and Vegreville are:

School	AM Maximum Ride	PM Maximum Ride	AM Earliest Pick-Up	PM Latest Drop-Off
Lamont	1 hour 25 minutes	1 hour 10 minutes	7:04 am	4:35 pm
Vegreville	1 hour 6 minutes	1 hour 20 minutes	7:04 am	4:37 pm

One bus would be added to the current Andrew busing configuration for an additional yearly cost of \$109,000. However, given the increase in grant revenue of \$50,000, the net cost to the transportation budget would be \$59,000.

If all of the 18 projected high school students from the current Andrew School attendance area chose to attend either Lamont High School or Vegreville Composite High School as a non-designated school and accessed no cost busing, the maximum additional loss in transportation fee revenue would be:

Year	Choice Fee (\$462)
2019-20	18 X \$462 = \$8,316
2020-21	12 X \$462 = \$5,544
2021-22	6 X \$462 = \$2,772
Total	\$16,632

VI. Program implications for other schools and for the students when they are attending other schools

Currently, there are no system programs at Andrew School that would require accommodation at another school.



If the high school program were to be closed and students re-designated to Vegreville Composite High School and/or Lamont High, they 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; and
- 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.

VII. The educational and financial impact of closing the school, including the effect on operational and capital implications

EDUCATIONAL IMPACT

If a closure of Grades 10-12 was approved, Andrew School would become a Kindergarten to Grade 9 school with the elementary and junior high programming for those students remaining status quo. There would be no change to the K-9 attendance boundaries. From a programming perspective, there would also be no change in operational costs for delivery unless parents decided to enroll their elementary or junior high aged child at another school and the class sizes became not financially viable. The capital impact is that there would be additional space that could be re-purposed for greater community use.

FINANCIAL IMPACT

For several years, Andrew School has met the definition of a small school by necessity (SSBN) because its enrolment is less than 290 students and there are no receiving schools located within 25 km. In addition, Andrew School is the only school in EIPS to receive an annual supplemental allocation from the Division of \$298,000 to support programming.

A closure of Grades 10-12 would see a staff reduction of three full-time equivalencies including the assistant principal. Overall this would lead to savings of approximately \$140,800.

Item	Financial Impact
Savings in allocations to Andrew School from EIPS	\$196,635
Reduced small school by necessity funding to EIPS	\$(69,449)
Increase to Plant, Operations & Maintenance to EIPS ¹	\$13,575 ¹
NET SAVINGS	\$140,761

¹ This amount will be for the 2020-21 year as this grant is based on the prior year student count.



RECOMMENDATION REPORT

VIII. The educational and financial impact if the school were to remain open

EDUCATIONAL IMPACT

If high school programming were to remain at Andrew School, there would continue to be low enrolment numbers in the senior high resulting in students not having the same access to core and optional programming as offered at other schools in the Division. In addition, due to low enrollment, core subjects would continue to be provided either through multi-grade/level programming or distance learning. An issue of equity in programming opportunities, student engagement, well-being, and achievement would continue to be present.

FINANCIAL IMPACT

If high school programming were to remain, Andrew School would continue to qualify for current levels of SSBN funding from Alberta Education. To maintain programming, the Division would also have to continue providing supplemental funding in the school's budget of approximately \$298,000. Andrew School's cost per student would remain one of the highest in the Division at \$13,099 (see Appendix 8 Total Cost Per Student).

ATTACHMENTS:

- Appendix 1 Census - Population Change
- Appendix 2 Andrew School Infrastructure
- Appendix 3 Accountability Pillar Survey Summary
- Appendix 4 Andrew Public Consultations: Report Summary
- Appendix 5 Andrew School May 9, 2019 Public Meeting Transcript
- Appendix 6 Lamont County Senior High Rural Attendance Boundaries
- Appendix 7 Proposed Lamont County Senior High Rural Attendance Boundaries
- Appendix 8 Lamont High Enrolment
- Appendix 9 Vegreville Composite High School Enrolment
- Appendix 10 Total Cost Per Student
- Appendix 11 Closure of Schools Regulation

ML:da

Map: By School Catchments

View: Census - Population Change

Year : Change from 2006 to 2016

Gender : Both

Age Group : 0 - 65+

Measure : % of Total Population

Sorted by data (descending)

Name	Data	Map Colour
Lamont Elementary	10.40	
Mundare School	6.80	
Bruderheim School	-0.10	
A.L. Horton Elementary	-1.50	
Andrew School	-15.90	
Totals:	-0.30	

Map: By School Catchments

View: Census - Population Change

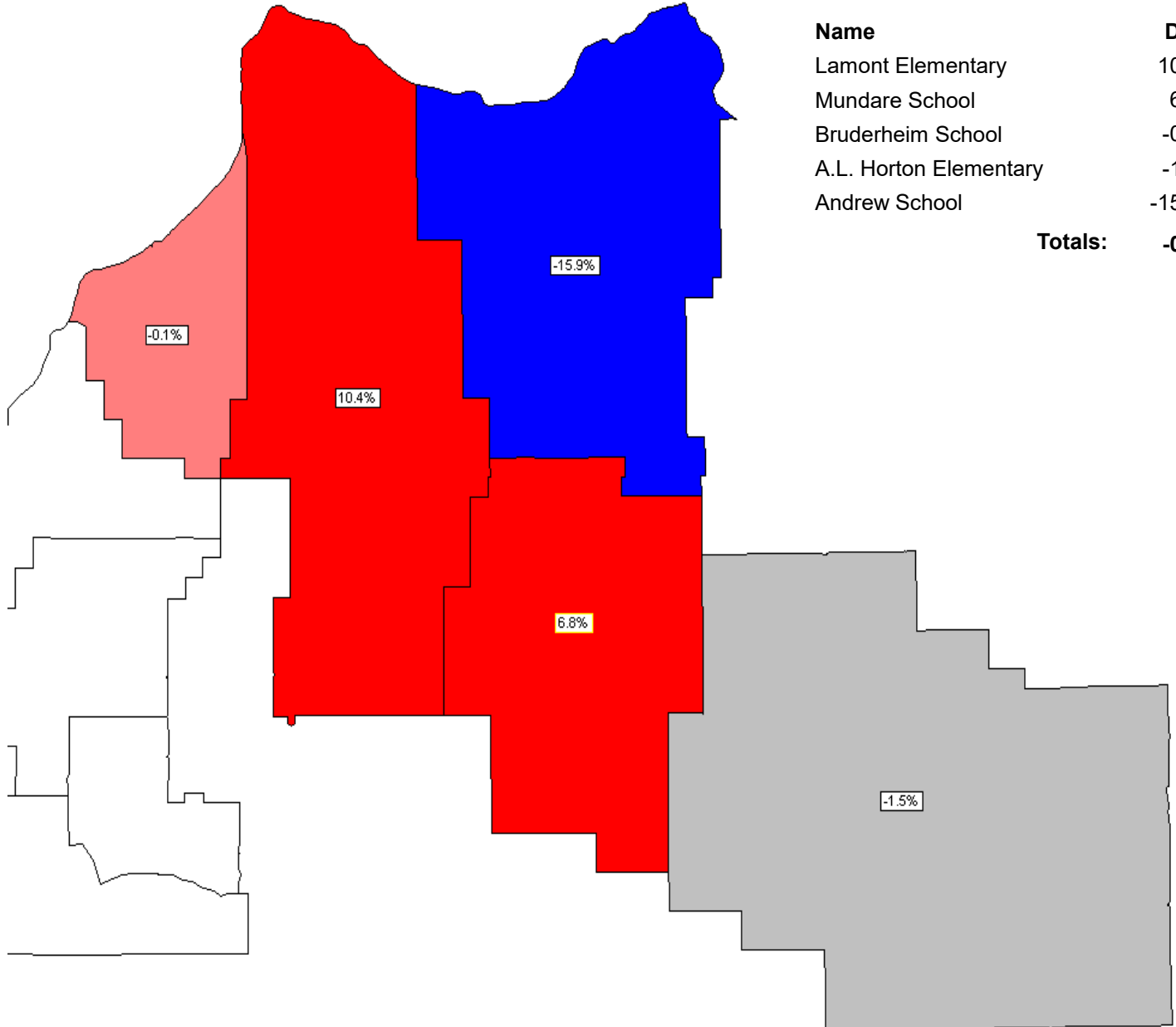
Year : Change from 2006 to 2016

Gender : Both

Age Group : 0 - 65+

Measure : % of Total Population

Sorted by data (descending)



Map: By School Catchments

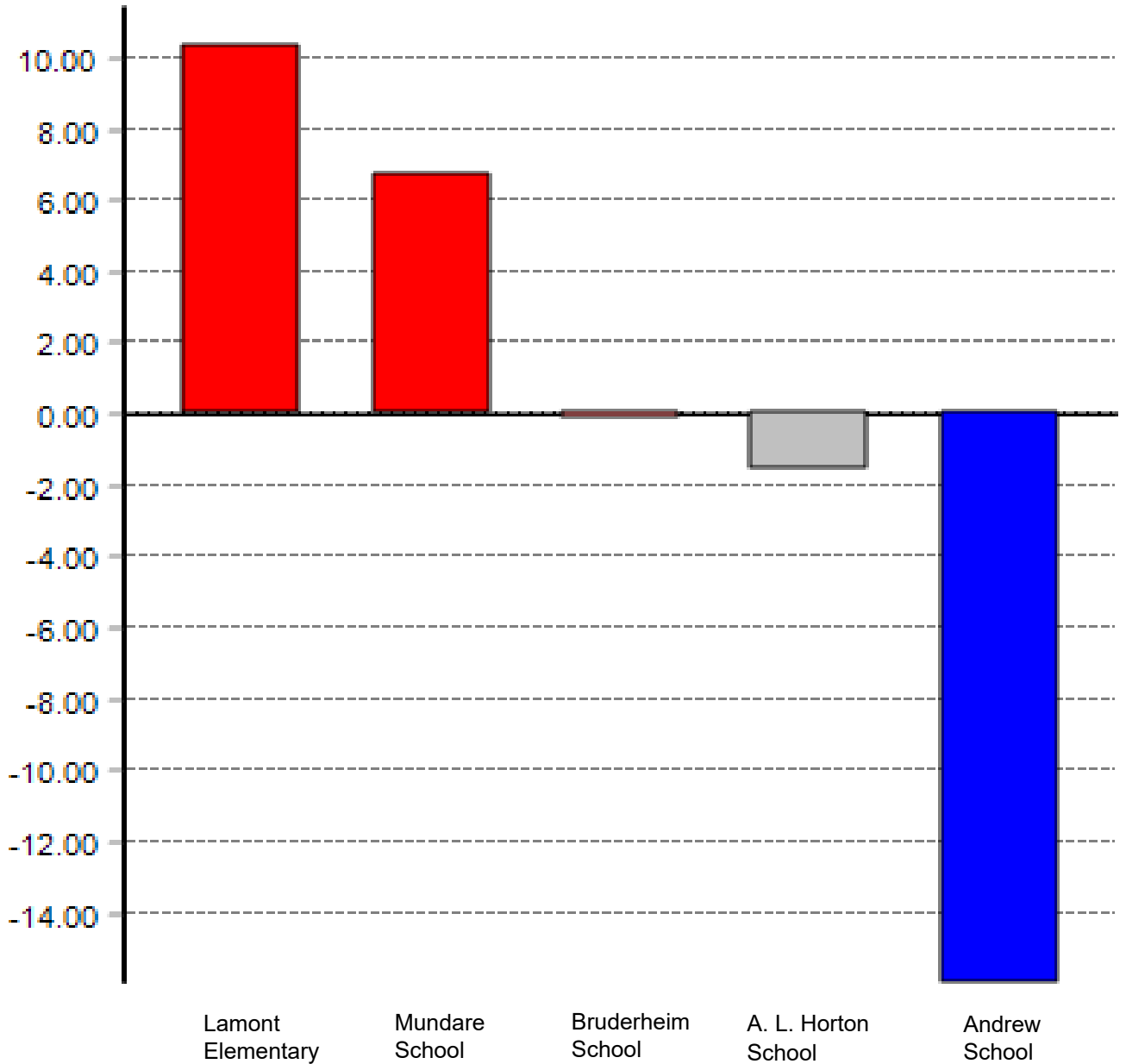
View: Census - Population Change

Year : Change from 2006 to 2016

Gender : Both

Age Group : 0 - 65+

Measure : % of Total Population



Infrastructure

The original building for Andrew School was constructed in 1957 with an area of 1,026 square metres. In 1964 the first addition of 803 square metres was built. The second addition of 97 square metres was added in 1980. A third addition of 1,630 square metres was built in 1991. Total gross floor area of Andrew School is 3,556 square metres.

An addition of 859 square metres was added by the Village of Andrew for a Civic Centre. The combined total Gross Area is 4,495 square metres. The space for the Civic Centre is not considered in the following calculations as the area is not owned by EIPS.

A series of renovations was conducted to improve the facility condition and teaching and learning environments across many areas of Andrew School. The following list provides details on the major renovations conducted to Andrew School.

Renovations include:

- (1957) Original Building, (1964) Addition and (1980) Addition were modernized in 1992;
- (1957) Original Building (CTS 138) was renovated in 2000;
- (1957) Original Building (Gymnasium roof) - has sloping built-up roofing. (replaced in 1999);
- (1957) Original Building (Home Economics, CTS, Classroom 141, 142) - have SBS roofing (replaced in 2004 and 2005);
- (1964) Addition - has SBS roofing. (replaced in 2002);
- (1980) Addition (ELEC 139 roof) - has SBS roofing. (replaced in 1999);
- (1964) Addition (partial Administration 124) - has carpet flooring. (installed in 2007)

Elk Island Public Schools in accordance with Alberta Infrastructure use a series of industry wide metrics to assess the condition of facilities across the Division. The Facility Condition Index (FCI) measures the relative condition of a facility by considering the costs of deferred maintenance and repairs and the value of the facility within a five-year window. The last assessment and audit on the building took place in August 2012. Typically, Alberta Infrastructure audits government facilities on a five-year cycle.

FCI is calculated in accordance with the following formula.

$$FCI = \frac{\text{Five - Year Requirement Cost}}{\text{Building Replacement Cost}}$$

Key indicators for Andrew School are identified below

$$\frac{\$1,473,365.00}{\$14,512,036.00} = 0.10$$

Replacement Cost	Five-Year Requirement Cost	FCI
\$14,512,036	\$1,473,365	0.10

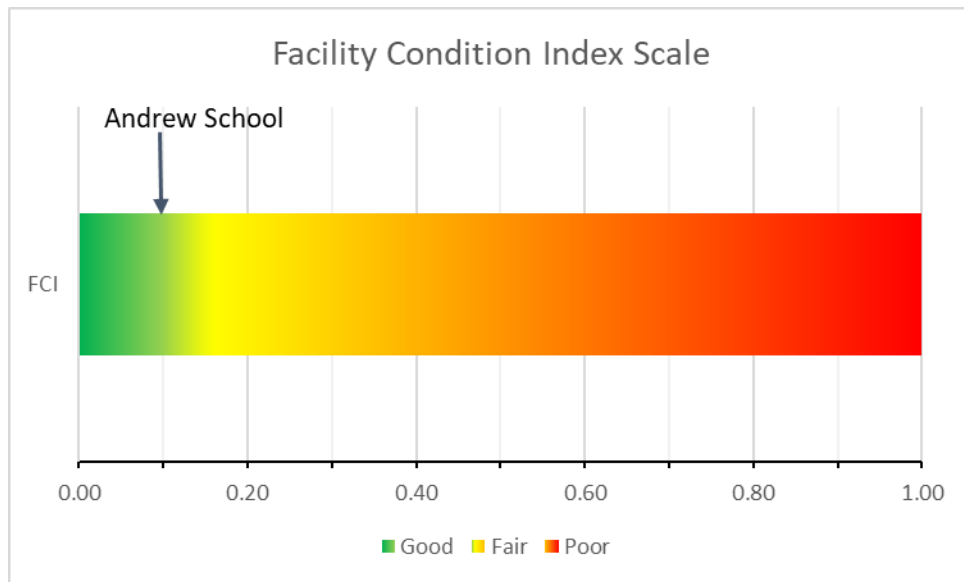
FIVE-YEAR FACILITY CONDITION INDEX

- The FCI is a metric that allows EIPS facility Services to compare buildings of different size, ages and locations.

- The five-year window includes requirements that are deferred in the current fiscal year plus the next four fiscal years (current year + 4 years = 5).
- The FCI includes replacements and repairs, but improvements and studies are excluded.

Facility Condition Index scale ranges from 0 to 1.00

- **Good (0 to 0.15)** - Adequate for intended use and expected to provide continued service life with average maintenance.
- **Fair (0.15 to 0.40)** - Aging components are nearing the end of their life cycle and require additional expenditures for renewal or refurbishing.
- **Poor (0.40 to 1.00)** - Upgrading is required to comply with minimum codes or standards and deterioration has reached the point where major repairs or replacement are necessary.



Infrastructure Maintenance Renewal (IMR) and Maintenance

Infrastructure Maintenance Renewal (IMR) funding is provided each year to school jurisdictions by the Provincial Government to ensure school facilities meet all regulatory requirements, particularly as they pertain to providing a safe and healthy learning environment. Buildings are inspected annually and a list of priorities is identified each year. Because of the age of much of EIPS’ infrastructure, maintenance is often deferred to address the most urgent needs in the Division. The table below identifies IMR dollars spend at Andrew School.

Andrew School		
Work Type	Cost	IMR Year
Chimney Extension	\$ 978.00	2014/15
Automation Controls	\$ 75,869.00	
Barrier Free Washroom Install	\$ 26,938.00	
Gym Backboard	\$ 8,179.00	2015/16
Swale	\$ 13,716.00	
Door Replacement	\$ 10,502.00	2016/17
Bottle Filler	\$ 3,463.00	
BMS Sensors	\$ 3,251.00	
911 Isntall	\$ 554.00	
Buidling review	\$ 2,759.00	
Roofing	\$ 51,141.00	2017/18
Blinds	\$ 2,528.00	
Security Film	\$ 483.00	
Flooring Upgrades	\$ 26,323.50	2018/19
Roofing Report	\$ 400.00	
Field Drainage	\$ 2,286.00	
Roof Repair Phase 2	\$ 46,492.16	
Total	\$ 275,862.66	

Afterhours community use of Andrew School Gymnasium and Sports Fields

Andrew School has two spaces available for after hours community use including the gymnasium and an ancillary room. After hours bookings of Andrew School over the last two years has been sporadic. From September 2018 to March 2019 no external requests were submitted through the Facility Rental Request Form.

Andrew School Playground and Grounds

Monthly inspections, maintenance, annual audits and life cycle forecasting of playgrounds for rural schools are conducted through an independent contract with a certified playground inspection company.

Most of the components of the playground at Andrew School were installed in 2015 are in good condition. They are expected to have a life cycle of 25 years and are not anticipated to require replacement for 21 years.

Composite Structure Description	Manufacturer	General Condition	Date of Installation	Life Cycle	Expected Years Remaining
North 8' Swing	Sunshine	Poor	c. 1995	30	<5
South 8' Swing	Sunshine	Poor	c. 1995	30	<5
Composite Structure	BCI Burke	Good	2015	25	21
Standing Spinner	BCI Burke	Good	2015	25	21
Standing Rocker (Earthquake Surfer)	BCI Burke	Good	2015	25	21
2 Person Standing Rocker	BCI Burke	Good	2015	25	21
Comet II Spinner	BCI Burke	Good	2015	25	21
Volito Saucer Swing	BCI Burke	Good	2015	25	21

Life Cycle estimates are intended for infrastructure planning purposes only. The actual remaining life for playground equipment will vary greatly from location to location depending on many factors including use, vandalism, and maintenance.

All EIPS playgrounds are inspected and maintained in accordance with the CAN/CSA-Z614-07 Children's Playspaces and Equipment Standard.



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	Safe and Caring	82.0	77.1	82.3	89.5	89.2	89.1	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Acceptable	Program of Studies	59.0	58.7	65.3	81.9	81.3	81.4	Very Low	Maintained	Concern
		Education Quality	84.7	74.3	80.5	90.1	80.5	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	2.2	3.8	3.1	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	65.9	70.2	81.2	76.5	76.5	75.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	62.5	56.3	61.4	73.6	72.9	73.4	Very Low	Maintained	Concern
		PAT: Excellence	5.0	3.8	7.9	19.4	18.8	18.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	87.9	88.9	91.7	85.0	85.2	85.1	High	Maintained	Good
		Diploma: Excellence	24.2	16.7	13.3	21.0	21.0	20.5	Very High	Maintained	Excellent
		Diploma Exam Participation Rate (4+ Exams)	0.0	19.2	26.0	54.6	54.4	53.5	Very Low	Declined	Concern
		Rutherford Scholarship Eligibility Rate	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	Transition Rate (6 yr)	42.7	51.4	67.1	59.4	59.7	59.3	Low	Declined	Issue
		Work Preparation	63.1	67.5	68.4	82.6	82.0	81.1	Very Low	Maintained	Concern
		Citizenship	69.8	68.6	69.5	83.9	83.5	83.4	Low	Maintained	Issue
Parental Involvement	Excellent	Parental Involvement	83.2	74.6	78.3	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Concern	School Improvement	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	Safe and Caring	81.0	82.0	80.4	89.5	89.5	89.3	Low	Maintained	Issue
Student Learning Opportunities	Program of Studies	63.9	59.0	61.5	81.9	81.9	81.5	Very Low	Maintained	Concern
	Education Quality	81.4	84.7	80.0	90.1	90.1	89.6	Low	Maintained	Issue
	Drop Out Rate	7.9	2.2	3.8	3.0	3.2	3.3	Low	Maintained	Issue
	High School Completion Rate (3 yr)	47.5	66.9	78.7	77.9	76.5	76.1	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	65.8	62.5	55.6	73.4	73.6	73.2	Very Low	Maintained	Concern
	PAT: Excellence	1.3	5.0	3.8	19.5	19.4	18.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	87.5	88.8	88.6	83.0	82.7	83.1	High	Maintained	Good
	Diploma: Excellence	0.0	21.1	16.6	22.2	21.2	21.5	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	39.6	0.0	13.8	54.9	54.6	53.1	Low	Improved	Acceptable
	Rutherford Scholarship Eligibility Rate	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	Transition Rate (6 yr)	58.1	42.7	55.3	57.9	59.4	59.3	High	Maintained	Good
	Work Preparation	88.2	63.1	65.8	82.7	82.6	81.9	Very High	Improved	Excellent
	Citizenship	62.7	69.8	67.2	83.7	83.9	83.6	Very Low	Maintained	Concern
Parental Involvement	Parental Involvement	90.5	83.2	78.5	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	66.5	58.1	61.8	81.4	81.2	80.2	Low	Maintained	Issue

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2018
 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	Safe and Caring	65.9	81.0	80.1	89.0	89.5	89.4	Very Low	Declined Significantly	Concern
Student Learning Opportunities	Program of Studies	48.2	63.9	60.6	81.8	81.9	81.7	Very Low	Declined	Concern
	Education Quality	70.7	81.4	80.1	90.0	90.1	89.9	Very Low	Declined	Concern
	Drop Out Rate	2.9	7.9	4.6	2.3	3.0	3.3	High	Maintained	Good
	High School Completion Rate (3 yr)	43.7	47.5	61.2	78.0	78.0	77.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	75.0	65.8	61.5	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	13.2	1.3	3.4	19.9	19.5	19.2	Low	Improved	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	57.7	87.5	87.7	83.7	83.0	83.0	Very Low	Declined	Concern
	Diploma: Excellence	0.0	0.0	12.6	24.2	22.2	21.7	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	14.6	39.6	19.6	55.7	54.9	54.7	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	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	Transition Rate (6 yr)	35.1	58.1	50.8	58.7	57.9	59.0	Very Low	Maintained	Concern
	Work Preparation	40.0	88.2	72.9	82.4	82.7	82.4	Very Low	Declined Significantly	Concern
	Citizenship	52.1	62.7	67.0	83.0	83.7	83.7	Very Low	Declined Significantly	Concern
Parental Involvement	Parental Involvement	79.7	80.5	82.8	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	46.9	66.5	60.8	80.3	81.4	80.7	Very Low	Declined	Concern

Public Consultations: Report Summary

ANDREW SCHOOL | SENIOR HIGH PROGRAMMING

LAST UPDATED: May 2019



TABLE OF CONTENTS

Background	3
Public Engagement Summary	4
Working-Group Meeting No. 1	6
Working-Group Meeting No. 2	8
School Student Forum	15
Public Meeting No. 1: Community Conversation	23
Public Meeting No. 2: Feedback Session	37
Online Survey	47
Working-Group Meeting No. 3	69
Public Meeting No. 3: Update	82
Public Meeting No. 4: Information Session.....	88

BACKGROUND

In fall 2018, 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.

Throughout October and November, EIPS 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 public meeting. 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 public meeting, 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 meeting on Feb. 20, 2019. To complement the public meeting the Division also conducted a survey to gather even more input from the community about the three options.

Following that, trustees participated in a third working-group session with Andrew School students, grades 7-11. The Division then hosted two additional public meetings—one on April 11 and another on May 9. The purpose was to review the main themes that came out of the public consultations, explain next steps, listen to comments and answer questions attendees had. Collectively, the feedback gathered will help the Board determine the best course of action to address the issue of equity of education for students living within the Andrew School attendance area.

PUBLIC ENGAGEMENT 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 page 6, “Working-Group Meeting No. 1”).

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 page 8, “Working-Group Meeting No. 2”).

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 page 15, “Student Forum”).

PUBLIC MEETING NO. 1: NOV. 22, 2018

Andrew School community: 43 in attendance

At the public meeting, 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 page 23, “Public Meeting No. 1: Community Conversation”).

PUBLIC MEETING NO. 2: FEB. 20, 2019

Andrew School community: 49 in attendance

At the public meeting, EIPS 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 page 37, “Public Meeting No. 2: Feedback Session: Summary”).

ONLINE SURVEY: FEBRUARY 20 TO MARCH 5

Andrew School community: 117 responses—students, current families, future families, staff and community members.

Following the second public meeting, the Division conducted a survey to gather input from the school community about the preliminary options and how best to provide equitable educational opportunities for senior high students living in the current Andrew School attendance boundary. The survey was available for 14 days and received 117 responses (see page 47, “Online Survey”).

WORKING-GROUP MEETING NO. 3: MARCH 19, 2019

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 careers and technologies studies options and what the ideal situation looks like for senior high students in grades 10 through 12 living in Andrew (see page 69, “Working-Group Meeting No. 3”).

PUBLIC MEETING NO. 3: APRIL 11, 2019

Andrew School students: 25 in attendance—students, families, town officials, community members

At the public meeting, EIPS provided background information, reviewed the main themes that came out of the public consultations, explained next steps and answered questions posed by attendees (see page 82, “Public Meeting No. 3: Update”).

PUBLIC MEETING NO. 4: MAY 9, 2019

Andrew School community: 53 in attendance—students, families, town officials and community members

At the public meeting, EIPS provided background information, reviewed the main themes that came out of the public consultations, explained next steps, listened to comments and answered questions posed by attendees. The meeting also included multiple topic-specific stations relating to the proposed grade reconfiguration. The stations allowed participants to rotate through the room, at their own pace, ask questions and share more feedback about what matters most to them (see page 88, “Public Meeting No. 4: Information Session”).

WORKING-GROUP MEETING NO. 1

SESSION SUMMARY: OCT. 29, 2018

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. 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 high programming in Andrew going forward.

Session Overview

On Oct. 29, 2018, Superintendent Mark Liguori met with Andrew School staff, 18 in total, to discuss senior high programming. Superintendent 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?

Next Steps

EIPS senior administration and the Board will review the input received through the working-group meeting. A second working-group meeting is planned for Oct. 31, 2019 and student forum on Nov. 6, 2019. A public meeting with the community will follow on Nov. 22, 2018. 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.

WORKING-GROUP MEETING NO. 2

SESSION SUMMARY: OCT. 31, 2018

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. 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 high programming in Andrew going forward.

Session Overview

On Oct. 31, 2018, EIPS Trustees and Superintendent Mark Liguori met with elected officials from Lamont County and Andrew. 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.

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 Lepppek, 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

Board Chair 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.

Superintendent 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 busing them to Vegreville or Lamont.

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—For example, 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.

Next Steps

EIPS senior administration and the Board will review the input received through the working-group meetings. A student forum is planned for Nov. 6, 2019. A public meeting with the community will follow on Nov. 22, 2018. 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.

STUDENT FORUM

SESSION SUMMARY: NOV. 6, 2018

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. 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.

Session Overview

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:

- What does your ideal high school look like?
- What is missing from your ideal senior high and the current senior high program at Andrew School?
- What are three important factors the Division should consider when making decisions about programming for senior high students in Andrew?

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

Students were asked to think about what does the school physically look like?, what the school atmosphere is like?, what programs and services are available?, and how these influence post-graduation plans?

MAJOR THEMES

OPTIONS

- more options
- flexible choice
- longer time in options classes
- mechanics, cosmetology, drama, trades, computer programming, wood shop
- drivers education
- second languages

- music, arts, foods
- business options and commerce
- life skills and adventure
- life skills such as job seeking, resumes and taxes
- actual options, not mandatory
- more CTF and 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
- 10-minute breaks and longer lunch break
- longer core classes
- balanced core courses
- structured flex time

RESPECT

- no vandalism
- more strict policies on cellphones
- less bullying
- teachers dress formally
- everyone listening

SPORTS

- better gym
- sports courses
- year-round sports teams—basketball, volleyball, baseball and girls teams
- more students for sports teams and more sports equipment

COMMUNITY

- students helping students
- laughter
- busy halls
- teachers helping

- talking
- more people
- activities after school
- student clubs
- updated decor
- 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—for 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
- wo 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 at 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 and no gym seating such as 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 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

- lose school, make it a K-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

Next Steps

EIPS senior administration and the Board are reviewing the input received through the student forum. A public meeting with the community will follow on Nov. 22, 2018. 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.

PUBLIC MEETING NO. 1: COMMUNITY CONVERSATION

SESSION SUMMARY: NOV. 22, 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.

Session 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:

- What is most important to you about Andrew School?
- What learning opportunities are most important for students in the senior high grades?
- 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 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 about what the Andrew community considers most important about a senior high education and what their concerns and aspirations are 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:

- Pg. 26: Transcribed Flipcharts
- Pg. 33: Round 3 Priorities
- Pg. 35: Transcribed Worksheets

IMPORTANCE OF ANDREW SCHOOL

Four key themes came out of the discussion regarding what's most important about Andrew School. Quality of education was a key theme. Participants want all grades to have quality education, 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:

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 between one and five of the respondents indicated Agree or Strongly Agree to the following:

- 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 my time.

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.

PUBLIC MEETING NO. 1: COMMUNITY CONVERSATION

TRANSCRIBED FLIP CHARTS: NOV. 22, 2018

Round 1: What is the most important to you about Andrew School?

PRIORITIES

Priorities were determined by table groups at the community conversation event

- 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
- Busing 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
- Best for community
- Keep it LOCAL
- Course options available

- Buses
- 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 (lifelong relationships)
- Shorter ride times, proximity to school – reasonable travel times

Round 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, extracurricular
- Course specific classes—less combined classes
- Career choice opportunities
- Access to extracurricular—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 course work
- Access to outreach programming in the school? Support
- Instructor lead course with lesson planning
- Offering courses for students to discover themselves
- Distance learning and 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: What are the most important factors EIPS should consider when making decisions about programming for senior high students in Andrew?

PRIORITIES

- 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
- Busing
- 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

PUBLIC MEETING NO. 1: 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 teachers in multi-course classrooms? 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 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

PUBLIC MEETING NO. 1: COMMUNITY CONVERSATION

TRANSCRIBED WORKSHEETS: NOV. 22, 2018

WHAT IS MOST IMPORTANT TO YOU ABOUT ANDREW SCHOOL?

- Make it a 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

WHAT LEARNING OPPORTUNITIES ARE MOST IMPORTANT FOR STUDENTS IN THE SENIOR HIGH GRADES?

- 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

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

PUBLIC MEETING NO. 2: 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 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.

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 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.

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 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. 41, Feedback Session: Option 1.”
- Pg. 42, “Feedback Session: Option 2.”
- Pg. 44, “Feedback Session: Option 3.”
- Pg. 46, “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 t 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.

PUBLIC MEETING NO. 2: FEEDBACK SESSION

TRANSCRIBED FEEDBACK SHEETS: FEB. 20, 2019

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.

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 doesn't 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 X 3
- 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 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.

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.

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 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?

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.

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!!

PUBLIC MEETING NO. 2: FEEDBACK SESSION

TRANSCRIBED WORKSHEETS: FEB. 20, 2019

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

COMMENT 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.

COMMENT 2: Advocate for an agricultural program. Opportunities are great in agriculture.

COMMENT 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!

COMMENT 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!!

ONLINE SURVEY

FEEDBACK SUMMARY: FEBRUARY 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

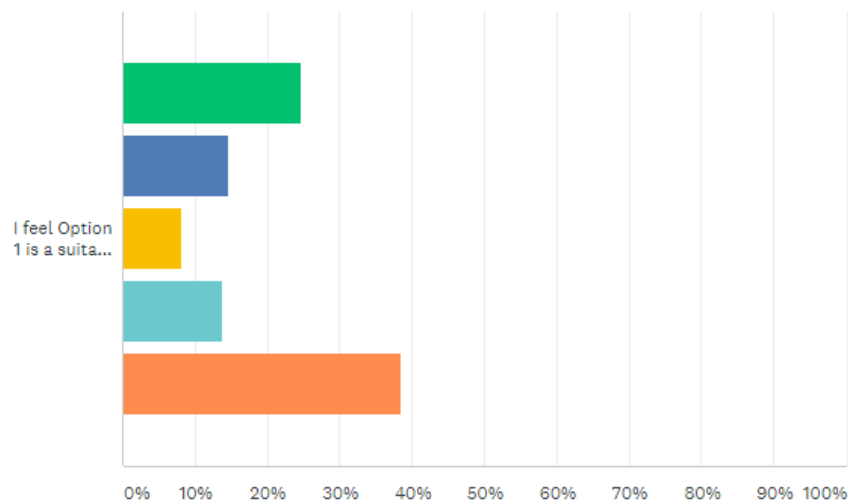


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Please indicate your level of agreement with the following statement:

Answered: 109 Skipped: 8



■ Strongly disagree
 ■ Disagree
 ■ Not sure
 ■ Agree
 ■ Strongly agree

	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%	14.68%	8.26%	13.76%	38.53%	109
	27	16	9	15	42	

[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 to 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

- I feel that students do not have the same opportunities to course selection (including core and options courses) as they would at other schools.
- Keeping the school fully operational from k-12 is very important for the community of Andrew and the students that attend. Shorter bus rides and smaller class sizes has the most benefits for The kids, they learn better as the teachers know their names and they aren't just a number mixed in with the rest of the kids.
- Our students benefit from the smaller classes. Our teachers know these kids and push them to achieve their goals. Moving them to bigger classes I feel they will just get lost in the crowd....literally
- This is why I pull my daughter out this year cause I dont agree
- I did all my 30-1 correspondence. It was hard. I had no sports. I had no extra classes like foods and was told that if I wanted the option classes I would have to drop my biology or Chem. I wasn't even able to have gym until grade 12.
- The students are not benefiting from small class sizes and do not have the same opportunities in regards to sports and class choices that other students in the district receive. The same could be said for the junior high students as well.
- Nothing wrong with this system. You have a newer school that was built, why not use it for what intention it was built for. You cannot take the high school away from Andrew, as the whole community will suffer for your decision.

- Bus boundaries can be changed to bring more students to Andrew school. this is a viable option
- For the welfare of the student (the whole student), this cannot be an option.
- Students who feel the need to leave and blame the school for lack of options are wrong. With the technology available options are available.
- Perhaps school boundaries could be extended a bit to draw more children to this school. Some from the St. Michael area could come to Andrew.
- while it is beneficial to have smaller class sizes in the elementary and junior high levels, it is detrimental for the high school students and teachers. The high school students do not have peer groups that they can truly choose, they are forced to be friends/friendly with the people in their class, as there is no one else. So for example, if the group of students in that age group is destructive or rude on a regular basis, that could be the normal culture at the school (which is what it has been mostly for 2 years now). You have teachers who are teaching 3-4 Math/Science/Social/English sections at once. Teachers work as hard as they can for the students, but there is only so much a 30-1 student can get out of a class when they only get 10-15 min of class time a day for their specific section. Higher level sciences have classes anywhere from 1-3 students, or do not exist at all. All of these factors hurt the students in their long term growth and development into being functional and contributing members of society. The students need more options in terms of classes to take, whether it be core or option classes. There is only so much we as a staff can offer here, there is no cosmetics class, no commercial kitchen, no mechanics or autobody, no music/band programs, no robotics or advanced coding/computer classes. We are doing the best we can with what we have, but at the end of the day it ultimately hurts the students overall, which is why we are here in the first place. So to keep this high school going is ultimately going to hurt the students, they need a drastically different high school experience, fast.
- 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.
- It's not pedagogically sound to have a high school experience such as what exists in Andrew when a full experience is only a short drive away. If this were such a great option we wouldn't be having this conversation.
- Option 1 is the only possibility. Andrew School is a wonderful school and a pillar of the community and surrounding area.
- more subjects offered , more students interests can be met in a bigger school -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

- this is a terrible option for high school students, they will be lacking in every aspect of high school life.
- I don't believe that alternatives & options for this option have been fully explored. My understanding is that there is no high school in Mundare - can the Mundare students not be bused to Andrew? I am sure that innovative ways of delivering the education that Andrew students deserve can be found.
- When asked if physics could be offered it was denied. Would like to see main courses offered.
- I would love this to be the option but as a high school parent I don't like that our students do not have the opportunity to take all of the core classes like physics or chem. So unless all of these classes are offered and something could be arranged so the athletic kids could maybe join forces with another school in the district this is really not an option.
- They need access to more programs and courses.
- 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
- Keep the high school in Andrew!
- It's not suitable.. not enough kids . No options . No proper social setting. When they get further I school .. a lot of students have to work alone because of lack of children and courses .. 1 graduate for this year ???. Insane.. they get robbed of their graduation as well if there are only a few kids or just all boys .. which is how it basically is right now for my son
- Expand programs and attract more students.
- We love Andrew school!!!
- We love Andrew school!!
- I am an extremely active parent! And if the high school gets taken away then I lose control of that as I am not able to travel!
- I think if it stays the same kids should have the option of going to high school at another school with no extra cost to the families for school of choice or bussing. I think doing K-9 well is better than struggling with K-12
- I feel Option 1 , is the best for the students, school and community for the long term. The school Trustees need to look at more than just the dollars and cents. the full value of the school as a whole unit (P-12) is needed for this village to survive and thrive. As population numbers fluctuate, in the school and surrounding areas villages and hamlets who have lost their schools , never recover. Sadly many villages , lose more population as the remaining students are bused away, and move away. Point in case look at Dewent Alberta, also on HWY 45 , it was once a busy village ! It is no longer a village, it has been reduced to a hamlet. Property values have dropped, population has dropped it is a sad collection of empty buildings... their school was shut down ! The village can not rebuild due to the lack of services, no one wants to move there, as there is no school. This is not what we want to happen here in Andrew ! Many of us are parents and would like to see the school expand ! Please take a look at Myrnam ! This school has expanded and developed an Adult education center, and continuing education center for the community ! The trustees need to look at

other options ! We can add more value to our school , village and surrounding community , by looking for ways to increase our school in it's adaptability and service to all. This can be facilitated ! This can be done ! This school , with a small expansion can be used for night classes, non-curriculum courses, satellite classes for distance education/colleges ! There is a strong opportunity to expand into an agricultural training center with Olds College for the growing and development of HEMP and a first in Alberta to facilitate training to just new farmers but to existing ones also ! There is so much more of an opportunity here to expand and develop with industry, community and government, then how to save a few dollars and cut the budget !

- I feel this consultation process is moving too fast. I attended both the November 2018 and February 2019 meetings. I don't recall any mention by EIPS of when a final decision would be made, but when reading EIPS Frequently Asked Questions, it states that a decision will be made before the end of this school year with implementation of the chosen option to begin this fall.
- I agree that the smaller classes are better but this would only work if you were able to off a program such as next step or live feed to another school that offers more programing incase there is students that want a subject not offered in Andrew.
- I personally think this is the best option. The numbers in high school have gone down but there is many younger children that will be high school age soon.
- More families are moving into area. Strong elementary now and upcoming which will bring bigger junior and senior high classes. Best interest for students and community to keep status quo.
- I find being a small school, the school has a hard time meeting needs of students. The teachers are great. Also it's not just the course curriculum but social dynamic too. Being a small classes and high school, students dont have the option of hanging out with students with same interests. They either have to change themselves to fit in or be a loner
- I think the upcoming grad class should be able to graduate with each other and not be split up in big schools where the grad will mean nothing. keep it open so these kids can share this life experience with each other.
- Keeping the high school open is a good idea because we have many kids in elementary coming up. Students wanna graduate here.
- No variety of options available to high school students.
- I am in grade 11 and have been attending this school since playschool. I would really like to finish high school in Andrew with the people i have been going to school with for 12 years of my life.
- Difficult to provide educational programing with such low enrollment.
- lack of programming needed for post secondary
- We chose to move to the Andrew area based on the fact that there was a k-12 school available
- I want to see Andrew School remain K-12, but enrollment will not improve if no changes are made. People are leaving because there aren't as many oppportunities 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.

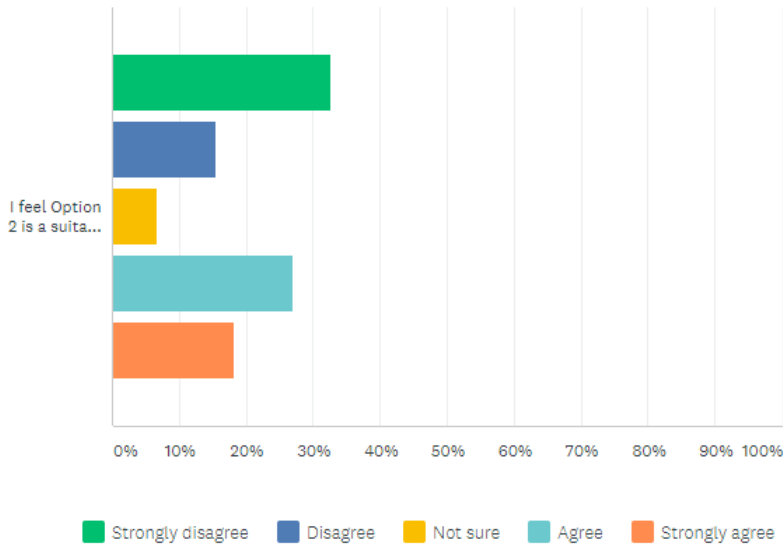
- My son has attended Andrew School since play school as most of his classmates have. I strongly feel that going into grade twelve next year would benefit him the most to complete his studies in Andrew.

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.

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

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

- 7:35 am drop off for school is extremely early, especially for students that are involved in after school sports who unfortunately don't get home until 8-10:00 at night and then to be up for 5:30 for school is ridiculous.
- Bus times are ridiculous when there is a perfectly good school in our own community. Our choice is a school that I have heard bad things about....a different school choice is now a financial issue for families
- The bus ride is longer than 90min, my daughter ride for 2 hours every morning to vegreville
- My parents wanted to put me in Lamont numerous times in my high school years. They have more accessible timetables.
- is there afterschool care for kids that need their sibling to watch them
- Is there childcare or after school care available? I will require this
- This works for students, but almost staff members travel to work. Earlier start times, especially in winters day with road conditions , mean leaving extremely early. It also takes out the option to carpool for some staff, increasing the amount of money out towards gas.
- I feel there were classes/ options we misses 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
- too long a bus ride. Not acceptable
- Not an option. In this day and age, if the kids want more variety, they all drive, and they can commute to wherever they wanna go. Why do you want to make a decision for everybody

for the odd child that will be going to other schools by their own choice, not by one being made for them. Removing the high school will eventually mean, that the families will move as well, so again, the whole community will suffer for the decisions that you make, and that isn't right. People move to a small town, because they want that, and the education here that is offered is part of their decision to settle here.

- Young children will be on the bus far too early. if senior high students are sent to Lamont , younger siblings will probably be sent there as well. Children from north of 45 can go to smoky lake school- that's what parents are discussing . 25-30 min drive there and if enough are going smoky lake buses can meet students just over the bridge. Both Lamont and veg should be designated- who chose Lamont- not the parents here. My grandchildren will never go to Lamont - smoky lake will be the choice for them. There's a lot of unhappiness with the decisions elk island is making-you are not supporting this school or community- why should we support you
- Earlier start time may not be ideal for students.
- I feel that there are more options at Vegreville School versus Lamont. I understand Lamont closed some of their options--example band.
- High School shutting down is the better option than option 1. However, the earlier start time for teachers is too much to ask. No teacher lives in Andrew, closest teacher lives just over 30 min away, others carpool up to 90 min each way to school every day. You would be asking teachers to be there at ~730am (ish) which means some teachers would be leaving their houses at 6am (so they would be up at ~5-530am) to get to work. Unless you are providing some kind of financial assistance to travel to the schools (it costs an unreal amount of money out of our pockets to drive over an hour every day to teach here in comparison to our counterparts in the urban schools), an option where we could claim mileage for the year or half the year it puts a lot of burden on the teachers financially. That early of a start time and a day is too much for teachers who have kids who participate in out of school programs with practices/games that go into the late evenings, or teachers who participate in adult leagues that sometimes don't get home until midnight, you are asking a lot of teachers to burn the candle at both ends, and as a result I believe that many teachers will hit a wall early, and often, throughout the school year, which doesn't benefit any stakeholders of the school.
- Young children will take the brunt of the early times and it'll still make for long days. Why can't the boundaries be changed to bring high school students this direction. Why does Andrew School always have to give in?
- Too early for everyone from students to parents to staff with their own children to send to school.
- Shorter bus ride times is better than longer but the bell schedule change is not ideal.
- it would be better to have a separate bus for high school to travel to designated school - a prime example, Andrew Busses were not running but Lamont was. So the High School students are still expected to attend school, so what happens to those HS student who

cannot drive to Lamont, then they miss school. The separate bus to Lamont might be running and students do not miss important class time - studies show...The study, published December 12, 2018, in the journal Science Advances, has found that pushing back the start time of high schools by almost an hour increased the amount of sleep students got each day by more than half an hour. The study also showed that starting the school day a bit later was linked to improved academic performance and decreased sleepiness in kids. - starting earlier too might have students skipping school, tired, and lack of engagement in classes

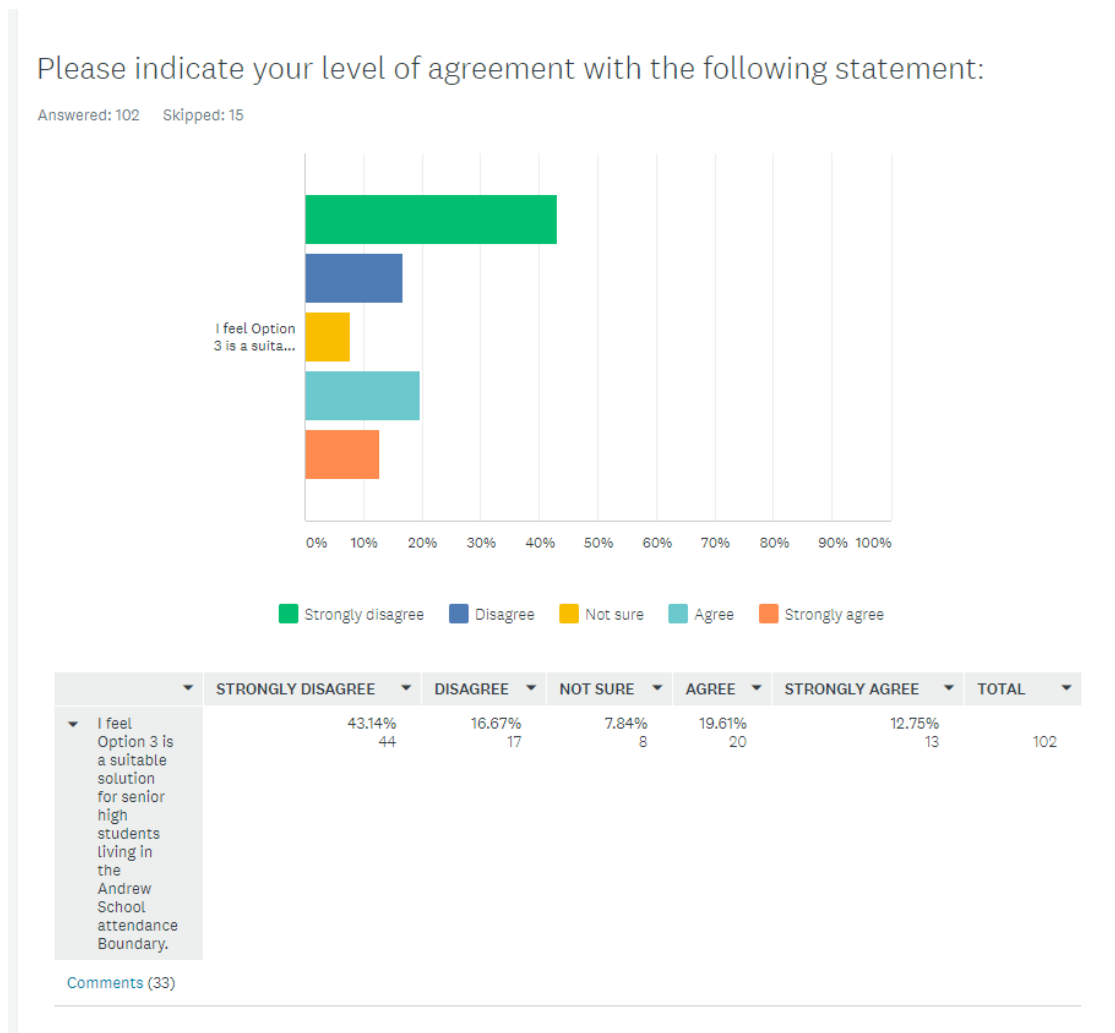
- this is the best option for high school students. I have to choose what is best for my child who is going into grade 10, I want him to have access to more classes, options, sports teams, people/ friends in general.
- How are the Andrew students supposed to be able to participate in the extracurricular opportunities and the sports programs in particular when they are spending almost all of their daylight hours on the bus? Participatioin in anything that occurs outside of school hours is virtually impossible thus the advantage of bussing to Lamont & Vegreville is lost.
- I like this option but I dont like this option. For my Jr high and sr high student it's to too early of day and is doable but I don't feel it's fair to elementary students to be even functioning or expected to function at school at 750 in the morning. This could mean some kids would be on the bus for 630 and that sounds ridiculous for a lower elementary student. I feel the high school students should be expected to function earlier than elementary students
- Closing the high school should not be the answer.
- Better everything
- Keep status Quo!!!
- It allows for a greater course selection.
- I don't think kids and parents will be excited about getting up an hour earlier. It makes for a very long day for kids. And parents get to spend less time with them because they have to go to bed earlier. It causes stress on parents and kids getting up earlier.
- This will lead to a continual bleed off of resources , teachers and community involvement ! The remaining Students will have less and so will the village and surrounding communities.
- 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.
- I'm not sure if the kids being on the bus as early as 6:30 is a good idea, especially the little ones.
- 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 there parents before going to sleep every night in a farm settin) AND working parents will be required to pay for additional after school childcare.
- To long on the bus and it's discrimination to parents and kids that can't afford a car for their children to drive themselves to make che commute time reasonable

- This seems a fair option as long as students are not on a bus before 7am.
- I think that there will be many challenges with an earlier start time with many families. I have spoken with 3 parents who together have 10 children that they will relocate to a different school.
- I like the idea of school being done earlier in Andrew and shorter bus rides. I don't agree with Lamont High being chosen as the designated school and would rather see Vegreville composite as the new designated school. I've heard rumours that it's to keep kids in Lamont county but this is untrue as Mundare is also Lamont county but they are bussed to Vegreville.
- Why currently are families allowed to have their kids attend another school when there's one in the community where they live? There would be enough students if these families remained at Andrew School which would then allow the opportunities for the kids at Andrew School. Why would you allow the siblings to move as well? Important to keep the school enrolment as high as possible by keeping all families at the school where they live.
- Parents should be able to vote on whether veg or lamont would be the designated school. If it truly is about options veg would be the choice. How would the Catholic school fit in?
- For parents who have younger students that work, it might be harder for them. I think harder for them. Students are already tired coming to school, I prefer times being the same. What happens the weather is bad or Andrew School busses are not running but Lamont busses are. This would effect the high school students. Would be better to have their own transportation picking them up. Some students would prefer going to Vegreville and live closer to that location. Why couldn't this be an option for the kids closer to Vegreville. Shorter bus rides for them plus there is a bus going to Vegreville already. It does not matter Lamont due to my location. Thinking of others
- I have everything i need and everything i want in classes from Andrew. I don't need any other extra classes from any other school. KEEP IT HOW IT IS
- to early for elementary perhaps?
- If the high school is destined to close I would prefer option 2. We have 2 children who are 6 years apart, therefore they will never be in high school together. I feel it would be beneficial to our family to have the kids both get ready and leave the house at the same time, on the same bus.
- this will give the kids a long bus ride and it could be hard on them.
- My child already rides 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 options available at the other schools but our location is so remote that travelling to any of the suggested schools would be ridiculous.

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

- This is a good option too. The accessible expanded classes are much better than what Andrew currently offers
- 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.
- My younger children would be left without childcare waiting for pick up unless the times are the same.
- Regular start times work for the students remaining at Andrew School.
- The days are long enough. Try to shorten days to account for longer bus rides
- Absolutely not
- No.. Would you like to sit on the bus for 118 min for an actual half hr drive, twice a day? Do you have any idea what impact that would make for a child, or for how they co-ordinate the schooling in the households? If the kids want to go to Lamont School, let them arrange for their own transportation. Again, why are you trying to change the way things are running, when you know that the majority of the people want it to stay the same?
- Students need to gain greater experiences and have more opportunities to access sports, courses, activities and mental health services.
- How is it possible to be alert when riding the bus for almost 4 hrs. a day? This is totally unacceptable. This would undermine family life.
- Works best for the staff in the school. The students will have the option to get a better high school experience. If there are longer bus times, the students should be able to have their license and a vehicle or carpool to school.
- Longer bus rides are not an option
- This is the only realistic option. Over half of the high school students designated to attend Andrew do this current option daily.
- Again, the time spent on the bus negates participation in the majority of the extracurricular opportunities and the sports programming which seem to be the major selling points of Option 2 and Option 3. More time should be spent exploring how to enhance Option 1.
- This option is fine but prefer option 2 better.

- I think this is the best option and I have a high school student. This is the most fair option for everyone in my opinion. I get the high school kids will be on the bus earlier and be home later but how many of them will be on the bus regularly anyway? Most of the students have a driver's license and will drive majority of the time. And for this reason I feel it's not fair to our elementary students to have their day start earlier to try to make it more convenient for high school students whom probably wont use the busing 3/4 of the time anyway.
- My daughter is currently on the bus for 90 minutes twice a day. Forcing her to go to a town 3 times the distance away from our home will significantly increase the amount of time she's on the bus. I would be severely upset if my daughter was spending MORE than 3 hours a day on the bus.
- KEEP STATUS QUO!!!
- I think this is the best option for my family. We are one of the stops after the Andrew school transfer so our ride time wouldnt be much longer.
- Probably the best choice
- 118 minutes of travel time for our students each way ! Would travel that everyday ? call what it is 2 HOURS OF TRAVEL EACH WAY, EVERYDAY ! With this increased distance , what are parents do if your a child wants to participate any after school programs? Is the trustees , going to pay for additional travel costs? how about removing 4 hours a day from your life, just sitting on a bus ????? this is not a smart idea, even your reps at the meeting in Andrew agreed, it was not a good idea.
- 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.
- A 118 minute bus ride is fine for older children but may be too kuch for younger children and their bus drivers
- Being on a bus ride for 118 minutes is a very long time, especially with no washrooms.
- Same comments as option 2. The bus ride length is ridiculous plus way to early for the younger children and extra cost of bussing.
- I think this would be a better option. Due to circumstances with the weather this year, Andrew busses were not running but everywhere else was. High school students are older and can handle the drive. Having a bus just Lamont is better just in case of delays of busses for circumstances, then the Andrew Students will not have to wait for the Lamont kids. You never know, things happen or vice versa. If you decide to close Andrew High School, it effects a small amount of students. Most drive and I can see them driving to the school of their choice. The elementary students I think a earlier time will effect them because they are tired now, I cannot imagine how tired if they come to school earlier. Plus for the working parents, most have arrangements for the time now. 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!

- A potential 2 hour bus ride is unacceptable. Vegreville should be the designated school if this is truly about options.
- My current bus ride is already 90 mins each day one way.
- keep the highschool open so we can graduate here
- potential for 4 hrs on the bus best case scenario for my child is 6:55 leaving and 5 pm return. worst case is roughly 20 minutes longer. These are based on what I believe to be optimistic bus times. I fear a scenario change could see 6:30 and 5:30 for my kids to be away for the day.
- 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.
- 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????
- My child already travels on the bus far too long in a day. My job and community are in the Andrew area. If my child decided they wanted to participate in after school activities, I would have to drive 40 minutes out of my way to pick them up. Our community would suffer if the high school closed.

Additional Comments

OPEN-ENDED RESPONSES

- After school or before school care depending option 2 or 3
- My husband and I grew up in Andrew and recently moved back to Andrew to build a house and start our family. This decision was definitely made with full expectation of having our kids go to Andrew school from K-12. If options 2 or 3 move forward we will have to reconsider schooling options and that is frustrating. While providing Lamont and Vegreville as options for high school might work for some of the county residents, it simply does not work for all so I ask the board; do you care about the entire school division? It certainly doesn't seem like it. The longer bus ride times proposed in option 3 are unacceptable for kids at any age. And those living in the north portion of the county will be at the lengthy end of bus ride durations. Board members, would you force your children to ride the bus for 3-4 hours/day? What kind of quality of life does that provide? There will be little time for homework or any other activities. Isn't it part of your role as a school board to look out for the best interest of the children and families within the school district? Option 2 or 3 will have an extremely negative impact on daily well-being which leads to impacts on education. Earlier wake up times as required through option 2 mean children being tired and not being able to apply themselves at school. Earlier dismissal time will not work for the majority of families. Being home that early is not a possibility for those parents who work, which now a

days is the majority. And the talk of looking into after school care does not help. Would that be an extra cost? Families can't afford that and should not have to pay for a situation that the board is forcing families into. The board need to realize the hardships options 2 and 3 would create for students and their families. So to summarize, option 2 and option 3 have direct negative impacts on education and quality of life. The FAQ document handed out at the February 20 consultation makes mention of the importance of options. Ten years ago there were also few options at Andrew School. Did that impact education? Absolutely NOT. While options may be nice, they are not key factors of a good education. Having fewer options meant dealing with the situation at hand, working hard and graduating with a close knit group of friends and an education that led to a successful career. Furthermore, are options being requested simply because that makes it easier for students to graduate? It is not the school's role to make education easier. A well rounded education means facing challenges and working hard to overcome them with the support and guidance from dedicated teachers. Part of Andrew School's value is the smaller class sizes providing more one on one attention from teachers and having time for meaningful class discussions where questions can be asked and answered. The FAQ document says the "goal of any transition plan is to ensure the move it positive." There will be zero positives if options 2 or 3 are chosen. Choosing option 3 will cause a number of high school students to leave the school district all together because the proposed bus ride times are unacceptable. Option 2's bell schedule impacts all ages so the options for many parents will be quit their jobs or take their kids to another school (and school district). It clearly states that lower numbers are expected to stay the same for the immediate future and that there are larger class sizes is lower grades. This needs to be highlighted and truly thought out. Isn't the board's role to be visionary and plan for the future which has growing class sizes and a large number of toddler aged children who will attend Andrew School in just a few years? Getting through a few somewhat imperfect years is what is best for the school and for the community. If the board does not see this and cannot think about the long term future then that is extremely disappointing. If the high school were to close, would it reopen when the inevitability of larger classes continue? Other Proposing a high school closure seems very hasty. The first time this idea has been brought forward publicly was only a few months ago. How do you think this makes the current high school students and families feel? Some have only one or two years left and they might possibly have to move schools? Any proposal of this type should be considered over many years and concrete research while taking multiple factors into consideration. So in saying that, I certainly hope the board will choose the only forward thinking and responsible option and keep the high school open then examine all possible factors creating potential issues and , if warranted, work to improve them while taking into consideration the well being of ALL current and future Andrew School students.

- I truly hope you do take everyone's opinions and thoughts into consideration for what's best for Andrew school and it's students, people move to Andrew because of the fact that it's a small school and not an over crowded city/town school.
- I feel EIPS has done a great job in delivering and dealing with this situation. it is a tough decision for all involved but I feel the students are in need of this change to prepare them academically and socially for the next step in their lives. Thank~you to everyone who has put so much time and energy into this situation.
- The whole community will suffer from the high school closing. Change the boundaries.... help us receive more students. I think it is a very sad and devastating situation that these kids whom have gone to school with each other since play school are now faced with the possibility of not graduating together
- I wish u would have included st. Mary's school
- What happens to the younger k-9 kids if an early bus picks them up before their senior high sibling is picked up. Or what happens after school if the k-9 kids are out before the senior kids. My mom needed me or my brother to watch our younger sister after school until she was home at 4pm
- Well it is understandable to make Lamont the designated school, and it work for most students, Vegreville would suit certain students with certain needs more appropriately. The cost of bussing is a hindrance and large burden for this area and I believe that if a student is more suited for Vegreville, bussing options should be made more affordable, or at least taken into consideration. I also feel that our 7-9 students, and future students not be forgotten about as well. With such low numbers there are students concerned they will not be able to participate in school sports. Or the lack of students that we have to create clubs of interest for the few students that have. What can we do for these students? I trust you will see this from a student's perspective and what will benefit the students most, because they are truly the most important aspect of all of these decisions.
- After school childcare may need to be an option future explored is option two moves forward. Many parents rely on the older students in their home to look after their children until they get home. I really don't want to quit my job to have to ensure my younger students have someone there at 2:45 when they get off the bus, until their older brother gets home.
- If option two moves forward, after school childcare would be necessary for many parents with students in both senior and elementary school. Just for that time when Andrew school afternoon bell happens and the senior buses arrive at the school.
- I was fortunate to graduate from Andrew school. My graduating class had 14 students and I loved how close we all became. But since being graduated I realize how many opportunities were missed as we had combined classes to account for smaller class sizes. We also missed out on several option classes that other students were able to experience. As much as I loved

graduating from Andrew, I've seen them struggling more and more to compete with senior high courses.

- Don't try to fix what isn't broken. It won't be your child on that bus, or in that school, so leave things the way they are.
- Don't try to change things to make it better for you. Listen to the people who live here, and who have children going to Andrew School. Listen to the people who pay the School Tax, and who actually care about their community as a whole. If you want to bring up the attendance in the school, incorporate Willingdon into this school, as it is only an 8 mile jaunt. Make a deal with the other county, and problem solved. You could have done this years ago, but obviously, a non issue for bringing in another county. They do this in the cities with public schools, and private schools, so maybe think about it. Just because EIPS thinks this is the solution, doesn't mean that is in fact what the solution is. We are a small community, and the school plays a huge part in people coming back to a small town. We do not want to become Willingdon, and if you remove the school, that is exactly what you are gonna turn us into.
- For the sake of the well being of students, they need to have the opportunity to experience senior high in another environment. Anything less would be a disservice to the students.
- I don't see any cost saving to the proposed options 2 & 3. Busing is a major cost to consider plus safety.
- We have a beautiful school here and would like a sincere effort made to increase attendance here. Perhaps some Sr High school course could be offered by distant learning.
- 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. The village may suffer from this, or it may finally rally and force parents and community members to take a more active stance in the school (as in the years that I have been here, my programs have had 0 volunteers from the Andrew area, but lots of complaints that certain extra curricular activities are dying (buy in from community would help that). There aren't enough students to make this work as a high school anymore, it is unfortunate, but it is true. Each year we see an exodus of students, and the one or two students we get/year never stick around. Statistically and economically, I do not see the value in keeping the High School programming as it is now, as an option. Tough call for the board, I know, but politics aside... its about the kids... help them by giving them the ability to have a proper high school experience.
- The boundary changes should be changed to benefit Andrew and not the other way around
- As trustees you need to be bold and do what is right.
- Remember to think about the entire county not just those who live closer to Vegreville and Lamont.

- I feel that if EIPS had something in place that prevented the 30-35 students who have chosen to leave Andrew School in the last 5 years or so, we wouldn't be in this position. There should be justifiable reasons for leaving a school. Most of these weren't. It's a shame that a good building isn't being used to its potential. In addition, closing the high school will greatly negatively impact the community, etc. What a shame.
- no
- Some of our student live closer to the Vegreville boundary and it would be good to have those student be able have a choice to go to Vegreville Composite without bus fees. Exception to go their is if you live closer to Vegreville. If not, then Lamont School is their school because of the boundaries are closer to Lamont
- I think the decision of the parents with kids in or going into high school should be looked at most right now, we want a better education and a normal high school experience for our kids.
- 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.
- I just wish the decision would be made sooner than later as we all just want an answer already
- I would prefer to keep my child local and my community alive.
- I feel that the vocational courses are valuable to students interested the trades programs. It can give a good introduction to more options.
- Keep the high school in Andrew. The bus times would be too long for them to travel to Lamont or Veg.
- EIPS's decisions in the past have seen the course offerings and opportunities at Andrew school reduced to the point where people are leaving. The School building is in good shape and the resources are already there. Why not make the school a desirable place to educate our children again instead of shutting it down? The first step would have to be a statement from EIPS if their intentions to improve the course offerings, otherwise there's no way that enrolment numbers will do anything other than continue to decline.
- I think the other grades should be able to get better education without it bein a huge fee for bussing!!!!
- The board needs to make a final decision soon, so students don't leave the school due to uncertainty. Expand options and actively attempt to get students to stay, return to and bring new students to the school. 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. I would like to see a renewed commitment and investment in Andrew School and the community. The facility is

in good shape and the parent council and the community worked tirelessly to remove and replace the playground over the last few years. It is my strong belief that if the senior high does close down, it will be followed by the junior high closure and inevitable full closure due to mass exodus having a devastating impact on the town and local community. Larger centres gain the most focus and funding due to population, but small town schools are a part of the provinces diversity and should not be chopped short sightedly due to current economic and budgetary concerns.

- We Love andrew k-12 school that's why we moved here
- unfortunately I feel the decision as already been made, and this was just an exercise! But I'm still praying that you will KEEP STATUS QUO!!! I am deeply involved in my children's lives and if you do this you will ultimately end that for me

- I'm hearing a lot of the junior high kids wanting to switch as well. There are the same amount of kids in highschool as there are in junior high and they are missing out as well on the sports teams, class interactions and options. I think the junior high kids should have access to Lamont school as well as the highschool kids without a school of choice fee.
- I really want the Andrew School to remain like it is however my child's education is most important
- Stop bussing students to Vegreville that should be going to Andrew school Would boost attendance in Andrew
- The Trustees have allowed time to look at how to cut costs and close the school, how about an equal amount of time for ideas on how to expand, develop and utilize the school so it benefits all. We all know there a few of the teaching staff that would love to see the school close, so their job would be moved to Lamont, as it would be more convenient fro them. But the Trustees need to know it effects more then a couple students ! The village and surround community need to be considered as future development depends on there being a school here for all students.
- 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.
- 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
- As an alumni I can tell you that there is nothing wrong with small class sizes and the additional attention per student they entail. The school has sports teams and there's nothing

wrong with the everyone makes the team mentality. We are a thriving small community and I would NOT split my older and younger children either.

- Focus on keeping kids in Andrew school. The higher teacher to student ratio makes up for the programming issues
- Andrew School is a beautiful new school with rich history and countless alumni that became successful after their time in Andrew. Creativity and perseverance from the school, division, and community should be enough to keep the high school thriving.
- I strongly believe our school could perform much better as a K-9 school, rather than a K-12.
- If the high school does in fact close, my children will not attend Lamont high school. Something like this can very negatively affect the whole town. With longer bussing rides and in a different town many other things in Andrew will suffer. It will be next to impossible for after school activities, the elementary will start to dwindle even the local business will take a hit. One very appealing amenity in Andrew is having a k-12 school and it would be sad to have even 3 grades have to leave.
- I don't want to see Andrew high school shut down, it is a very valuable piece of this community. If the high school is shut down it is unfortunately then going to affect the resale of properties here in the community and surrounding area as people aren't going to move out here for school if their kids then have to sit on a bus for up to 90 minutes. I just wish there was a way you could redo the whole High school in general, look at other kids getting bussed in here (for example the mundane kids) to bring our class sizes up. Our elementary is strong so that means when those kids hit high school we could have had big class sizes. This decision, I hope the board realizes, affects more than the school, it ultimately affects our community and can lead to more devastation to the community.
- 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!!
- Andrew school needs better teachers in all grades, teachers that want to be there. A way to keep the highschool open should be attempted before other options are explored. No kid should be spending 2 hours one way on a bus. If the highschool closes parents should be able to vote on which school becomes the designated school.
- Child care accessibility for after school while waiting for the senior high students to transfer. Then having some of the students who waited until senior high students arrived Get buses home with older siblings
- I am surprised that you have just considered one school to go to as designated school. Some students live close to the Two Hills County and Vegreville, so this means a distance for them. It would have been nice for these students to have an option to go to Vegreville Comp School but catch the bus in Andrew with no cost, but have to meet the bus like the students now going to Vegreville. The rest that want to go to Lamont have a bus picking them up. We

live closer to Lamont so Lamont is better but thinking about the other students. Some of these students are grandfathered and can go to Two Hills or Vegreville but decided to come to Andrew. These students might consider leaving Andrew and going to a closer school.

- Keep it open so we can graduate where we started and be able to reach this life milestone with the friends we love and share this experience with each other.
- Keep it open
- I really want the high school to stay open so i can graduate with my friends which I've been going to school with since playschool. I love this school and everything it has to offer.
- I am a student in Grade 11 and I really would like to graduate in Andrew. I've been going here my whole life and I don't want to leave on my final year.
- I feel the choice of two and three are confusing the issue, this is simple transportation and school timing issues. the choice should be between offering high school programming in Andrew or Not. then if not prevails review school bell and bus logistics
- no
- losing the high school could be bad for the town. it could chase away future people from moving here if they find out that there kids could be on a bus for so long. a better idea would be to work out a deal with mundare and maybe split grades k-6 to mundare 7-12 in andrew since we have a shop class and home ec,
- 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?
- Keeping the school open keeps this community alive. the doors shut on the high school the doors shut on this town.
- I feel it's important to keep the high school in Andrew. Bus times would be much longer for our students if they are sent else where. I think most students wouldn't choose Lamont as their choice so this would be another loss for EIPS.

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.

WORKING-GROUP MEETING NO. 3: GRADES 7-11

MEETING SUMMARY: MARCH 19, 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. Attendees were also invited to comment and give feedback on the preliminary options through an online survey. Based on feedback from the public feedback session and online survey, Trustees hosted a third working-group meeting.

Working-Group Meeting Overview

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 a teacher. Trustees listened to the responses. Each bullet point represents a separate response from a student.

At the working-group meeting, 34 students and four members of the EIPS Board of Trustees attended—Board Chair Trina Boymook, Trustee Randy Footz, Trustee Skip Gordon and Trustee Colleen Holowaychuk.

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?”

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.

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.

“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, 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. I can talk to the teacher and she checks in 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.
- 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, I think two days would be an inadequate amount of time. I don't think we'd have enough time to 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 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.

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.

PUBLIC MEETING NO. 3: UPDATE

MEETING SUMMARY: APRIL 11, 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 public meeting. 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 sessions, the student forum and public meeting was invaluable. Collectively, the input gathered helped the Division develop three preliminary programming options, which were presented to the community at a second public meeting on Feb. 20, 2019. Attendees were also invited to comment and give feedback on the preliminary options through an online survey. Trustees then hosted a third working-group meeting with Andrew School students, grades 7 to 11, discussing bus ride times, programming and the ideal senior high experience.

Public Meeting Overview

On April 9, a public consultation summary report was sent, by email, to all Andrew School families. The 68-page report details all the feedback collected from students, staff and community throughout the review process. The report was also presented at an Andrew School public meeting on April 11. The purpose of the meeting: To discuss the report, provide information about next steps and offer an opportunity for attendees to ask questions and offer more feedback.

In total, 25 people attended the public meeting, which included students, staff, families, town officials and community members. From the EIPS Board of Trustees and senior administration the following were in attendance:

- Colleen Holowaychuk, Trustee
- Mark Liguori, Superintendent
- Brent Billey, Associate Superintendent
- Sandra Stoddard, Associate Superintendent
- Dave Antymniuk, Division Principal

Mark Liguori welcomed everyone to the meeting, explained the reason for the review and discussed general themes from the public consultations. Based on the feedback received through the consultations, EIPS administration is now preparing a report for the Board of Trustees, which will include a recommendation regarding programming at Andrew School.

Review of Public Consultation Themes

In general, the feedback confirmed students lacked access to peer-group classes, enhanced options and important school-community experiences—a sentiment felt at both the senior high level, and at the junior high level. Below is an overview of the feedback heard through the consultations:

- Students want more options, particularly those that offer insight and experience in future career opportunities.
- Students want an opportunity to take classes within their own peer group; that is, students taking a specific class of a core subject together, receiving instruction in a classroom and not made up of several grades and levels.
- Students want to receive instruction in a classroom setting, from a teacher and with other students. It's important they have an opportunity for class discussions, and a chance to speak with a teacher, ask questions in real time, and form positive relationships.
- Students who took classes online or remotely often indicated it wasn't a successful learning model for them, and some struggled without having a teacher on hand to provide guidance and direction.
- Students, from junior high through senior high, often felt lonely and isolated. Because of the small social circles, it was difficult to make friends and find people who shared common interests.
- Many people said it was an issue that there was no chance to form clubs or join in larger events.
- Students with an interest in either competitive or intramural sports had no opportunity to be part of a school team. In many cases, there weren't enough students in a physical education class to even try a variety of sports, never mind form teams to compete.
- There were students who had some concerns about what ride times would look like—some said if it meant more course options, sports, and activities, riding the bus for longer is acceptable.
- The students who expressed a strong desire to maintain the status quo were those moving into Grade 12 next year.
- Families and other members of the community, voiced a stronger desire to keep Andrew School a K to 12 facility.
- Families expressed concerns about bus ride times and increased child care needs.

Question and Comments

Following Superintendent Liguori's presentation. Those in attendance were given an opportunity to comment, ask questions and offer feedback. Below is a summary of what was said, broken down into the major themes discussed.

COMMUNITY

- It takes a village to raise a community.
- Senior high students can get the experiences they need through community sports teams.
- Important students have a home-grown education where the teacher is personally invested.
- Small class sizes aren't a setback.
- I just don't see a need to go to a school that's further, it's not going to help build resilience.
- High school students in a small school are encouraged to go on to further education. They're not missing anything.
- The reason why I made my family move to Andrew is that it has a K to 12 school. It's a great community. You take that high school away, and it gets broken.
- The community and volunteer aspects are only getting stronger. High school students may feel like they're missing out and isolated, but we have those opportunities in the village. It's a big part of Andrew that it has a K to 12 school. I live in Willingdon, I live out of district. But I've chosen to send my daughter here with the hopes that she'll go to high school here too, and make choices about her future.
- Things aren't going to change for the better if you change things.

RELATED COMMENTS: FROM SUPERINTENDENT LIGUORI

- I know this is incredibly difficult.
- I will make a recommendation to the Board premised on what we've heard so far.
- Ultimately, the Board will make their own decision.

OPPORTUNITY AND PROGRAMMING

- What are students going to do here? There is nothing here.
- It's different from when we graduated. The stuff that is offered here is different.
- It's a great school, but there are no opportunities here.
- My son is in Grade 9, but there are no sports offered. My son who just graduated did modules and went on to college. He was told to stay in Andrew because he was guaranteed a spot on the basketball team. But that boy didn't get offered gym. Since there was only one kid, it wasn't worth it for the school to offer.
- When you get more kids here [the lack of opportunities] will change.
- I think there could be more effort taken to plan classes and make schedules work between schools.

- I have a student in Grade 11, and he couldn't take a core course. What will happen? Will you bring in more teachers?
- There is so much different now, technologically. The options are there. People can gain the insights they need if they want to branch out.
- The Board could bus those students one day a week for those courses. It would be cheaper than busing them every day.
- With my son, four children were interested in physics, but the other parents lost interest. So, there couldn't be a class.
- What I'm picking up, is that if the Board decides to keep the senior high open, things won't change. But they need to change, that's why we're sitting here.
- Let's say the school does close for sake of conversation. Some of us are voting for it to close for lack of options. If the senior high closes in June, how will you guarantee our students get into the classes they want?
- If the courses are optional, we shouldn't have to suffer for other peoples' choices.
- When we went to high school, did we have two periods of flex time? These kids have two hours of flex time when they could be doing something else.

RELATED COMMENTS: FROM SUPERINTENDENT LIGUORI

- If the grades stay the same, we will look at what we can do within the fiscal realities.
- If the senior high stays, the school will remain as it is now. The Division will not allocate more money to Andrew School.
- If numbers continue to drop it will be difficult to offer programming with the existing resources.
- If students want to go to NAIT and need experience in carpentry or culinary arts, Andrew School doesn't have the resources to offer that class for a single child.
- Andrew could become a small elementary school. There's nothing wrong with that. Or, it could become an elementary and junior high. That's a decision the Board will have to make.
- If the grades are reconfigured, whatever school students choose, they can enrol in courses they want to take, despite the late registration.

OTHER OPTIONS

- Mundare doesn't have a high school. What would be wrong with busing those children north? We're closer than Lamont. Raise the bar here. Instead of taking them away.
- It would be good for the school here, and it would be good for the entire system.
- Andrew could be very poised for specialized learning, whatever that may be. Computer, agriculture, woodwork, or whatever it may be. The options are endless.
- I'm not suggesting unrealistic classes, but there has to be some good things that could have a gap in some other schools that aren't offering it. Offer it here.

RELATED COMMENTS: FROM SUPERINTENDENT LIGUORI

- One of the things that we do know, the Grade 9s from Mundane School split off after they leave the school. Half go to St. Mary's Catholic School, for a Catholic education. That won't help the numbers at Andrew School and it potentially puts another school at risk.
- We can look at all sorts of programming options. The green certificate is a great program, but the truth of the matter is, if we don't have kids who are interested in that, we can't offer it here.

RIDE TIMES

- To take children who now come to Andrew School and put them on a bus for up to four hours a day, I don't see any positives there.
- How are students going to do sports if they have to catch a bus? They could be on that bus for an hour and a half. They can't take sports. They can't join the basketball team.

RELATED COMMENTS: FROM SUPERINTENDENT LIGUORI

- A recommendation will go to the Board. Trustees will continue to listen to everything with an open mind. They will consider the entire perspective, not just mine. They will consider what is best for students and the Division.

STUDENT PROJECTIONS

- Are the elementary numbers low too?
- We're actually growing. Five homes have sold in Andrew this year, and out of those, three have children. That's a pretty big number for this point in the year.

RELATED COMMENTS: FROM SUPERINTENDENT LIGUORI

- Within the Andrew transportation zone, there appears to be six kindergarten-aged children. So far, only four are registered.
- When you start to look at the grade configurations there are some bleak-sized grades, especially when you get to junior high.
- The elementary numbers are declining and we see the decline over time.
- This is an issue that we are also seeing regionally.

RECOMMENDATION

- What is the recommendation?
- So in the survey, all the pictures show people voted mostly to keep the senior high open. How does that weigh into the recommendation?
- What's next?

RELATED COMMENTS: FROM SUPERINTENDENT LIGUORI

- The people who first see my recommendation have to be the Board of Trustees. The Board will likely receive the report on Saturday, and on Monday we'll post it on the Division website. At that time, it will be a public document.
- The recommendation takes all the feedback received into consideration. One of the most telling things heard was when the trustees spoke with junior high students, almost all of them voiced not wanting to stay at Andrew School.
- The Board will either accept my recommendation report or not. If the Board says they want more information, then we go out and gather it.

RELATED COMMENTS: FROM COLLEEN HOLOWAYCHUK

- I thought I knew what the situation was here. It hurts when I hear people say that the decision has been made.
- Four trustees spoke to the students. And they were very forthcoming. They weren't pressured. We listened to them. They have wisdom that people need to listen to.
- Trustees are going to look through the eyes of students.
- Sports teams is a huge one, another is more students.

Next Steps

The EIPS Board will review the recommendation report and all the input received through the various public consultation sessions at the Board meeting on April 18, 2019. A final decision about senior high programming at Andrew School is expected within the 2018-19 school year.

PUBLIC MEETING NO. 4: INFORMATION SESSION

MEETING SUMMARY: MAY 9, 2019

Project Overview

Throughout the 2018-19 school year, EIPS 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. Consultations were conducted with students, families, staff, town and county officials, and community members. These efforts included three working-group meetings, a student forum and four public meetings. To complement the public meetings, the Division also conducted a survey and collected submitted feedback to gather even more input from the Andrew community about how best to provide equitable educational opportunities for senior high students.

At the April 18 Board meeting, the Board approved the motion to “to consider the closure of grades 10-12 at Andrew School, effective June 30, 2019.” What this means? The Board is considering making Andrew School a K-9 school that feeds into Lamont High and Vegreville Composite High for senior high programming.

Public Meeting Overview

According to the School Act, when a grade reconfiguration is considered and involves three or more grades, it is technically termed a school closure, even though the school is not being considered for closure. As such, EIPS has to follow guidelines outlined in the province’s School Act “Closure of Schools Regulation: Alberta Regulation 238/1997.” The guidelines ensure a fair and transparent process and that the decision made is in the best interest of both students and the Division.

Part of that process includes a public meeting to share information about the possible grade reconfiguration, which took place on May 9. The meeting was the fourth public meeting hosted by the Division. At the meeting, EIPS provided background information, reviewed the main themes that came out of the public consultations, explained next steps, listened to comments and answered questions posed by attendees. The meeting also included multiple topic-specific stations relating to the proposed grade reconfiguration. The stations allowed participants to rotate through the room, at their own pace, ask questions and share more feedback about what matters most to them.

In total, 53 people attended the public meeting, which included students, staff, families, town officials and community members. From the EIPS Board of Trustees and senior administration the following were in attendance:

- Trina Boymook, Board Chair
- Randy Footz, Trustee
- Skip Gordon, Trustee
- Colleen Holowaychuk, Trustee

- Annette Hubick, Trustee
- Jim Seutter, Trustee
- Harvey Stadnick, Trustee
- Mark Liguori, Superintendent
- Candace Cole, Secretary Treasurer
- Brent Billey, Associate Superintendent
- Sandra Stoddard, Associate Superintendent
- Dave Antymniuk, Division Principal

Mark Liguori welcomed everyone to the meeting, explained the reason for the review, discussed general themes from the public consultations and provided an overview of what the Board is considering. The following is a high-level summary of what was said and heard at the public meeting. The transcript from the audio-recorded public meeting is available at www.eips.ca.

Background Presented

The review was initiated because the Division had concerns about the equity of education for senior high school students living within the Andrew School attendance area. To explore those concerns, various public consultations were conducted with students, staff, local officials, families and community members, which confirmed the Division’s initial suspicions. Despite the hard work of staff, students in senior high simply don’t have the same standard of enhanced education available at other senior highs within the Division.

In general, there is a lack of access to peer-group classes, enhanced options and important school-community experiences—a sentiment felt at both the senior high level, and at the junior high level. Students also expressed concerns with bus ride times and families expressed concerns about an increased need for child care.

Based on the feedback collected, EIPS administration provided the Board with a recommendation to consider the closure of Grades 7 through 12 at Andrew School. At the April 18 Board meeting, trustees amended that recommendation and approved a motion “to consider closing grades 10 through 12 at Andrew School, effective June 30, 2019.” What this means? The Board is considering a grade reconfiguration for Andrew School, moving to a kindergarten to Grade 9 school. The Board will review all the information and feedback received before making a final decision, which is expected to take place at the board meeting on June 6, 2019. Whatever decision is made will be in the best interest of both students and the Division.

Comments and Questions

The major themes that came out of the fourth public meeting centred on community and quality of education available to senior high students. In terms of community, people were worried closing the senior high would hurt the town’s long-term viability. There was also a general sense going forward, residents need to make an effort and start working together to support the school and

community—regardless of what decision is made by the Board. If the Board does decide to reconfigure the grades, attendees expressed a hope the community will grow so it can once again support a vibrant kindergarten to Grade 12 school community at Andrew School.

In terms of quality of education, many agreed the low student base attending senior high at Andrew School limits educational opportunities and experiences for students. They also generally agreed, senior high students would benefit by attending a school with more programs, options, students and extracurricular activities. That said, there were concerns about bus ride times, what that means for students long-term and how senior high students going to another school will impact child care needs for families.

Next Steps

Currently, the Board is reviewing all the information submitted, including reports, information and 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 will take place at the regular Board meeting on June 6, 2019.

Elk Island Public School Board
Transcript of Audio-Recorded
Public Meeting Re: Andrew School
Grade Configuration Proposal
May 9, 2019

PRESENT:

Jeff Spady	Facilitator
Trina Boymook	Board Chair
Randy Footz	Trustee
Skip Gordon	Trustee
Colleen Holowaychuk	Trustee
Annette Hubick	Trustee
Jim Seutter	Trustee
Harvey Stadnick	Trustee
Mark Liguori	Superintendent
Candace Cole	Secretary Treasurer
Brent Billey	Associate Superintendent
Sandra Stoddard	Associate Superintendent
Dave Antymniuk	Division Principal
Lisa Weder	Director of Student Transportation
Brent Dragon	Division Planner

1 (Audio recording commences)

2 JEFF SPADY: Good evening, everyone. If
3 you wouldn't mind, if you're planning on taking a
4 seat, to take a seat. That'd be very -- thank you
5 so much.

6 well, good evening, and
7 welcome to tonight's meeting. My name is
8 Jeff Spady. I'm a director with Elk Island Public
9 Schools and the moderator for this evening's
10 program. Also joining us tonight from EIPS board
11 are Trina Boymook, the board chair; trustees
12 Randy Footz, Skip Gordon, Colleen Holowaychuk,
13 Annette Hubick, Jim Seutter, and Harvey Stadnick.
14 Welcome.

15 Also, from EIPS
16 administration, we have Mark Liguori, the
17 superintendant; Candace Cole, the secretary
18 treasurer; Brent Billey, the associate
19 superintendant; Sandra Stoddard, the associate
20 superintendant; Dave Antymniuk, division principal;
21 Lisa Weder, director of student transportation; and
22 Brent Dragon, the division's planner.

23 Just so everyone is aware, the
24 meeting is being recorded for the purpose of the
25 minutes, which we'll post on the EIPS website once

1 finalized.

2 we'll start the meeting with a
3 brief background presentation from superintendant
4 Mark Liguori. He'll outline information about how
5 we got here, the public consultation process, the
6 feedback received, what exactly the Board is
7 considering, and next steps going forward.

8 After that, we'll open the
9 floor to questions or comments that you can pose to
10 superintendant Liguori. Then, at 7:30, the
11 question-and-answer period will conclude. We'll
12 have a short break, and then you can rotate through
13 the various stations at the back of the gym. Each
14 station includes specific information on a certain
15 topic related to the proposed grade
16 reconfiguration. At each station, you can talk to
17 the EIPS representative there, ask questions, and
18 submit feedback.

19 The overall objective for this
20 evening is to let you know exactly what the board
21 is considering, why it's being considered, and to
22 give you a chance to voice your concerns and show
23 your input. I hope you find the meeting and the
24 time you spend here worthwhile.

25 Before we get started, there

1 are some housekeeping items we need to go over.
2 The washrooms are located across from the school
3 library on my left. Refreshments -- coffee, tea,
4 water, and cookies -- are at the side of the room,
5 so please help -- make sure you help yourself, and
6 the exits are to the right and left of the
7 gymnasium.

8 In terms of ground rules, we
9 ask everyone to respect everyone in the room;
10 listen to learn and to understand; speak one at a
11 time; refrain from interrupting so everyone has an
12 equal chance to speak; focus on the topic, not on
13 an individual person; all points of view are
14 welcome; and thoughtful questions and comments are
15 encouraged.

16 Finally, I want you all to
17 know, every one of us here recognizes this is an
18 emotional meeting. You are here because of your
19 concerns for your children and for the school. We
20 respect that, and it's our sincere hope we can
21 address the questions and concerns you have.

22 with that in mind, let's begin
23 with a brief presentation from Superintendent
24 Mark Liguori.

25 MARK LIGUORI: All righty, everyone. If I

1 just do it like this, can everyone hear? Okay.
2 Thank you very much.

3 So good evening, everyone, and
4 thank you for coming out tonight. I certainly
5 appreciate it, and I know that the reasons that
6 you're here is because this is an important issue
7 to you, and so, again, thank you. I know it's -- I
8 know it's a busy time for everyone, and -- and it's
9 important.

10 As Jeff has indicated,
11 tonight's an opportunity for you to speak with us
12 and for us to talk about Andrew School, as well as
13 for us to answer as best as we can or as many times
14 as we can any questions that you may have.

15 To begin, though, what I would
16 like to do is paint a little bit of a picture about
17 why we're here tonight and summarize some of the
18 things that have lead us to this evening's meeting.

19 The reason that we're here
20 initially started with this process beginning
21 because I, and we, were concerned about the quality
22 of education for the senior high school students in
23 Andrew School and in the attendance area that it
24 encompasses.

25 As a division, our first

1 priority is to ensure that all of our students have
2 success, and we weren't certain if we were
3 achieving this to the best of our abilities at
4 Andrew.

5 As most of you are aware, over
6 the last few months or several months, we've had
7 seven consultations up to this point. We've spoken
8 with school staff; we've met with the elected
9 officials from both the Town and the County; we've
10 met with both people from the school, the staff;
11 we've met with Andrew School families and other
12 interested community members; and, of course, we've
13 met with the students in Grades 7 through 12.

14 what we have heard has
15 confirmed some of our initial suspicions, that
16 despite the hard work of the parents and the
17 community, that despite the hard work of the staff
18 at the school and the students, that our high
19 school students simply weren't being given the same
20 standard of education that's available at all of
21 our other high schools in the division.

22 As we went through the
23 process, though, moreover, what we also found was
24 that there was a lack of some other things that,
25 although we had talked about or that we knew about,

1 it hadn't been clearly articulated up until this
2 point; things such as access to peer group classes,
3 enhanced options or CTS courses for the students,
4 school community in terms of experiences that the
5 students have, and we also found out that the
6 junior high students were beginning to experience
7 some of the issues that the senior high school
8 students were experiencing currently.

9 Although the feedback that we
10 heard from all of the stakeholders is important,
11 and we weigh it equally, some of the most
12 compelling input that we've received to date
13 actually came from the students themselves who are
14 living the experience day-to-day at Andrew School.

15 Specifically, what we heard
16 was students want more options or career and
17 technology courses, and they wanted things that
18 gave them insight and input, experience in future
19 career opportunities. They want to dream.

20 There was a real appetite from
21 the students to explore and get credit for a
22 variety of different courses that they know that
23 are out there but they're unable to take for a
24 variety of different reasons, but also, options
25 that would allow students to lead to

1 apprenticeships or other jobs in the community or
2 larger community.

3 Students wanted an opportunity
4 to take classes within their own peer group, so a
5 solid group of students taking a single course
6 instead of multiple courses put together. They
7 express that they wanted to take specific classes
8 with one particular teacher that taught just that
9 subject, and they wanted to receive that
10 instruction in a classroom that wasn't made up of
11 several different grades or several different
12 levels. What they were telling us is that they
13 wanted instruction -- rightfully so -- to focus on
14 them and their skills.

15 They wanted to receive
16 instruction in a classroom setting, from a teacher
17 and with other students. It was important for them
18 to have large classroom discussions and a chance to
19 speak with a teacher as well as ask questions in a
20 realtime, and as importantly, be able to form
21 meaningful relationships with the staff and have
22 positive relationships.

23 They also told us, though,
24 that when the students who were taking classes
25 online or from remote jurisdictions, they often

1 indicated that it wasn't successful for them. It
2 wasn't the right learning model, and some struggled
3 without having a teacher in the class or on hand to
4 provide the guidance that they required or the
5 helping hand.

6 we heard from students,
7 though, all the way from junior to senior high,
8 that they often felt lonely and isolated, and this
9 was especially true when there was only a few
10 students of the same age or when there were no
11 other students or only one or two students of the
12 same gender in a grade. Because of the small
13 social circles, it was difficult for some students
14 to make friends and find people who shared common
15 interests.

16 we were also told that it was
17 a potential issue that there was no chance to form
18 clubs or join in on larger events. Students who
19 have interests in competitive or intramural sports
20 have little or limited or no opportunity to be part
21 of a school team. In many cases, there are not
22 enough students to have a physical education class
23 or, within that class, to try a variety of
24 different sports, never mind form sports teams in
25 order to compete with other schools in our

1 division.

2 Having said that, though, we
3 also heard other things. We heard from students
4 who had some real concerns about ride times and
5 what they would potentially look like, and some
6 that told us if they could just take more courses
7 or be part of a sports team or other activities,
8 that riding the bus for a longer time may be
9 acceptable.

10 The students, though, who
11 expressed the greatest concern and the strongest
12 desire to remain here are the students that are
13 currently in Grade 11 who would be in Grade 12 next
14 year, or moving into Grade 12, who said that they
15 would adapt to any high school experience currently
16 that we offer, and they also articulated that it
17 was really important for them as a group to finish
18 high school in this community together and
19 graduate.

20 For parents and other members
21 of the community that we've met over the last
22 little while, there's a strong desire to keep
23 Andrew School open and a K-to-12 facility. There
24 have been concerns expressed, and significant
25 concerns, about bus ride times and changes to the

1 school bell schedule. There's been concern around
2 child care issues for not only younger and older
3 students, and, of course, the community is
4 concerned about the future prospects for the very
5 community itself if the grade configuration is
6 changed.

7 These are all very important
8 aspects that our administration and our board of
9 trustees needs to consider, and we have spent a
10 significant amount of time reviewing the feedback
11 that's been provided to date and at each step of
12 the consultation.

13 Based on all of the above, we
14 provided the board with the recommendation at the
15 April 18th board meeting, and at that time, the
16 recommendation from myself to the board was to
17 consider the closure of Grades 7 through 12 at
18 Andrew School. The board at that meeting
19 determined that the recommendation would only deal
20 with considering Grades 10 through 12, which is
21 what we're here for this evening.

22 On June 6th of this year,
23 2019, the board will be holding a regularly
24 scheduled board meeting to consider the closure of
25 Grades 10 through 12 only at Andrew School.

1 Between now and June 6th, we
2 will be providing the board a report prior to the
3 meeting, and, as we have done with all of our other
4 documents, this document will be posted to our
5 division website prior to the meeting.

6 The board will then deliberate
7 on all of the information that they have received
8 to date, and that information arrives from a
9 variety of different sources. It arrives from the
10 texts, e-mails, phone calls that we have received
11 as a division or that you have sent to the
12 individual trustees. It will arrive in the form of
13 the feedback that's been taken in by our division
14 over the past seven meetings, as well as the report
15 that is provided to the board. At that meeting,
16 that is when the board will then deliberate on the
17 information that they have received and make a
18 decision.

19 Most importantly, I wanted to
20 assure you that the trustees will take the time to
21 ensure that they carefully consider everything that
22 they've been told or received or have heard from
23 all stakeholders over the past several months.

24 In a moment, Jeff will be back
25 up, and he will begin to take questions and

1 comments from those that are here this evening.
2 All of those will be recorded and shared with the
3 trustees as part of the final report that goes to
4 the board that we will be preparing.

5 As Jeff had said earlier, what
6 we really encourage people to do is that if there
7 are questions, please make sure that you explore
8 them thoroughly this evening. Please make sure
9 that you ask. Myself and my team are here to
10 answer any questions that you may have.

11 If you don't feel comfortable
12 asking in this type of setting, in a large forum,
13 after we're done this session, we will be around at
14 a variety of different tables, and then those
15 people that wish to speak with me, we will either
16 do it up at the front or out in the open area.
17 But, please, this evening, make sure that you take
18 time to have all of your questions answered.

19 Thank you very much.

20 JEFF SPADY: Thank you, Superintendant
21 Liguori. We'll now open the floor to questions or
22 comments. We only have one microphone for our
23 questions -- this one -- so I'll ask you to line up
24 if you're interested on this side of the room with
25 Laura McNabb, and when it's your turn, I'll ask you

1 to join me up here. When it's your turn to talk,
2 please state your name, your connection to Andrew
3 School, and then ask your question or share your
4 comment. Superintendent Liguori or one of our area
5 experts at the front of the room will respond to
6 the question or comment as best they can.

7 We do ask that you limit
8 yourself to just one question or comment at first
9 so as many people as possible have a chance to
10 speak. We can certainly come back to you once
11 others have had a chance to share their thoughts if
12 you have other questions or comments.

13 Also, please refrain from
14 holding any side conversations or shouting out
15 comments. If the conversation turns disrespectful,
16 we'll have to conclude the question-and-answer
17 period immediately.

18 So let's begin. If you are
19 interested in having a question or comment for the
20 superintendent or their team, if you wouldn't make
21 making your way to my left, your right side of the
22 gym, and I'll take you one by one up at the podium
23 with me.

24 MEETING MEMBER: I'm Karen Kumeyer (phonetic).
25 I'm the grandmother of two elementary students here

1 at Andrew, and my son attended Andrew up to
2 Grade 7.

3 Okay. My question is that
4 according to some of the handouts that were given
5 to us, there's only a 44 percent utilization at
6 Vegreville Comp High, even though they've got all
7 these different programs and outside activities and
8 that. And that was one of the comments about why
9 they were going to be closing the high school,
10 because there weren't these other opportunities at
11 Andrew, and yet at a school like Vegreville, when
12 they have all these other things, and it's being
13 underutilized.

14 JEFF SPADY: Thank you.

15 MARK LIGUORI: Thank you very much, and
16 certainly the -- the utilization of Vegreville
17 Composite High School isn't -- isn't necessarily
18 where -- where other large high schools are,
19 primarily because -- there's two -- there's two
20 dynamics that have occurred. One is a
21 significantly shrinking population in Vegreville
22 itself for a number of economic factors that have
23 really hit that town extremely -- extremely hard.

24 The other part is is that --
25 and I don't have -- I wasn't with the division at

1 the time, so I won't -- I won't even guess at the
2 year, but there was a point in time when all of the
3 high school students, when Vegreville Composite
4 High School was there, did attend that high school,
5 but then there was a separation between the
6 separate -- the separate or the Roman Catholic
7 School Board and the public board, so some of the
8 high school students now go to St. Mary's --
9 St. Mary's high school. So it's -- it's been a
10 split in the population, which has also caused the
11 downsize -- downsize at the very high school.

12 Part of the issue -- part of
13 the issue is, though, is that within Vegreville, we
14 have a -- a large comprehensive high school with
15 significant facilities that -- that students are
16 able to take a variety of different programming in.
17 So, for example -- you know, for example, some of
18 -- you know, some of the shops, whether it be for
19 woodworking or building construction, cosmetology,
20 the culinary arts, et cetera, they have the large
21 commercial spaces for that, which was what that
22 school was built for at the time.

23 So you're absolutely right.
24 There is a lower utilization rate. What I will is
25 venture into one of the questions a little bit that

1 we've been asked about is that why -- you know, why
2 has there never been the consideration that we
3 move, you know, students from X to Y instead of
4 going the other way?

5 One of the issues is is that
6 when we look at -- look at the larger region and we
7 look at the utilization of the schools, for the
8 most part, that are currently within it, if -- if
9 we move students from X to Y, we -- we have a -- a
10 significant issue where we can -- where we can have
11 the balance -- the balance upset. So if we have a
12 school where there's a dwindling population and we
13 cannot program appropriately for those students, it
14 -- it is, in our opinion, best if those students go
15 -- you know, we try to find other locations,
16 whether programming can -- can be more robust than
17 it currently is, rather than trying to reverse that
18 trend and bus students out of a community where it
19 is -- where it is currently working.

20 JEFF SPADY: Thank you.

21 MEETING MEMBER: Hi, I'm Heidi. My dad went to
22 school here. I went to school here, siblings went
23 to school here, now my daughter's going to school
24 here.

25 My question is at one of the

1 previous meetings, it was noted that if all the
2 kids that were designated to come to Andrew
3 actually came to Andrew, the high school population
4 would double. So my question is, have you been
5 conducting exit interviews with these kids and
6 their parents to see why they want to leave Andrew?
7 Because I've talked to a lot of them, and there is
8 a common denominator that comes up over and over
9 and over, and why isn't this issue being addressed
10 before you go right from zero to 60 and close the
11 school?

12 And it -- what they'll say is
13 the high staff turnover. We've had -- I've been
14 here -- my daughter's been here four years, and
15 this is the second principal. I think in the last
16 six years, there's been four or five principals in
17 administration and staff. Teachers are constantly
18 coming and going. I -- I don't even know. The
19 longest teacher's maybe five years? Eight years?
20 But other -- elementary, they're all new. Like,
21 the teachers -- that's the reason you're losing
22 these kids, and the population should be double
23 what it is. So why isn't that being addressed
24 before you go right away to let's shut her down?

25 JEFF SPADY: Thank you.

1 MARK LIGUORI: So thank you very much, and
2 it's an -- it's an excellent question. There's --
3 there's just some nuts and bolts that I'll deal
4 with first, and if Brent would like to weigh in, go
5 right -- you know, please feel free to.

6 One of the -- one of the first
7 ones is when we deal -- when we deal with staff and
8 staff turnover, one of the things about Elk Island
9 Public Schools, but any public school board, and
10 one thing about teachers and teacher contracts is
11 that they're not contracts of indenture, which
12 means that we can't force people to stay -- to stay
13 in a particular place.

14 When teachers sign contracts,
15 the obligation of the division is -- is that the
16 teachers work for Elk Island Public Schools in any
17 of our schools, but our promise, also, to the
18 teachers is that you don't -- you do not have a
19 contract with a particular school. It's with the
20 division.

21 So when teachers, whether it
22 be Andrew School or other schools, when they come
23 to a school, they're free to apply and come to a
24 school. As well, they're also free to apply on
25 other positions and -- and leave the school.

1 So part of the -- part of the
2 issue around transiency is as a public board, and
3 we're no different than many -- many urban boards
4 or rural boards, where you will have in certain
5 locations a high turnover of staff, either because
6 of the length of drive or a variety of other
7 factors. A number of the teachers do not live
8 within the community or a drivable distance from
9 the community, and so, certainly, when other
10 opportunities come up, they seek those
11 opportunities.

12 I -- I think one of the things
13 that it speaks to is the -- is the -- you know, the
14 high quality of teachers that are at Andrew School
15 because when they -- when they do seek other
16 opportunities, they are successful in doing so.

17 As for the administration of
18 -- as for the administration of this school, you're
19 absolutely correct. There have -- you know, there
20 have been a number of -- a number of administrators
21 over the past -- over the past few years at Andrew
22 School, and -- and, again, in -- in some of the
23 cases, it's been for the very same reasons that
24 I've just spoken -- spoken with the teachers, but
25 in other cases, it's -- it's been because of

1 circumstances, familiar or family circumstances,
2 that people have requested that -- that they no
3 longer be administrators here, or they have been
4 successful in other -- in other competitions.

5 To answer your question,
6 though, and certainly, it -- it is not unique to
7 this school, is that oftentimes the -- the cure for
8 the transiency in schools and small communities is
9 for the division to ensure that we recruit and --
10 and retain staff that are local to the area that
11 will set down -- set down or have set down already
12 roots within the area, and I think that -- that
13 when we talk about Andrew School, we have -- we
14 have the -- you know, the beginnings in a number of
15 different areas with that. So it's certainly
16 something I -- I hear -- I hear what you're saying.

17 MEETING MEMBER: I'm John. I have a
18 stepdaughter attending the school and two young
19 children that -- I moved out here so that they
20 could attend this school so that they get the
21 small-atmosphere raising that I had as a kid.

22 My question is, you were
23 talking about the -- you interviewed the 7, 8, 9s,
24 and some of the responses that they had, that you
25 said, seemed very thorough. Were they answering

1 prefilled-out questionnaires? what questions were
2 you asking them? And why didn't we get to see what
3 you were asking them?

4 MARK LIGUORI: So, certainly, the -- the
5 questions were very open-ended questions, and we
6 had the 7s through 12s with us on two -- or the 7s
7 through 12s with us on one occasion, and then the
8 junior high students were -- had the opportunity to
9 spend time with members of our board of trustees.

10 The questions were very
11 open-ended, and they weren't fillable questions,
12 and they were done as a table discussion with --
13 with all the students and staff, and it was for us
14 to gain an understanding relative to what -- what
15 are the kids' dreams, hopes, and aspirations?

16 Part of the reason is is that
17 we -- we want to hear from the kids: what -- what
18 are their dreams and hopes, what -- what do they
19 want from an education, and were we on the right
20 track? As I had indicated earlier, the -- you
21 know, the students indicated to us some good things
22 about the school, absolutely, and -- but they also
23 indicated more -- and these are my words, not the
24 kids' words -- some of the limitations that -- that
25 they were finding, and -- and, you know, we -- we

1 went at it in the spirit of that.

2 MEETING MEMBER: My name's Brent Matiazzo
3 (phonetic). I live here -- I live here -- I have a
4 son here. I'm invested in the community, and I was
5 hoping my son would be able to go to school here as
6 well.

7 I just have a -- say the high
8 school does close if there's not enough kids,
9 whatever the, you know, decision may be, that's --
10 you know, that's your reasoning you're going to
11 use. I want to know if there's a strategy or plan
12 from Elk Island or the board to make this, like,
13 the best K-to-9 school maybe in the division, maybe
14 in the area, whatever it is, to try and maybe
15 increase enrollment.

16 I mean, if the high school has
17 to close, it has to close. I understand that. But
18 stranger things have happened. You know, there
19 could be an increase in enrollment if, you know,
20 there was a reason for parents to do so, if this
21 school had a reputation for being a great
22 elementary school or great junior high school,
23 right? I just -- I'd like to know if there is a
24 strategy for that.

25 And my second question would

1 be the option to reopen the high school; let's say
2 enrollment does increase incrementally. Like I
3 said, stranger things have happened. Maybe if
4 there's, like, an annual meeting or whatever just
5 to see if, you know, it's a viable option.

6 JEFF SPADY: Thank you.

7 MARK LIGUORI: No, so -- so great questions.
8 So whether -- whether -- you know, whatever a
9 school's configuration is, when -- when it
10 decreases and it's three grades or more, that is
11 part of -- you know, part of, unfortunately -- an
12 unfortunate name, which is a school closure
13 process, but it can be the contraction or not
14 having those grades anymore.

15 Certainly, you know, as the
16 board has in the past, is that when there has been
17 a request from either the community, the school, or
18 parents to take a look at programming other than
19 what's available at the school, so, for example,
20 bringing back junior high programming or high
21 school programming, providing that the numbers
22 warrant, absolutely, the board -- you know, it's a
23 consideration for the board.

24 An example of that would be
25 most recently, and I believe it was two years ago,

1 when it was requested by the -- by the Town of
2 Mundare that part of the conversations that we have
3 was to look at the reestablishment of -- of Grade 9
4 within -- within Mundare School -- or, you know,
5 having that junior high or high school portion.
6 And, again, we -- we take a look at, is it a
7 sustainable -- you know, is it a sustainable model?
8 Can it work in terms of programming, et cetera?

9 So absolutely, it's something
10 that can -- you know, if a decision's made, all
11 decisions can be -- you know, can be looked at in
12 the future if the conditions or if -- or if things
13 have changed.

14 To the -- to the first part of
15 your question -- and again, a great question --
16 certainly, when we talk about -- if the potential
17 is for the K-to-9 -- K-to-9 programming, and when I
18 say K-to-9 programming and potential, it's because
19 I'm not -- I'm not here to -- to guess what the
20 board's decision is going to make. But if it does
21 make the decision that programming will be K to 9,
22 there are a number of things that I know that
23 Cheryl DeVries or Principal DeVries and -- and
24 Greg Cruickshank have looked at. As recently as
25 last week, there was conversations with -- with the

1 mayor, with Gary, relative to -- to what are some
2 of the things that we can do at the school to
3 enhance either the community involvement or to
4 enhance programming at the school so that -- so
5 that it becomes a hub? And especially when we take
6 a look at, kind of, that K-to-3 or K-to-6 part
7 where, you know, there's things around child care,
8 there's things around, you know, what do we have in
9 the community for before-and-after-school care or
10 day care? And if we do have the facility
11 available, what are the -- you know, what are the
12 opportunities for partnership so we can build a
13 more robust kind of a community hub or an
14 educational hub?

15 JEFF SPADY: Thank you.

16 MEETING MEMBER: Hi, my name is Sheila Lupul,
17 and I'm an elected official in Andrew. Brent stole
18 my question. So I guess I just have a comment to
19 make.

20 My daughters were
21 fourth-generation grads from Andrew School, and
22 when I heard about this meeting and I was coming to
23 this meeting, I was all gung-ho to oppose
24 everything until I talked to my daughter on Friday,
25 and she graduated in 2008, and there were 14 kids

1 in her class, and she -- she was a very good
2 student, thankfully, but her Grade 12 -- like, her
3 Math 30, there were three grades being taught in
4 the same -- or not three grades -- three different
5 classes of math taught in that 80 minutes.

6 And, like, she said -- she
7 said, Mom, it -- it wasn't -- it didn't really
8 affect me as much as it affected other kids in that
9 class. Other kids were not getting the class time
10 and were not getting the attention that they
11 deserved. And she said, you know, maybe think
12 about what's best for the kids.

13 And I can't believe that I'm
14 even up here saying that, but I am. But like -- I
15 would like to reiterate what Brent said, and, like,
16 maybe we can make this the best K-to-9 school in --
17 in the vicinity. That's it.

18 JEFF SPADY: Thank you.

19 MEETING MEMBER: Okay, it's Karen. If the high
20 school is closed down, that means that there'll be
21 empty rooms in the school. So does that -- what
22 will happen with those rooms, because you have to
23 heat them anyway. There's going to be some
24 inherent costs even if there's not children using
25 them and teachers and that.

1 And, also, with the open
2 rooms, is a possibility of having more room for the
3 elementary -- just along those lines, what's going
4 to be done for -- with those empty rooms and -- and
5 to -- with the costs? You're going to have cost
6 regardless.

7 JEFF SPADY: Thank you.

8 MARK LIGUORI: So, great question, and --
9 and, really, what it comes down to is that because
10 of the way that schools are built is that you --
11 you have to heat and light the entire building, and
12 there -- you know, the reason that we've embarked
13 upon this, you know, has nothing to do with costs.
14 So whatever -- whatever money that we would
15 allocate to heat and light the building, it's going
16 to be heat and lit, you know, for a variety of
17 different -- a variety of different reasons.

18 One of the things is, though,
19 is that you're absolutely right, that there is the
20 potential that there will be excess space within
21 the school, and certainly, when we take a look at
22 -- at what are some of the opportunities for the
23 community or some of the partnerships for the
24 community to have with the school, and certainly,
25 that's been -- you know, that's something that's

1 been lead by not only our board but also by your
2 trustee, Trustee Holowaychuk, relative to what are
3 some of those things that we can do around child
4 care and doing it at an affordable -- at an
5 affordable rate.

6 One of the things is is that
7 if -- if the building is being, you know, heat --
8 heated, excuse me, and lit, that, you know, there
9 are, potentially, opportunities for us to work with
10 people in the community that want to offer
11 not-for-profit options to the community, very --
12 you know, very significant reductions or very
13 reduced rates so that it's an affordable venture
14 for everyone to be involved in.

15 JEFF SPADY: Thank you.

16 MEETING MEMBER: Yeah. My -- my name's Mike
17 Donald. I've got a daughter that's in Grade 4 and
18 a son that's in Grade 2, and I've got another one
19 there that's on his way up.

20 When I moved into town here in
21 2008, I was told that this place was a school of
22 necessity and there wasn't going to be any chance
23 of anything getting shut down and whatnot there.
24 It was a great -- great structure, the whole nine
25 yards. There's all sorts of people coming and

1 whatnot.

2 And I'm a tradesman, and this
3 was when all these refineries were supposed to be
4 getting built just down the road here. Nobody
5 wants to have one of them in their backyard. I've
6 worked at a lot of them there. It's only a
7 half-hour down the road.

8 Now, with -- where I'm --
9 where my question is going to is if this place is
10 going to get rolled back to a K-to-9 school, what's
11 the next step? what's going to happen? Is this
12 place going to keep on working on -- on a bare
13 budget until it dilapidates into the ground, or is
14 there -- is there infrastructure to keep this place
15 going and keeping it updated and running, running
16 efficiently?

17 That's what I mean is -- like,
18 I've been in this gym numerous times. There's --
19 there's tiles missing. There's this -- I'm sure
20 there's other stuff behind the scenes that I don't
21 even know about, but I'm just sort of curious if
22 there's a structure behind keeping this place
23 going, or you're just going to keep it running
24 until it falls apart -- (INDISCERNIBLE).

25 JEFF SPADY: Thank you.

1 MARK LIGUORI: So thank you very much, Mike,
2 and, again, a -- a really good question. All --
3 there's a couple of different parts to it. One of
4 the -- one of it has to do with just the facilities
5 themselves and our board's commitment that
6 regardless of what -- what or where the schools are
7 that we do the -- we do the absolute very best we
8 have within the dollars that were allocated from
9 the Province relative to -- relative to that to
10 make sure that our buildings are safe, that they're
11 clean, that they're well lit, that they're great
12 learning environments for -- great learning
13 environments for students.

14 And Andrew is a -- Andrew is
15 an example of that, when -- you know, when you look
16 around the building, in terms of not only the
17 structure of the building but the upkeep, I think
18 that -- I think that it's an amazing -- an amazing
19 looking building. Are -- are there small things
20 that -- are there small things or other things that
21 -- that potentially could be repaired at the
22 school? I'm not here to argue one way or another
23 about that, but certainly, we would have every
24 school in the division that requires a little bit
25 of work. But in terms of the -- the big stuff, is

1 it clean? Does it -- you know, is it -- does it
2 have all of those things? Absolutely.

3 The -- essentially what
4 happens, though, just so everyone's aware, is that
5 for the dollars, they come from one of -- one of
6 two pots, typically: Plant operation and
7 maintenance dollars or infrastructural --
8 infrastructure, IMR dollars, maintenance renewal.
9 And so the plant operation and maintenance dollars
10 are for kind of that daily upkeep, and the IMR
11 dollars are for the big things, that when you need
12 to have painting done or a roof unit, a -- you
13 know, one of the HVACs -- HVACs replaced. And so,
14 certainly, throughout the division, we make sure
15 that all of our schools are treated equitably in --
16 relative to that.

17 when you talk about -- the
18 first part that you talked about, Mike, was the --
19 was that the school was a -- was a necessity, and
20 there is a grant that's -- that the -- that -- our
21 division but divisions do receive, and it's called
22 a Small School By Necessity Grant, and they are --
23 they are targeted dollars that are given to a
24 school division to ensure that schools that -- such
25 as Andrew, have additional dollars because we know

1 that there's going to be additional costs to keep
2 small schools open.

3 So without getting too
4 complicated and -- and it's only because it's this
5 crazily complex formula, and Candace our treasurer
6 can -- can meet with whoever wants to deal with it
7 later, but essentially, what we do is we take a
8 look at Small School By Necessity dollars, we take
9 a look at our schools that are also small schools,
10 we bring in that total allocation of dollars that
11 we're given, and then we drive those dollars --
12 those dollars back out.

13 If -- and Candace will correct
14 me if I'm wrong, but for -- for Andrew School, the
15 large -- the large amount of dollars that the
16 division receives for the Small School By Necessity
17 also gets driven back out to Andrew School. So the
18 -- the school receives the -- that additional or
19 additive allocation above and beyond what we do as
20 a division at any other school in the -- in the
21 district.

22 And so -- and part of that,
23 though, is also driven by enrollment of a school,
24 and that's why when you have a big huge building
25 with very few students, that's when buildings just

1 get really expensive because part of the dollars
2 that are driven to schools to make sure they're
3 maintained is based on the student population. So
4 you can have a huge building, and as it went back
5 to the question that was asked a bit earlier, we
6 still have to heat it, light it, keep it clean, and
7 do all of those things. Those costs don't drop,
8 but your -- the revenue that you take in as a
9 division as the population shrinks gets smaller.

10 So relative to Andrew School,
11 I think the -- I think the importance or the key is
12 is that with -- you know, if the board's decision
13 is to make it a K-to-9 school, that it's inherent
14 or, you know, incumbent upon the community to make
15 sure that the students stay here and go to this
16 school in K to 9.

17 JEFF SPADY: Thank you.

18 MEETING MEMBER: I have a 2-part question
19 regarding the bussing. I know some people that
20 send their kids to Veg already from Andrew, and
21 when they first started, the bus times were
22 reasonable, but over the years it's gotten longer
23 and longer and longer. Are we going to get a
24 guarantee that it's not going to go over -- I
25 believe it said 78 minutes back there? Like, you

1 start off 78 minutes, and then every year, it's
2 going to get longer and longer and longer? Are we
3 going to get that guarantee that that's as long as
4 it's ever going to be?

5 And secondly, if we have some
6 children in high school and other children not, are
7 we going to be able to send our younger children
8 with our older children without paying a fee?
9 Because if you're taking away the choice of high
10 school from us, I think our other children should
11 be able to go with our older kids and not -- we
12 shouldn't be penalized for that, because we don't
13 have any other choice.

14 JEFF SPADY: Thank you.

15 MARK LIGUORI: So thank you very much, Heidi.
16 I will answer the question, but then relative to
17 the bussing times, it's probably best if, after --
18 after we're done, spend some time with Lisa and
19 Julie, because Julie's at the -- at the very back,
20 and you can get specific answers to the times, so
21 you can get the exact times.

22 Having said that, I don't
23 believe -- I can't sit in front of you and say we
24 can guarantee that it's only going to be
25 73 minutes, because sure as I say 73 minutes,

1 there'll be a route that takes 74 minutes, and
2 someone will say that you've lied to us.

3 Having said that, though, the
4 -- the job of transportation -- of student
5 transportation and the will of our board for any
6 student is to make sure that the ride times are as
7 -- as appropriate as possible and within the
8 funding envelope that we receive from the Province
9 relative to bussing, et cetera.

10 Certainly, one of the other
11 things is is that, you know, we also have parents
12 that -- that pay fees for bussing, so when we look
13 at the total picture of bussing, what we receive
14 from the Province, the revenue that we get from
15 parents paying, you know, we look at do we need
16 more buses, less buses, and all sorts of different
17 things? And certainly, one of the challenges that
18 we face as an entire division is to try and
19 optimize routes, but we also have to make sure that
20 ride times are very reasonable. But for the
21 specifics of that, absolutely, Lisa and her -- and
22 her group are great at that.

23 with the second question,
24 which was around if siblings choose to -- or if
25 parents wish the sibling to go to another school, I

1 would -- I would say there's three parts to -- to
2 that whole thing. One -- I know lots of people
3 were very mad with me when my recommendation came
4 that the board should potentially consider looking
5 at Grade 7 through 12; and people in the community,
6 and I understand your feeling, felt somewhat duped
7 that we had come out and I had said we're only
8 going to look at the Grades 10 through 12.

9 Part of my rationale behind my
10 recommendation to the board -- and it's my
11 recommendation, no one else's -- was exactly what
12 you have asked, Heidi, because if parents of junior
13 high or elementary students have their younger
14 siblings travel, or you wish to travel to another
15 school, it -- I'm not going to lie to you. It puts
16 in jeopardy the quality of education that can be
17 provided at this school, and that's why one of the
18 -- one of the large parts is is that when the
19 community asks us to see about can we make this,
20 you know, potentially, a robust K-to-9 school,
21 absolutely. You have our promise that we will
22 explore every avenue that -- that is -- that is
23 there. We will look at everything. Will
24 everything be successful? No. Will some things we
25 won't be able to consider? I bet you there will

1 be. But for those things that we can do together
2 as a partnership to make this a robust school and
3 to try and get as many students as possible,
4 absolutely.

5 But if the community itself
6 decides -- and when I use the word convenience,
7 please, I don't say that to -- to offend anyone,
8 but when -- because I get it. It's easier if a
9 younger sibling travels with the older sibling.
10 You have -- you know, they're together; when they
11 come home, they're together; and things like that.
12 I understand that, but -- but that very act
13 jeopardizes what's -- what potentially is occurring
14 here. That is why we're exploring things like
15 child care, before-and-after care, and a variety of
16 different things to -- to make sure that when
17 students are here, that -- that they're well taken
18 care of, not only here at the school, but
19 obviously, in the community -- community at large.

20 Relative to the -- relative to
21 if students went with an older sibling, would they
22 pay or not pay, that is -- that whole conversation
23 is one that the board -- the board will undertake
24 and, in their deliberations around Andrew School,
25 will most likely either ask questions or make a

1 determination relative to that.

2 JEFF SPADY: Thank you.

3 MEETING MEMBER: Hi, my name's Janelle. For
4 those of you who don't know me, my husband has
5 generations and generations on the graduation wall,
6 so we're highly vested in the community, and I'm a
7 strong volunteer in the community. I have a junior
8 high student going into Grade 10, so we're facing
9 the decision of the new school if that is the
10 decision of the board. I have a grad that passed
11 last year -- not -- didn't pass, but graduated, and
12 then we have lots -- thank God -- and lots of
13 elementary kids coming into our school.

14 My question is -- I heard it
15 through the grapevine. So reading your document
16 that you guys sent out earlier this week, it said
17 west of 855 and 164, students will be bussed to
18 Lamont, if the decision is made to close the high
19 school, rather than Vegreville, and Vegreville kids
20 will have to find means to get to the transit spot
21 to go.

22 I heard it that Lamont school
23 is -- had rid their -- their options, some of their
24 options due to low enrollment, so I'm not sure if
25 that's a rumor or if that's true, and I'm worried

1 if we send my son -- because we're on the west
2 side -- to Lamont, that we're not facing the issue
3 that we faced with my graduate from last year with
4 the low option choices and -- and such like that.

5 So how can you -- is that
6 true, that rumor, and how can you say that we're
7 not going to be facing that situation in two or
8 three years now, if he goes to Lamont, that we're
9 facing here?

10 JEFF SPADY: Thank you.

11 MARK LIGUORI: So thank you, Janelle. I have
12 a very shocked looking principal sitting at the
13 back of the room, and that's Amit Mali, who's the
14 principal at Lamont, and so I won't speak for Amit,
15 but what I would ask is that any parents that are
16 interested in the -- in what is provided at either
17 of the two high schools and what options, what's
18 happening for next year -- I'll -- I'll ask both of
19 them to stand up. So Amit Mali's the principal of
20 Lamont junior/senior high, and Rod Leatherdale is
21 the principal of Vegreville junior/senior. So if
22 you have questions relative to the specific
23 programming and what's happening next year, they're
24 the -- they're the very best ones to talk to.

25 I will deal with -- thanks,

1 you guys. I will deal with the initial -- with the
2 initial one, and I -- I'm not sure -- and I know,
3 Janelle, you're saying you've heard it secondhand,
4 and I'm not here to put anyone on the spot. There
5 -- there is nothing that we don't do that isn't
6 transparent. People might not like what we do, but
7 we don't -- we don't do things to hurt kids'
8 families, and we would never do anything to harm
9 the reputation of the board. We don't rig
10 anything. You need to hear that loud and clearly.

11 Second part is is that one of
12 the options that we looked at relative to --
13 relative to the bussing options, and again, Lisa
14 and Julie and her group is looking at what are some
15 of the options for families, and using a notion of
16 this school for the high school students if that
17 decision is made that there's opportunities in --
18 opportunities for students that they could
19 potentially choose either -- you know, either
20 school depending on their interests and what they
21 want to do because although each of the schools is
22 -- is very different, they offer high quality
23 programming not only in the CTS options, or CTF
24 options, but also how they do their academic
25 programming, how they offer their courses, the

1 sequencing, et cetera.

2 And so for some students, they
3 may look at the facilities at one school and go,
4 that's for me, as opposed to the other, and then
5 there'll need to be some decisions made at that
6 point between the parent and the student.

7 JEFF SPADY: Thank you. It's about 20
8 after 7. We did say we'd go to about 7:30, but we
9 started about five minutes late, so we'll go to
10 about 7:35.

11 MEETING MEMBER: I just basically had a comment
12 because you said either questions or comments, and
13 we've been here almost a year now. We love Andrew.
14 It's a great community, and I just feel like if you
15 take this away, you're taking away something from
16 Andrew, really, because it's a K-to-9 -- the whole
17 reason my husband and I chose Andrew is because of
18 K to 12. That's the whole reason we moved here.
19 We looked at Mundare. We were like, yeah, okay.
20 We could do that. We looked at Veg. A little too
21 big. Andrew is perfect, and it's K to 12. You
22 take that away, you're -- you're taking that
23 something away from the kids and the people here,
24 and I know people who actually have graduated here.
25 It's just -- it's heartbreaking.

1 JEFF SPADY: Thank you.

2 MEETING MEMBER: Good evening. I'm
3 Wilson Saduski (phonetic). Okay. I have -- I want
4 to know where the idea -- in regard to enrollment,
5 the idea that students can go wherever they wish;
6 is, we have to balance the community and the
7 students' wishes. Who comes first?

8 And another problem I have, if
9 this school should, well, downsize or close, our
10 value of our -- total value of everything in this
11 town is down the tank, and eventually, the
12 community will die for sure. Thank you.

13 JEFF SPADY: Thank you.

14 MARK LIGUORI: So, Wilson, thank you very
15 much, and I won't respond -- I won't respond to
16 your comments because I -- you know, I think you're
17 right, that throughout rural Alberta, when we see
18 some of the institutions that are -- that are in
19 small towns, you know, there's -- there's kind of
20 three of four things. If -- you know, if the local
21 banking disappears, if any of the local health care
22 or medical facilities disappear, if a school or a
23 church leaves, it -- it's the beginning of a
24 decline of a community, and -- and, you know, that
25 -- that story plays out in rural Alberta, north to

1 south, east to west.

2 Relative to the balance, it's
3 a -- it's an interesting one, Wilson, and
4 certainly, it's one that all -- all school
5 divisions struggle with where, as a school
6 division -- and every school division does it -- we
7 say that if you live here, you -- you should go
8 here, and it's as plain and simple as -- plain and
9 simple as that.

10 The unfortunate part of it,
11 Wilson, is that although every division does it,
12 doesn't matter whether you're urban or rural, the
13 -- the School Act is counter or contrary to that
14 because what the School Act says is that prior to
15 September 1st of any school year, if any parent of
16 a child wishes to attend a school other than their
17 designated school, and there's room in that school,
18 and the school has resources, the child can be
19 enrolled in that school.

20 So all school jurisdictions,
21 all of us, tell parents, this is your school, this
22 is where you register, and this is where you need
23 to go. They are one phone call away from phoning
24 the Government and saying, I've been told I have to
25 go to this school; and then they will be told if

1 the school that you really want to go to, that
2 they've told you that, no, you can't go there, you
3 have to go there, if they have the resources and
4 space, legally you're entitled to go there. And at
5 the end of the day, Wilson, that's the -- that's
6 the piece.

7 MEETING MEMBER: Of course, I'm sure everybody
8 knows who I am: Mayor of Andrew. In one of the
9 handouts that -- that we received, I believe it
10 went back I -- I'm guessing from memory, eight
11 years, of declining enrollment. I think everybody
12 has a pretty good idea that the high school is
13 likely going to close, but the junior high, moving
14 forward, let's not keep this a secret to the
15 public. Let's work together to keep this school
16 intact, and that means sharing information, both
17 ways, not -- I'm -- I'm not pointing any fingers.
18 It -- it can go both ways.

19 UNIDENTIFIED SPEAKER: I appreciate that.

20 JEFF SPADY: Thank you.

21 MEETING MEMBER: Hi, my name's Candace. My
22 family's been going to this school for generations:
23 My grandfather, my parents, me. I have two young
24 kids that aren't in school yet, and I understand
25 it's not very fair for the high school students to

1 only have one person in class or do things by
2 correspondence.

3 I'm also kind of on the -- the
4 feeling, like how Brent had said earlier, like,
5 taking away 10 to 12 -- 10 to 12. If we can maybe
6 do something to make the K to 9 better -- I know
7 Smoky Lake has day care or day home -- or day care,
8 I guess, they brought into the school, which is a
9 good idea, for after-school care.

10 So if we can do something
11 to -- like, taking away the high school, if we
12 could do something to make the rest of the school
13 better so we would bring families in, because I
14 know, like I said, my kids are 1 and 3, so it's
15 going to be a long time, so -- I know it takes a
16 community, too, but if we're all willing to work
17 together, maybe we can get the high school back.
18 Thanks.

19 JEFF SPADY: Okay. Thank you.

20 MEETING MEMBER: Hi, I'm Amber. I have a
21 daughter. Me and my husband moved to Andrew area,
22 so eventually, they will -- or would have
23 potentially have been going to Andrew School.

24 So I guess -- I hope I'm not
25 offending anyone when I say this, but my question

1 being, you guys are saying that you guys had given
2 questionnaires of some sort or whatever and asked
3 the students their input on whatever topics, but
4 was that sent home with the parents to review with
5 the students, or those are just done in, like, a
6 classroom setting with the students? Because, I
7 guess, from what you kind of had said is that the
8 junior high students were saying, oh, well, we want
9 more options, we want to go somewhere else, but
10 then the kids that were already in Grade 11, going
11 to Grade 12, said, oh, it'd be fine to stay here.

12 So being someone who had
13 switched schools when I grew up, from two larger
14 schools for the options, knowing that, that
15 everything always seems great when you are in
16 junior high level or whatever, and you think, oh,
17 it's going to be fun, it's going to be better or
18 whatever the case is. But sometimes we need to
19 take with a grain of salt, or whatever you want to
20 call it, the age of those kids and the maturity
21 level, that are they actually making decisions the
22 best for their futures? Do they actually
23 understand the consequences? They say, oh, yeah,
24 it's not a big deal to wake up and take the bus a
25 little bit earlier, because they think it's great

1 right now, until these parents are actually getting
2 their kids up 45, et cetera, et cetera, et cetera,
3 as all these elementary kids -- if the school does
4 continue to close down, now there's that many more
5 rural kids that need to be picked up on that bus.
6 Now those bus routes are extended to two hours.

7 JEFF SPADY: Thank you.

8 MARK LIGUORI: So thank you very much, Amber.
9 Certainly, one of the things the board need -- that
10 the board will consider over the next little while
11 and has considered up to this point is just -- is
12 just the sheer variety of -- of opinions relative
13 to what the programming should look like, whether
14 it's come from the students themselves or whether
15 it's come from parents, whether it's come from the
16 community, or -- you know, or the local level of
17 governance, whether it be the mayor, you know, the
18 -- from the County of Lamont, et cetera.

19 One of the -- one of the
20 pieces is, absolutely, when -- you know, when we --
21 when we go through all of the different things that
22 all of the stakeholders have said, but, you know,
23 you bring up the spectre of kids, and, you know, it
24 always looks greener on the other side.

25 One of the -- one of the

1 things that -- again, in the package of information
2 we put out, so people would have had the comments
3 that students had made or parents had made in the
4 -- in the large package. One of the -- one of the
5 items is, though, is -- is some of the things that
6 -- that kids talk to that isn't about it's going to
7 be way better over there. What they -- what they
8 talk about is in their current circumstance, what
9 are some of the struggles that they face? Some of
10 the struggles that they face are lack of friends,
11 lack of a -- lack of a peer group. They're not
12 saying, I want to go to that school because I hear
13 that that teacher's way better and the courses are
14 great. What they're saying is, I actually just
15 want to take a course where there's three or four
16 or five or ten of us, where we're all in the same
17 class together, so that when I have to write an
18 essay, I can phone a friend, or if I have a math
19 problem, I can actually talk to them, and we're all
20 on -- no pun intended, but we're all on the same
21 page because we're all in the same class.

22 Currently, the model that
23 we're operating, especially at the high school, is
24 that if you are in a math class, there could be
25 five different levels of math, and you may be the

1 only student within a particular stream. So if you
2 have a question, I mean, obviously, you have a
3 teacher, but there's few other resources that you
4 have.

5 So I -- you know, I -- I don't
6 want you to think that -- that we're overbalanced
7 on -- that we're just paying attention to what the
8 students have had to say and that that is going to
9 be the deciding factor. It's all of the different
10 voices relative to how are -- you know, how are we
11 doing within -- within this programming?

12 with the -- with the high
13 school students, what -- what they have indicated
14 to us, and the one particular class, the 11s going
15 into 12, is that it's important for them to
16 graduate from -- you know, to graduate from this
17 school. But one of the things that's very telling
18 is that when we asked them questions about, would
19 -- would you feel you would have a better -- you
20 know, a better chance or an opportunity that when
21 you leave school to -- to enter the world of work
22 or to be involved in an apprenticeship, so -- now,
23 I'll use this example. If you're interested in
24 being a carpenter, and you want to be an apprentice
25 or enter an apprenticeship, don't you think it

1 would be beneficial in high school if you were able
2 to take carpentry or do RAP, which is Registered
3 Apprenticeship Program, or work experience? And --
4 and two students specifically said, no, we're not
5 interested in that. It -- there -- that kind of a
6 disconnect shows that there's a significant problem
7 that we need to pay attention to because very few
8 people would say, I want to be that, but it's not
9 important that I learn how to do that. What
10 they're saying is they just really want to be a
11 part of the school and graduate, but not looking at
12 the implications of -- of that decision.

13 And so that's why that --
14 that's why we've had that conversation. Kids are
15 -- and all of you know because you're parents of
16 kids. Kids are really honest and straightforward
17 when -- when they tell us things, and when we met
18 with the students, and when the board met alone
19 with the students, we -- you know, we -- I wasn't
20 present, certainly, or any of my group. The kids
21 were just really honest about their hopes and
22 dreams and aspirations.

23 JEFF SPADY: Thank you. And this brings us
24 to our final question or comment of the evening.

25 MEETING MEMBER: It's kind of a comment

1 question. My feelings on Andrew is, what is
2 bringing families into Andrew? Andrew doesn't
3 offer anything except for the school, so I think
4 for -- in order to keep the school going and
5 growing would be the Andrew as a village growing
6 and bringing things in, so then it actually seems
7 appealing to move here because I don't know why you
8 would want to move here in the first place. I
9 mean, it's cheap housing, and there is a K-to-12
10 school, so if -- if that's within your means, then
11 -- but, I mean, the community doesn't have anything
12 to offer but the school. The lodge is gone.
13 There's nothing. So I just think it has to do with
14 what the village has to offer families and people,
15 too, plays a role in it.

16 JEFF SPADY: Thank you. So we have come to
17 the close of this part of the evening. Thank you
18 so much for coming, for asking questions, and
19 sharing your thoughts. If there are more questions
20 or comments that you still want to share and didn't
21 have a chance to do so, I encourage you to submit
22 those through the online comment form available at
23 www.eips.ca. You can also send an e-mail or letter
24 through the mail, and the address is available at
25 the background information station at the back of

1 the room. All feedback received will be reviewed
2 by the board of trustees before a final decision is
3 made, which is expected to take place at the board
4 meeting on June 6th. Whatever decision is made
5 will be made in the best interest of both students
6 and the division.

7 At this time, we'll just take
8 a very short break, and then for the rest of the
9 evening, I encourage all of you to rotate through
10 the information stations in the back of the room.
11 Each station includes specific information on a
12 certain topic related to the proposed grade
13 reconfiguration. At each station, you can talk to
14 the EIPS representative there, ask questions, and
15 submit more feedback.

16 Thank you. Have a good
17 evening.

18 (Audio recording concludes)

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CERTIFICATE OF TRANSCRIPT

I, the undersigned, hereby certify that the foregoing pages are a complete and accurate transcript of the audio-recorded proceedings taken down by me in shorthand and transcribed from my shorthand notes to the best of my skill and ability.

Dated at the City of Edmonton, Province of Alberta, this 16th day of May, 2019.



Jenessa Leriger, CSR(A)
Court Reporter

1	80 [1] - 27:5 855 [1] - 39:17	alone [1] - 51:18 amazing [2] - 31:18 Amber [2] - 46:20, 48:8 Amit [3] - 40:13, 40:14, 40:19 amount [2] - 11:10, 33:15 Andrew [41] - 1:4, 5:12, 5:23, 6:4, 6:11, 7:14, 10:23, 11:18, 11:25, 14:2, 15:1, 15:11, 18:2, 18:3, 18:6, 19:22, 20:14, 20:21, 21:13, 26:17, 26:21, 31:14, 32:25, 33:14, 33:17, 34:10, 34:20, 38:24, 42:13, 42:16, 42:17, 42:21, 45:8, 46:21, 46:23, 52:1, 52:2, 52:5 Annette [2] - 1:14, 2:13 annual [1] - 24:4 answer [6] - 3:11, 5:13, 13:10, 14:16, 21:5, 35:16 answered [1] - 13:18 answering [1] - 21:25 answers [1] - 35:20 Antymniuk [2] - 1:21, 2:20 anyway [1] - 27:23 apart [1] - 30:24 appealing [1] - 52:7 appetite [1] - 7:20 apply [2] - 19:23, 19:24 appreciate [2] - 5:5, 45:19 apprentice [1] - 50:24 apprenticeship [2] - 50:22, 50:25 Apprenticeship [1] - 51:3 apprenticeships [1] - 8:1 appropriate [1] - 36:7 appropriately [1] - 17:13 April [1] - 11:15 area [7] - 5:23, 13:16, 14:4, 21:10, 21:12, 23:14, 46:21 areas [1] - 21:15 argue [1] - 31:22 arrive [1] - 12:12 arrives [2] - 12:8, 12:9 articulated [2] - 7:1, 10:16	arts [1] - 16:20 aspects [1] - 11:8 aspirations [2] - 22:15, 51:22 associate [2] - 2:18, 2:19 Associate [2] - 1:19, 1:20 assure [1] - 12:20 atmosphere [1] - 21:21 attend [3] - 16:4, 21:20, 44:16 attendance [1] - 5:23 attended [1] - 15:1 attending [1] - 21:18 attention [3] - 27:10, 50:7, 51:7 audio [1] - 54:5 Audio [3] - 1:3, 2:1, 53:18 audio-recorded [1] - 54:5 Audio-Recorded [1] - 1:3 available [5] - 6:20, 24:19, 26:11, 52:22, 52:24 avenue [1] - 37:22 aware [3] - 2:23, 6:5, 32:4	53:5, 54:7 bet [1] - 37:25 better [7] - 46:6, 46:13, 47:17, 49:7, 49:13, 50:19, 50:20 between [3] - 12:1, 16:5, 42:6 beyond [1] - 33:19 big [5] - 31:25, 32:11, 33:24, 42:21, 47:24 Billy [2] - 1:19, 2:18 bit [5] - 5:16, 16:25, 31:24, 34:5, 47:25 board [36] - 2:10, 2:11, 3:20, 11:8, 11:14, 11:15, 11:16, 11:18, 11:23, 11:24, 12:2, 12:6, 12:15, 12:16, 13:4, 16:7, 19:9, 20:2, 22:9, 23:12, 24:16, 24:22, 24:23, 29:1, 36:5, 37:4, 37:10, 38:23, 39:10, 41:9, 48:9, 48:10, 51:18, 53:2, 53:3 Board [4] - 1:2, 1:10, 3:6, 16:7 board's [3] - 25:20, 31:5, 34:12 boards [2] - 20:3, 20:4 bolts [1] - 19:3 Boymook [2] - 1:10, 2:11 break [2] - 3:12, 53:8 Brent [9] - 1:19, 1:24, 2:18, 2:22, 19:4, 23:2, 26:17, 27:15, 46:4 brief [2] - 3:3, 4:23 bring [3] - 33:10, 46:13, 48:23 bringing [3] - 24:20, 52:2, 52:6 brings [1] - 51:23 brought [1] - 46:8 budget [1] - 30:13 build [1] - 26:12 building [9] - 16:19, 28:11, 28:15, 29:7, 31:16, 31:17, 31:19, 33:24, 34:4 buildings [2] - 31:10, 33:25 built [3] - 16:22, 28:10, 30:4 bus [7] - 10:8, 10:25, 17:18, 34:21, 47:24, 48:5, 48:6 buses [2] - 36:16 bussed [1] - 39:17
2	2 [1] - 29:18 2-part [1] - 34:18 20 [1] - 42:7 2008 [2] - 26:25, 29:21 2019 [3] - 1:6, 11:23, 54:9	9 9 [5] - 1:6, 25:3, 25:21, 34:16, 46:6 9s [1] - 21:23	background [2] - 3:3, 52:25 backyard [1] - 30:5 balance [4] - 17:11, 43:6, 44:2 banking [1] - 43:21 bare [1] - 30:12 based [2] - 11:13, 34:3 becomes [1] - 26:5 before-and-after [1] - 38:15 before-and-after-school [1] - 26:9 begin [4] - 4:22, 5:15, 12:25, 14:18 beginning [3] - 5:20, 7:6, 43:23 beginnings [1] - 21:14 behind [3] - 30:20, 30:22, 37:9 bell [1] - 11:1 beneficial [1] - 51:1 best [13] - 5:13, 6:3, 14:6, 17:14, 23:13, 27:12, 27:16, 31:7, 35:17, 40:24, 47:22,	
3	3 [1] - 46:14 30 [1] - 27:3	A abilities [1] - 6:3 ability [1] - 54:7 able [7] - 8:20, 16:16, 23:5, 35:7, 35:11, 37:25, 51:1 absolute [1] - 31:7 absolutely [11] - 16:23, 20:19, 22:22, 24:22, 25:9, 28:19, 32:2, 36:21, 37:21, 38:4, 48:20 academic [1] - 41:24 acceptable [1] - 10:9 access [1] - 7:2 according [1] - 15:4 accurate [1] - 54:4 achieving [1] - 6:3 Act [2] - 44:13, 44:14 act [1] - 38:12 activities [2] - 10:7, 15:7 adapt [1] - 10:15 additional [3] - 32:25, 33:1, 33:18 additive [1] - 33:19 address [2] - 4:21, 52:24 addressed [2] - 18:9, 18:23 administration [5] - 2:16, 11:8, 18:17, 20:17, 20:18 administrators [2] - 20:20, 21:3 affect [1] - 27:8 affected [1] - 27:8 affordable [3] - 29:4, 29:5, 29:13 after-school [1] - 46:9 age [2] - 9:10, 47:20 ago [1] - 24:25 Alberta [3] - 43:17, 43:25, 54:8 allocate [1] - 28:15 allocated [1] - 31:8 allocation [2] - 33:10, 33:19 allow [1] - 7:25 almost [1] - 42:13	B background [2] - 3:3, 52:25 backyard [1] - 30:5 balance [4] - 17:11, 43:6, 44:2 banking [1] - 43:21 bare [1] - 30:12 based [2] - 11:13, 34:3 becomes [1] - 26:5 before-and-after [1] - 38:15 before-and-after-school [1] - 26:9 begin [4] - 4:22, 5:15, 12:25, 14:18 beginning [3] - 5:20, 7:6, 43:23 beginnings [1] - 21:14 behind [3] - 30:20, 30:22, 37:9 bell [1] - 11:1 beneficial [1] - 51:1 best [13] - 5:13, 6:3, 14:6, 17:14, 23:13, 27:12, 27:16, 31:7, 35:17, 40:24, 47:22,	
4	4 [1] - 29:17 44 [1] - 15:5 45 [1] - 48:2	Antymniuk [2] - 1:21, 2:20 anyway [1] - 27:23 apart [1] - 30:24 appealing [1] - 52:7 appetite [1] - 7:20 apply [2] - 19:23, 19:24 appreciate [2] - 5:5, 45:19 apprentice [1] - 50:24 apprenticeship [2] - 50:22, 50:25 Apprenticeship [1] - 51:3 apprenticeships [1] - 8:1 appropriate [1] - 36:7 appropriately [1] - 17:13 April [1] - 11:15 area [7] - 5:23, 13:16, 14:4, 21:10, 21:12, 23:14, 46:21 areas [1] - 21:15 argue [1] - 31:22 arrive [1] - 12:12 arrives [2] - 12:8, 12:9 articulated [2] - 7:1, 10:16		
6	60 [1] - 18:10 6th [3] - 11:22, 12:1, 53:4	background [2] - 3:3, 52:25 backyard [1] - 30:5 balance [4] - 17:11, 43:6, 44:2 banking [1] - 43:21 bare [1] - 30:12 based [2] - 11:13, 34:3 becomes [1] - 26:5 before-and-after [1] - 38:15 before-and-after-school [1] - 26:9 begin [4] - 4:22, 5:15, 12:25, 14:18 beginning [3] - 5:20, 7:6, 43:23 beginnings [1] - 21:14 behind [3] - 30:20, 30:22, 37:9 bell [1] - 11:1 beneficial [1] - 51:1 best [13] - 5:13, 6:3, 14:6, 17:14, 23:13, 27:12, 27:16, 31:7, 35:17, 40:24, 47:22,		
7	7 [6] - 6:13, 11:17, 15:2, 21:23, 37:5, 42:8 73 [2] - 35:25 74 [1] - 36:1 78 [2] - 34:25, 35:1 7:30 [2] - 3:10, 42:8 7:35 [1] - 42:10 7s [2] - 22:6	Antymniuk [2] - 1:21, 2:20 anyway [1] - 27:23 apart [1] - 30:24 appealing [1] - 52:7 appetite [1] - 7:20 apply [2] - 19:23, 19:24 appreciate [2] - 5:5, 45:19 apprentice [1] - 50:24 apprenticeship [2] - 50:22, 50:25 Apprenticeship [1] - 51:3 apprenticeships [1] - 8:1 appropriate [1] - 36:7 appropriately [1] - 17:13 April [1] - 11:15 area [7] - 5:23, 13:16, 14:4, 21:10, 21:12, 23:14, 46:21 areas [1] - 21:15 argue [1] - 31:22 arrive [1] - 12:12 arrives [2] - 12:8, 12:9 articulated [2] - 7:1, 10:16		
8	8 [1] - 21:23	Antymniuk [2] - 1:21, 2:20 anyway [1] - 27:23 apart [1] - 30:24 appealing [1] - 52:7 appetite [1] - 7:20 apply [2] - 19:23, 19:24 appreciate [2] - 5:5, 45:19 apprentice [1] - 50:24 apprenticeship [2] - 50:22, 50:25 Apprenticeship [1] - 51:3 apprenticeships [1] - 8:1 appropriate [1] - 36:7 appropriately [1] - 17:13 April [1] - 11:15 area [7] - 5:23, 13:16, 14:4, 21:10, 21:12, 23:14, 46:21 areas [1] - 21:15 argue [1] - 31:22 arrive [1] - 12:12 arrives [2] - 12:8, 12:9 articulated [2] - 7:1, 10:16		

bussing [6] - 34:19,
35:17, 36:9, 36:12,
36:13, 41:13
busy [1] - 5:8

C

Candace [5] - 1:18,
2:17, 33:5, 33:13,
45:21
cannot [1] - 17:13
care [12] - 11:2, 26:7,
26:9, 26:10, 29:4,
38:15, 38:18, 43:21,
46:7, 46:9
career [2] - 7:16, 7:19
carefully [1] - 12:21
carpenter [1] - 50:24
carpentry [1] - 51:2
case [1] - 47:18
cases [3] - 9:21,
20:23, 20:25
Catholic [1] - 16:6
caused [1] - 16:10
certain [4] - 3:14, 6:2,
20:4, 53:12
certainly [18] - 5:4,
14:10, 15:16, 20:9,
21:6, 21:15, 22:4,
24:15, 25:16, 28:21,
28:24, 31:23, 32:14,
36:10, 36:17, 44:4,
48:9, 51:20
CERTIFICATE [1] -
54:1
certify [1] - 54:3
cetera [8] - 16:20,
25:8, 36:9, 42:1,
48:2, 48:18
chair [1] - 2:11
Chair [1] - 1:10
challenges [1] - 36:17
chance [9] - 3:22,
4:12, 8:18, 9:17,
14:9, 14:11, 29:22,
50:20, 52:21
changed [2] - 11:6,
25:13
changes [1] - 10:25
cheap [1] - 52:9
Cheryl [1] - 25:23
child [6] - 11:2, 26:7,
29:3, 38:15, 44:16,
44:18
children [8] - 4:19,
21:19, 27:24, 35:6,
35:7, 35:8, 35:10
choice [2] - 35:9,
35:13
choices [1] - 40:4

choose [2] - 36:24,
41:19
chose [1] - 42:17
church [1] - 43:23
circles [1] - 9:13
circumstance [1] -
49:8
circumstances [2] -
21:1
City [1] - 54:8
class [11] - 9:3, 9:22,
9:23, 27:1, 27:9,
46:1, 49:17, 49:21,
49:24, 50:14
classes [5] - 7:2, 8:4,
8:7, 8:24, 27:5
classroom [4] - 8:10,
8:16, 8:18, 47:6
clean [3] - 31:11, 32:1,
34:6
clearly [2] - 7:1, 41:10
close [9] - 18:10, 23:8,
23:17, 39:18, 43:9,
45:13, 48:4, 52:17
closed [1] - 27:20
closing [1] - 15:9
closure [3] - 11:17,
11:24, 24:12
clubs [1] - 9:18
coffee [1] - 4:3
Cole [2] - 1:18, 2:17
Colleen [2] - 1:13,
2:12
comfortable [1] -
13:11
coming [6] - 5:4,
18:18, 26:22, 29:25,
39:13, 52:18
commences [1] - 2:1
comment [9] - 14:4,
14:6, 14:8, 14:19,
26:18, 42:11, 51:24,
51:25, 52:22
comments [11] - 3:9,
4:14, 13:1, 13:22,
14:12, 14:15, 15:8,
42:12, 43:16, 49:2,
52:20
commercial [1] -
16:21
commitment [1] - 31:5
common [2] - 9:14,
18:8
communities [1] -
21:8
community [36] -
6:12, 6:17, 7:4, 8:1,
8:2, 10:18, 10:21,
11:3, 11:5, 17:18,
20:8, 20:9, 23:4,

24:17, 26:3, 26:9,
26:13, 28:23, 28:24,
29:10, 29:11, 34:14,
37:5, 37:19, 38:5,
38:19, 39:6, 39:7,
42:14, 43:6, 43:12,
43:24, 46:16, 48:16,
52:11
Comp [1] - 15:6
compelling [1] - 7:12
compete [1] - 9:25
competitions [1] -
21:4
competitive [1] - 9:19
complete [1] - 54:4
complex [1] - 33:5
complicated [1] - 33:4
Composite [2] -
15:17, 16:3
comprehensive [1] -
16:14
concern [2] - 10:11,
11:1
concerned [2] - 5:21,
11:4
concerns [6] - 3:22,
4:19, 4:21, 10:4,
10:24, 10:25
conclude [2] - 3:11,
14:16
concludes [1] - 53:18
conditions [1] - 25:12
conducting [1] - 18:5
configuration [2] -
11:5, 24:9
Configuration [1] -
1:5
confirmed [1] - 6:15
connection [1] - 14:2
consequences [1] -
47:23
consider [7] - 11:9,
11:17, 11:24, 12:21,
37:4, 37:25, 48:10
consideration [2] -
17:2, 24:23
considered [2] - 3:21,
48:11
considering [3] - 3:7,
3:21, 11:20
constantly [1] - 18:17
construction [1] -
16:19
consultation [2] - 3:5,
11:12
consultations [1] - 6:7
continue [1] - 48:4
contract [1] - 19:19
contraction [1] -
24:13

contracts [3] - 19:10,
19:11, 19:14
contrary [1] - 44:13
convenience [1] -
38:6
conversation [3] -
14:15, 38:22, 51:14
conversations [3] -
14:14, 25:2, 25:25
cookies [1] - 4:4
correct [2] - 20:19,
33:13
correspondence [1] -
46:2
cosmetology [1] -
16:19
cost [1] - 28:5
costs [5] - 27:24, 28:5,
28:13, 33:1, 34:7
counter [1] - 44:13
County [2] - 6:9, 48:18
couple [1] - 31:3
course [5] - 6:12, 8:5,
11:3, 45:7, 49:15
courses [7] - 7:3,
7:17, 7:22, 8:6, 10:6,
41:25, 49:13
Court [1] - 54:15
crazily [1] - 33:5
credit [1] - 7:21
Cruickshank [1] -
25:24
CSR(A) [1] - 54:14
CTF [1] - 41:23
CTS [2] - 7:3, 41:23
culinary [1] - 16:20
cure [1] - 21:7
curious [1] - 30:21
current [1] - 49:8

D

dad [1] - 17:21
daily [1] - 32:10
date [3] - 7:12, 11:11,
12:8
Dated [1] - 54:8
daughter [3] - 26:24,
29:17, 46:21
daughter's [2] - 17:23,
18:14
daughters [1] - 26:20
Dave [2] - 1:21, 2:20
day-to-day [1] - 7:14
deal [8] - 11:19, 19:3,
19:7, 33:6, 40:25,
41:1, 47:24
decides [1] - 38:6
deciding [1] - 50:9
decision [12] - 12:18,

23:9, 25:20, 25:21,
34:12, 39:9, 39:10,
39:18, 41:17, 51:12,
53:2, 53:4
decision's [1] - 25:10
decisions [3] - 25:11,
42:5, 47:21
decline [1] - 43:24
declining [1] - 45:11
decreases [1] - 24:10
deliberate [2] - 12:6,
12:16
deliberations [1] -
38:24
denominator [1] -
18:8
deserved [1] - 27:11
designated [2] - 18:2,
44:17
desire [2] - 10:12,
10:22
despite [2] - 6:16,
6:17
determination [1] -
39:1
determined [1] - 11:19
DeVries [2] - 25:23
die [1] - 43:12
different [21] - 7:22,
7:24, 8:11, 9:24,
12:9, 13:14, 15:7,
16:16, 20:3, 21:15,
27:4, 28:17, 31:3,
36:16, 38:16, 41:22,
48:21, 49:25, 50:9
difficult [1] - 9:13
dilapidates [1] - 30:13
director [2] - 2:8, 2:21
Director [1] - 1:22
disappear [1] - 43:22
disappears [1] - 43:21
disconnect [1] - 51:6
discussion [1] - 22:12
discussions [1] - 8:18
disrespectful [1] -
14:15
distance [1] - 20:8
district [1] - 33:21
Division [2] - 1:21,
1:24
division [24] - 2:20,
5:25, 6:21, 10:1,
12:5, 12:11, 12:13,
15:25, 19:15, 19:20,
21:9, 23:13, 31:24,
32:14, 32:21, 32:24,
33:16, 33:20, 34:9,
36:18, 44:6, 44:11,
53:6
division's [1] - 2:22

divisions [2] - 32:21, 44:5
document [2] - 12:4, 39:15
documents [1] - 12:4
dollars [14] - 31:8, 32:5, 32:7, 32:8, 32:9, 32:11, 32:23, 32:25, 33:8, 33:10, 33:11, 33:12, 33:15, 34:1
Donald [1] - 29:17
done [7] - 12:3, 13:13, 22:12, 28:4, 32:12, 35:18, 47:5
double [2] - 18:4, 18:22
down [12] - 18:24, 21:11, 27:20, 28:9, 29:23, 30:4, 30:7, 43:11, 48:4, 54:5
downsize [3] - 16:11, 43:9
Dragon [2] - 1:24, 2:22
dream [1] - 7:19
dreams [3] - 22:15, 22:18, 51:22
drivable [1] - 20:8
drive [2] - 20:6, 33:11
driven [3] - 33:17, 33:23, 34:2
drop [1] - 34:7
due [1] - 39:24
duped [1] - 37:6
dwindling [1] - 17:12
dynamics [1] - 15:20

E

e-mail [1] - 52:23
e-mails [1] - 12:10
easier [1] - 38:8
east [1] - 44:1
economic [1] - 15:22
Edmonton [1] - 54:8
education [5] - 5:22, 6:20, 9:22, 22:19, 37:16
educational [1] - 26:14
efficiently [1] - 30:16
eight [2] - 18:19, 45:10
EIPS [5] - 2:10, 2:15, 2:25, 3:17, 53:14
either [9] - 13:15, 20:5, 24:17, 26:3, 38:25, 40:16, 41:19, 42:12

elected [2] - 6:8, 26:17
elementary [7] - 14:25, 18:20, 23:22, 28:3, 37:13, 39:13, 48:3
Elk [5] - 1:2, 2:8, 19:8, 19:16, 23:12
embarked [1] - 28:12
emotional [1] - 4:18
empty [2] - 27:21, 28:4
encompasses [1] - 5:24
encourage [3] - 13:6, 52:21, 53:9
encouraged [1] - 4:15
end [1] - 45:5
ended [2] - 22:5, 22:11
enhance [2] - 26:3, 26:4
enhanced [1] - 7:3
enrolled [1] - 44:19
enrollment [7] - 23:15, 23:19, 24:2, 33:23, 39:24, 43:4, 45:11
ensure [4] - 6:1, 12:21, 21:9, 32:24
enter [2] - 50:21, 50:25
entire [2] - 28:11, 36:18
entitled [1] - 45:4
envelope [1] - 36:8
environments [2] - 31:12, 31:13
equal [1] - 4:12
equally [1] - 7:11
equitably [1] - 32:15
especially [3] - 9:9, 26:5, 49:23
essay [1] - 49:18
essentially [2] - 32:3, 33:7
et [8] - 16:20, 25:8, 36:9, 42:1, 48:2, 48:18
evening [13] - 2:2, 2:6, 3:20, 5:3, 11:21, 13:1, 13:8, 13:17, 43:2, 51:24, 52:17, 53:9, 53:17
evening's [2] - 2:9, 5:18
events [1] - 9:18
eventually [2] - 43:11, 46:22
exact [1] - 35:21
exactly [3] - 3:6, 3:20, 37:11
example [6] - 16:17,

24:19, 24:24, 31:15, 50:23
excellent [1] - 19:2
except [1] - 52:3
excess [1] - 28:20
excuse [1] - 29:8
exit [1] - 18:5
exits [1] - 4:6
expected [1] - 53:3
expensive [1] - 34:1
experience [5] - 7:6, 7:14, 7:18, 10:15, 51:3
experiences [1] - 7:4
experiencing [1] - 7:8
experts [1] - 14:5
explore [3] - 7:21, 13:7, 37:22
exploring [1] - 38:14
express [1] - 8:7
expressed [2] - 10:11, 10:24
extended [1] - 48:6
extremely [2] - 15:23

F

face [3] - 36:18, 49:9, 49:10
faced [1] - 40:3
Facilitator [1] - 1:9
facilities [4] - 16:15, 31:4, 42:3, 43:22
facility [2] - 10:23, 26:10
facing [4] - 39:8, 40:2, 40:7, 40:9
factor [1] - 50:9
factors [2] - 15:22, 20:7
fair [1] - 45:25
falls [1] - 30:24
familiar [1] - 21:1
families [6] - 6:11, 41:8, 41:15, 46:13, 52:2, 52:14
family [1] - 21:1
family's [1] - 45:22
fee [1] - 35:8
feedback [7] - 3:6, 3:18, 7:9, 11:10, 12:13, 53:1, 53:15
feelings [1] - 52:1
fees [1] - 36:12
felt [2] - 9:8, 37:6
few [6] - 6:6, 9:9, 20:21, 33:25, 50:3, 51:7
fillable [1] - 22:11
final [3] - 13:3, 51:24,

53:2
finalized [1] - 3:1
finally [1] - 4:16
fine [1] - 47:11
fingers [1] - 45:17
finish [1] - 10:17
first [9] - 5:25, 14:8, 19:4, 19:6, 25:14, 32:18, 34:21, 43:7, 52:8
five [5] - 18:16, 18:19, 42:9, 49:16, 49:25
floor [2] - 3:9, 13:21
focus [2] - 4:12, 8:13
Footz [2] - 1:11, 2:12
force [1] - 19:12
foregoing [1] - 54:4
form [5] - 8:20, 9:17, 9:24, 12:12, 52:22
formula [1] - 33:5
forum [1] - 13:12
forward [2] - 3:7, 45:14
four [4] - 18:14, 18:16, 43:20, 49:15
fourth [1] - 26:21
fourth-generation [1] - 26:21
free [3] - 19:5, 19:23, 19:24
Friday [1] - 26:24
friend [1] - 49:18
friends [2] - 9:14, 49:10
front [3] - 13:16, 14:5, 35:23
fun [1] - 47:17
funding [1] - 36:8
future [3] - 7:18, 11:4, 25:12
futures [1] - 47:22

G

gain [1] - 22:14
Gary [1] - 26:1
gender [1] - 9:12
generation [1] - 26:21
generations [3] - 39:5, 45:22
given [5] - 6:19, 15:4, 32:23, 33:11, 47:1
God [1] - 39:12
Gordon [2] - 1:12, 2:12
governance [1] - 48:17
Government [1] - 44:24
grad [1] - 39:10

grade [4] - 3:15, 9:12, 11:5, 53:12
Grade [13] - 1:5, 10:13, 10:14, 15:2, 25:3, 27:2, 29:17, 29:18, 37:5, 39:8, 47:10, 47:11
Grades [5] - 6:13, 11:17, 11:20, 11:25, 37:8
grades [5] - 8:11, 24:10, 24:14, 27:3, 27:4
grads [1] - 26:21
graduate [5] - 10:19, 40:3, 50:16, 51:11
graduated [3] - 26:25, 39:11, 42:24
graduation [1] - 39:5
grain [1] - 47:19
grandfather [1] - 45:23
grandmother [1] - 14:25
grant [1] - 32:20
Grant [1] - 32:22
grapevine [1] - 39:15
great [14] - 23:21, 23:22, 24:7, 25:15, 28:8, 29:24, 31:11, 31:12, 36:22, 42:14, 47:15, 47:25, 49:14
greatest [1] - 10:11
greener [1] - 48:24
Greg [1] - 25:24
grew [1] - 47:13
ground [2] - 4:8, 30:13
group [8] - 7:2, 8:4, 8:5, 10:17, 36:22, 41:14, 49:11, 51:20
growing [2] - 52:5
guarantee [3] - 34:24, 35:3, 35:24
guess [6] - 16:1, 25:19, 26:18, 46:8, 46:24, 47:7
guessing [1] - 45:10
guidance [1] - 9:4
gung [1] - 26:23
gung-ho [1] - 26:23
guys [4] - 39:16, 41:1, 47:1
gym [3] - 3:13, 14:22, 30:18
gymnasium [1] - 4:7

H

half [1] - 30:7
half-hour [1] - 30:7

hand [2] - 9:3, 9:5
handouts [2] - 15:4, 45:9
hard [3] - 6:16, 6:17, 15:23
harm [1] - 41:8
Harvey [2] - 1:16, 2:13
health [1] - 43:21
hear [6] - 5:1, 21:16, 22:17, 41:10, 49:12
heard [11] - 6:14, 7:10, 7:15, 9:6, 10:3, 12:22, 26:22, 39:14, 39:22, 41:3
heartbreaking [1] - 42:25
heat [6] - 27:23, 28:11, 28:15, 28:16, 29:7, 34:6
heated [1] - 29:8
Heidi [3] - 17:21, 35:15, 37:12
help [2] - 4:5
helping [1] - 9:5
hereby [1] - 54:3
hi [4] - 26:16, 39:3, 45:21, 46:20
Hi [1] - 17:21
High [3] - 15:6, 15:17, 16:4
high [49] - 5:22, 6:18, 6:21, 7:6, 7:7, 9:7, 10:15, 10:18, 15:9, 15:18, 16:3, 16:4, 16:8, 16:9, 16:11, 16:14, 18:3, 18:13, 20:5, 20:14, 22:8, 23:7, 23:16, 23:22, 24:1, 24:20, 25:5, 27:19, 35:6, 35:9, 37:13, 39:8, 39:18, 40:17, 40:20, 41:16, 41:22, 45:12, 45:13, 45:25, 46:11, 46:17, 47:8, 47:16, 49:23, 50:12, 51:1
highly [1] - 39:6
hit [1] - 15:23
ho [1] - 26:23
holding [2] - 11:23, 14:14
Hollowaychuk [3] - 1:13, 2:12, 29:2
home [3] - 38:11, 46:7, 47:4
honest [2] - 51:16, 51:21
hope [3] - 3:23, 4:20, 46:24
hopes [3] - 22:15,

22:18, 51:21
hoping [1] - 23:5
hour [1] - 30:7
hours [1] - 48:6
housekeeping [1] - 4:1
housing [1] - 52:9
hub [3] - 26:5, 26:13, 26:14
Hubick [2] - 1:14, 2:13
huge [2] - 33:24, 34:4
hurt [1] - 41:7
husband [3] - 39:4, 42:17, 46:21
HVACs [2] - 32:13

I

idea [4] - 43:4, 43:5, 45:12, 46:9
immediately [1] - 14:17
implications [1] - 51:12
importance [1] - 34:11
important [8] - 5:6, 5:9, 7:10, 8:17, 10:17, 11:7, 50:15, 51:9
importantly [2] - 8:20, 12:19
IMR [2] - 32:8, 32:10
includes [2] - 3:14, 53:11
increase [3] - 23:15, 23:19, 24:2
incrementally [1] - 24:2
incumbent [1] - 34:14
indenture [1] - 19:11
indicated [6] - 5:10, 9:1, 22:20, 22:21, 22:23, 50:13
INDISCERNIBLE [1] - 30:24
individual [2] - 4:13, 12:12
information [10] - 3:4, 3:14, 12:7, 12:8, 12:17, 45:16, 49:1, 52:25, 53:10, 53:11
infrastructural [1] - 32:7
infrastructure [2] - 30:14, 32:8
inherent [2] - 27:24, 34:13
initial [3] - 6:15, 41:1, 41:2
input [4] - 3:23, 7:12,

7:18, 47:3
insight [1] - 7:18
instead [2] - 8:6, 17:3
institutions [1] - 43:18
instruction [3] - 8:10, 8:13, 8:16
intact [1] - 45:16
intended [1] - 49:20
interest [1] - 53:5
interested [6] - 6:12, 13:24, 14:19, 40:16, 50:23, 51:5
interesting [1] - 44:3
interests [3] - 9:15, 9:19, 41:20
interrupting [1] - 4:11
interrupted [1] - 21:23
interviews [1] - 18:5
intramural [1] - 9:19
invested [1] - 23:4
involved [2] - 29:14, 50:22
involvement [1] - 26:3
Island [5] - 1:2, 2:8, 19:8, 19:16, 23:12
isolated [1] - 9:8
issue [8] - 5:6, 9:17, 16:12, 16:13, 17:10, 18:9, 20:2, 40:2
issues [3] - 7:7, 11:2, 17:5
it'd [1] - 47:11
items [2] - 4:1, 49:5
itself [3] - 11:5, 15:22, 38:5

J

Janelle [3] - 39:3, 40:11, 41:3
Jeff [5] - 1:9, 2:8, 5:10, 12:24, 13:5
JEFF [23] - 2:2, 13:20, 15:14, 17:20, 18:25, 24:6, 26:15, 27:18, 28:7, 29:15, 30:25, 34:17, 35:14, 39:2, 40:10, 42:7, 43:1, 43:13, 45:20, 46:19, 48:7, 51:23, 52:16
Jenessa [1] - 54:14
jeopardizes [1] - 38:13
jeopardy [1] - 37:16
Jim [2] - 1:15, 2:13
job [1] - 36:4
jobs [1] - 8:1
John [1] - 21:17
join [2] - 9:18, 14:1

joining [1] - 2:10
Julie [2] - 35:19, 41:14
Julie's [1] - 35:19
June [3] - 11:22, 12:1, 53:4
junior [11] - 7:6, 9:7, 22:8, 23:22, 24:20, 25:5, 37:12, 39:7, 45:13, 47:8, 47:16
junior/senior [2] - 40:20, 40:21
jurisdictions [2] - 8:25, 44:20

K

K-to-12 [2] - 10:23, 52:9
K-to-3 [1] - 26:6
K-to-6 [1] - 26:6
K-to-9 [9] - 23:13, 25:17, 25:18, 27:16, 30:10, 34:13, 37:20, 42:16
Karen [2] - 14:24, 27:19
keep [9] - 10:22, 30:12, 30:14, 30:23, 33:1, 34:6, 45:14, 45:15, 52:4
keeping [2] - 30:15, 30:22
key [1] - 34:11
kid [1] - 21:21
kids [27] - 18:2, 18:5, 18:22, 22:17, 23:8, 26:25, 27:8, 27:9, 27:12, 34:20, 35:11, 39:13, 39:19, 42:23, 45:24, 46:14, 47:10, 47:20, 48:2, 48:3, 48:5, 48:23, 49:6, 51:14, 51:16, 51:20
kids' [3] - 22:15, 22:24, 41:7
kind [8] - 26:6, 26:13, 32:10, 43:19, 46:3, 47:7, 51:5, 51:25
knowing [1] - 47:14
knows [1] - 45:8
Kumeyer [1] - 14:24

L

lack [4] - 6:24, 49:10, 49:11
Lake [1] - 46:7
Lamont [7] - 39:18, 39:22, 40:2, 40:8, 40:14, 40:20, 48:18

large [10] - 8:18, 13:12, 15:18, 16:14, 16:20, 33:15, 37:18, 38:19, 49:4
larger [4] - 8:2, 9:18, 17:6, 47:13
last [6] - 6:6, 10:21, 18:15, 25:25, 39:11, 40:3
late [1] - 42:9
Laura [1] - 13:25
lead [3] - 5:18, 7:25, 29:1
learn [2] - 4:10, 51:9
learning [3] - 9:2, 31:12
Leatherdale [1] - 40:20
leave [3] - 18:6, 19:25, 50:21
leaves [1] - 43:23
left [3] - 4:3, 4:6, 14:21
legally [1] - 45:4
length [1] - 20:6
Leriger [1] - 54:14
less [1] - 36:16
letter [1] - 52:23
level [3] - 47:16, 47:21, 48:16
levels [2] - 8:12, 49:25
library [1] - 4:3
lie [1] - 37:15
lied [1] - 36:2
light [3] - 28:11, 28:15, 34:6
LIGUORI [11] - 4:25, 15:15, 19:1, 22:4, 24:7, 28:8, 31:1, 35:15, 40:11, 43:14, 48:8
Liguori [7] - 1:17, 2:16, 3:4, 3:10, 4:24, 13:21, 14:4
likely [2] - 38:25, 45:13
limit [1] - 14:7
limitations [1] - 22:24
limited [1] - 9:20
line [1] - 13:23
lines [1] - 28:3
Lisa [5] - 1:22, 2:21, 35:18, 36:21, 41:13
listen [1] - 4:10
lit [3] - 28:16, 29:8, 31:11
live [4] - 20:7, 23:3, 44:7
living [1] - 7:14
local [4] - 21:10, 43:20, 43:21, 48:16

located [1] - 4:2
locations [2] - 17:15, 20:5
lodge [1] - 52:12
lonely [1] - 9:8
longest [1] - 18:19
look [18] - 10:5, 17:6, 17:7, 24:18, 25:3, 25:6, 26:6, 28:21, 31:15, 33:8, 33:9, 36:12, 36:15, 37:8, 37:23, 42:3, 48:13
looked [5] - 25:11, 25:24, 41:12, 42:19, 42:20
looking [5] - 31:19, 37:4, 40:12, 41:14, 51:11
looks [1] - 48:24
losing [1] - 18:21
loud [1] - 41:10
love [1] - 42:13
low [2] - 39:24, 40:4
lower [1] - 16:24
Lupul [1] - 26:16

M

mad [1] - 37:3
mail [2] - 52:23, 52:24
mails [1] - 12:10
maintained [1] - 34:3
maintenance [3] - 32:7, 32:8, 32:9
Mali [1] - 40:13
Mali's [1] - 40:19
Mark [4] - 1:17, 2:16, 3:4, 4:24
MARK [11] - 4:25, 15:15, 19:1, 22:4, 24:7, 28:8, 31:1, 35:15, 40:11, 43:14, 48:8
Mary's [2] - 16:8, 16:9
Math [1] - 27:3
math [4] - 27:5, 49:18, 49:24, 49:25
Matiazzo [1] - 23:2
matter [1] - 44:12
maturity [1] - 47:20
mayor [3] - 26:1, 45:8, 48:17
McNabb [1] - 13:25
mean [5] - 23:16, 30:17, 50:2, 52:9, 52:11
meaningful [1] - 8:21
means [5] - 19:12, 27:20, 39:20, 45:16, 52:10

medical [1] - 43:22
meet [1] - 33:6
meeting [16] - 2:7, 2:24, 3:2, 3:23, 4:18, 5:18, 11:15, 11:18, 11:24, 12:3, 12:5, 12:15, 24:4, 26:22, 26:23, 53:4
MEETING [15] - 14:24, 17:21, 21:17, 23:2, 26:16, 27:19, 29:16, 34:18, 39:3, 42:11, 43:2, 45:7, 45:21, 46:20, 51:25
Meeting [1] - 1:4
meetings [2] - 12:14, 18:1
MEMBER [15] - 14:24, 17:21, 21:17, 23:2, 26:16, 27:19, 29:16, 34:18, 39:3, 42:11, 43:2, 45:7, 45:21, 46:20, 51:25
members [3] - 6:12, 10:20, 22:9
memory [1] - 45:10
met [7] - 6:8, 6:10, 6:11, 6:13, 10:21, 51:17, 51:18
microphone [1] - 13:22
might [1] - 41:6
Mike [3] - 29:16, 31:1, 32:18
mind [3] - 2:3, 4:22, 9:24
minutes [8] - 2:25, 27:5, 34:25, 35:1, 35:25, 36:1, 42:9
missing [1] - 30:19
model [3] - 9:2, 25:7, 49:22
moderator [1] - 2:9
Mom [1] - 27:7
moment [1] - 12:24
money [1] - 28:14
months [3] - 6:6, 12:23
moreover [1] - 6:23
most [6] - 6:5, 7:11, 12:19, 17:8, 24:25, 38:25
move [4] - 17:3, 17:9, 52:7, 52:8
moved [4] - 21:19, 29:20, 42:18, 46:21
moving [2] - 10:14, 45:13
multiple [1] - 8:6
Mundare [3] - 25:2,

25:4, 42:19

N

name [4] - 2:7, 14:2, 24:12, 26:16
name's [4] - 23:2, 29:16, 39:3, 45:21
necessarily [1] - 15:17
Necessity [3] - 32:22, 33:8, 33:16
necessity [2] - 29:22, 32:19
need [10] - 4:1, 32:11, 36:15, 41:10, 42:5, 44:22, 47:18, 48:5, 48:9, 51:7
needs [1] - 11:9
never [3] - 9:24, 17:2, 41:8
new [2] - 18:20, 39:9
next [6] - 3:7, 10:13, 30:11, 40:18, 40:23, 48:10
nine [1] - 29:24
nobody [1] - 30:4
north [1] - 43:25
not-for-profit [1] - 29:11
noted [1] - 18:1
notes [1] - 54:7
nothing [3] - 28:13, 41:5, 52:13
notion [1] - 41:15
number [6] - 15:22, 20:7, 20:20, 21:14, 25:22
numbers [1] - 24:21
numerous [1] - 30:18
nuts [1] - 19:3

O

objective [1] - 3:19
obligation [1] - 19:15
obviously [2] - 38:19, 50:2
occasion [1] - 22:7
occurred [1] - 15:20
occurring [1] - 38:13
OF [1] - 54:1
offend [1] - 38:7
offending [1] - 46:25
offer [7] - 10:16, 29:10, 41:22, 41:25, 52:3, 52:12, 52:14
official [1] - 26:17
officials [1] - 6:9
often [2] - 8:25, 9:8
oftentimes [1] - 21:7

older [5] - 11:2, 35:8, 35:11, 38:9, 38:21
once [2] - 2:25, 14:10
one [55] - 4:10, 4:17, 8:8, 9:11, 13:22, 13:23, 14:4, 14:8, 14:22, 15:8, 15:20, 16:25, 17:5, 17:25, 19:6, 19:8, 19:10, 20:12, 22:7, 28:18, 29:6, 29:18, 30:5, 31:3, 31:4, 31:22, 32:5, 32:13, 36:10, 36:17, 37:2, 37:11, 37:17, 37:18, 38:23, 41:2, 41:11, 42:3, 44:3, 44:4, 44:23, 45:8, 46:1, 48:9, 48:19, 48:25, 49:4, 50:14, 50:17
ones [2] - 19:7, 40:24
online [2] - 8:25, 52:22
open [8] - 3:8, 10:23, 13:16, 13:21, 22:5, 22:11, 28:1, 33:2
open-ended [2] - 22:5, 22:11
operating [1] - 49:23
operation [2] - 32:6, 32:9
opinion [1] - 17:14
opinions [1] - 48:12
opportunities [10] - 7:19, 15:10, 20:10, 20:11, 20:16, 26:12, 28:22, 29:9, 41:17, 41:18
opportunity [5] - 5:11, 8:3, 9:20, 22:8, 50:20
oppose [1] - 26:23
opposed [1] - 42:4
optimize [1] - 36:19
option [3] - 24:1, 24:5, 40:4
options [14] - 7:3, 7:16, 7:24, 29:11, 39:23, 39:24, 40:17, 41:12, 41:13, 41:15, 41:23, 41:24, 47:9, 47:14
order [2] - 9:25, 52:4
outline [1] - 3:4
outside [1] - 15:7
overall [1] - 3:19
overbalanced [1] - 50:6
own [1] - 8:4

P

package [2] - 49:1, 49:4
page [1] - 49:21
pages [1] - 54:4
paint [1] - 5:16
painting [1] - 32:12
parent [2] - 42:6, 44:15
parents [17] - 6:16, 10:20, 18:6, 23:20, 24:18, 36:11, 36:15, 36:25, 37:12, 40:15, 44:21, 45:23, 47:4, 48:1, 48:15, 49:3, 51:15
part [23] - 9:20, 10:7, 13:3, 15:24, 16:12, 17:8, 20:1, 22:16, 24:11, 25:2, 25:14, 26:6, 32:18, 33:22, 34:1, 37:9, 41:11, 44:10, 51:11, 52:17
particular [5] - 8:8, 19:13, 19:19, 50:1, 50:14
partnership [2] - 26:12, 38:2
partnerships [1] - 28:23
parts [3] - 31:3, 37:1, 37:18
pass [1] - 39:11
passed [1] - 39:10
past [5] - 12:14, 12:23, 20:21, 24:16
pay [4] - 36:12, 38:22, 51:7
paying [3] - 35:8, 36:15, 50:7
peer [3] - 7:2, 8:4, 49:11
penalized [1] - 35:12
people [18] - 6:10, 9:14, 13:6, 13:15, 14:9, 19:12, 21:2, 29:10, 29:25, 34:19, 37:2, 37:5, 41:6, 42:23, 42:24, 49:2, 51:8, 52:14
percent [1] - 15:5
perfect [1] - 42:21
period [2] - 3:11, 14:17
person [2] - 4:13, 46:1
phone [3] - 12:10, 44:23, 49:18
phonetic [3] - 14:24, 23:3, 43:3

phoning [1] - 44:23
physical [1] - 9:22
picked [1] - 48:5
picture [2] - 5:16, 36:13
piece [1] - 45:6
pieces [1] - 48:20
place [8] - 19:13, 29:21, 30:9, 30:12, 30:14, 30:22, 52:8, 53:3
plain [2] - 44:8
plan [1] - 23:11
planner [1] - 2:22
Planner [1] - 1:24
planning [1] - 2:3
plant [2] - 32:6, 32:9
plays [2] - 43:25, 52:15
podium [1] - 14:22
point [5] - 6:7, 7:2, 16:2, 42:6, 48:11
pointing [1] - 45:17
points [1] - 4:13
population [7] - 15:21, 16:10, 17:12, 18:3, 18:22, 34:3, 34:9
portion [1] - 25:5
pose [1] - 3:9
positions [1] - 19:25
positive [1] - 8:22
possibility [1] - 28:2
possible [3] - 14:9, 36:7, 38:3
post [1] - 2:25
posted [1] - 12:4
potential [4] - 9:17, 25:16, 25:18, 28:20
potentially [8] - 10:5, 29:9, 31:21, 37:4, 37:20, 38:13, 41:19, 46:23
pots [1] - 32:6
prefilled [1] - 22:1
prefilled-out [1] - 22:1
preparing [1] - 13:4
present [1] - 51:20
PRESENT [1] - 1:8
presentation [2] - 3:3, 4:23
pretty [1] - 45:12
previous [1] - 18:1
primarily [1] - 15:19
Principal [2] - 1:21, 25:23
principal [6] - 2:20, 18:15, 40:12, 40:14, 40:19, 40:21
principals [1] - 18:16

priority [1] - 6:1
problem [3] - 43:8, 49:19, 51:6
proceedings [1] - 54:5
process [4] - 3:5, 5:20, 6:23, 24:13
profit [1] - 29:11
Program [1] - 51:3
program [2] - 2:10, 17:13
programing [1] - 25:18
programming [14] - 16:16, 17:16, 24:18, 24:20, 24:21, 25:8, 25:17, 25:21, 26:4, 40:23, 41:23, 41:25, 48:13, 50:11
programs [1] - 15:7
promise [2] - 19:17, 37:21
Proposal [1] - 1:5
proposed [2] - 3:15, 53:12
prospects [1] - 11:4
provide [1] - 9:4
provided [5] - 11:11, 11:14, 12:15, 37:17, 40:16
providing [2] - 12:2, 24:21
Province [4] - 31:9, 36:8, 36:14, 54:8
Public [5] - 1:2, 1:4, 2:8, 19:9, 19:16
public [5] - 3:5, 16:7, 19:9, 20:2, 45:15
pun [1] - 49:20
purpose [1] - 2:24
put [3] - 8:6, 41:4, 49:2
puts [1] - 37:15

Q

quality [4] - 5:21, 20:14, 37:16, 41:22
question-and-answer [2] - 3:11, 14:16
questionnaires [2] - 22:1, 47:2
questions [27] - 3:9, 3:17, 4:14, 4:21, 5:14, 8:19, 12:25, 13:7, 13:10, 13:18, 13:21, 13:23, 14:12, 16:25, 22:1, 22:5, 22:10, 22:11, 24:7, 38:25, 40:22, 42:12,

50:18, 52:18, 52:19, 53:14

R

raising [1] - 21:21
Randy [2] - 1:11, 2:12
RAP [1] - 51:2
rate [2] - 16:24, 29:5
rates [1] - 29:13
rather [2] - 17:17, 39:19
rationale [1] - 37:9
Re [1] - 1:4
reading [1] - 39:15
real [2] - 7:20, 10:4
really [12] - 10:17, 13:6, 15:23, 27:7, 28:9, 31:2, 34:1, 42:16, 45:1, 51:10, 51:16, 51:21
realtime [1] - 8:20
reason [7] - 5:19, 18:21, 22:16, 23:20, 28:12, 42:17, 42:18
reasonable [2] - 34:22, 36:20
reasoning [1] - 23:10
reasons [4] - 5:5, 7:24, 20:23, 28:17
receive [5] - 8:9, 8:15, 32:21, 36:8, 36:13
received [8] - 3:6, 7:12, 12:7, 12:10, 12:17, 12:22, 45:9, 53:1
receives [2] - 33:16, 33:18
recently [2] - 24:25, 25:24
recognizes [1] - 4:17
recommendation [6] - 11:14, 11:16, 11:19, 37:3, 37:10, 37:11
reconfiguration [2] - 3:16, 53:13
recorded [3] - 2:24, 13:2, 54:5
Recorded [1] - 1:3
recording [2] - 2:1, 53:18
recruit [1] - 21:9
reduced [1] - 29:13
reductions [1] - 29:12
reestablishment [1] - 25:3
refineries [1] - 30:3
refrain [2] - 4:11, 14:13
refreshments [1] - 4:3

regard [1] - 43:4
regarding [1] - 34:19
regardless [2] - 28:6, 31:6
region [1] - 17:6
register [1] - 44:22
Registered [1] - 51:2
regularly [1] - 11:23
reiterate [1] - 27:15
related [2] - 3:15, 53:12
relationships [2] - 8:21, 8:22
relative [18] - 22:14, 26:1, 29:2, 31:9, 32:16, 34:10, 35:16, 36:9, 38:20, 39:1, 40:22, 41:12, 41:13, 44:2, 48:12, 50:10
remain [1] - 10:12
remote [1] - 8:25
renewal [1] - 32:8
reopen [1] - 24:1
repaired [1] - 31:21
replaced [1] - 32:13
report [3] - 12:2, 12:14, 13:3
Reporter [1] - 54:15
representative [2] - 3:17, 53:14
reputation [2] - 23:21, 41:9
request [1] - 24:17
requested [2] - 21:2, 25:1
required [1] - 9:4
requires [1] - 31:24
resources [3] - 44:18, 45:3, 50:3
respect [2] - 4:9, 4:20
respond [3] - 14:5, 43:15
responses [1] - 21:24
rest [2] - 46:12, 53:8
retain [1] - 21:10
revenue [2] - 34:8, 36:14
reverse [1] - 17:17
review [1] - 47:4
reviewed [1] - 53:1
reviewing [1] - 11:10
rid [1] - 39:23
ride [4] - 10:4, 10:25, 36:6, 36:20
riding [1] - 10:8
rig [1] - 41:9
rightfully [1] - 8:13
righty [1] - 4:25
road [2] - 30:4, 30:7

robust [4] - 17:16, 26:13, 37:20, 38:2
Rod [1] - 40:20
role [1] - 52:15
rolled [1] - 30:10
Roman [1] - 16:6
roof [1] - 32:12
room [9] - 4:4, 4:9, 13:24, 14:5, 28:2, 40:13, 44:17, 53:1, 53:10
rooms [4] - 27:21, 27:22, 28:2, 28:4
roots [1] - 21:12
rotate [2] - 3:12, 53:9
route [1] - 36:1
routes [2] - 36:19, 48:6
rules [1] - 4:8
rumor [2] - 39:25, 40:6
running [3] - 30:15, 30:23
rural [5] - 20:4, 43:17, 43:25, 44:12, 48:5

S

Saduski [1] - 43:3
safe [1] - 31:10
salt [1] - 47:19
Sandra [2] - 1:20, 2:19
scenes [1] - 30:20
schedule [1] - 11:1
scheduled [1] - 11:24
school [124] - 4:2, 4:19, 5:22, 6:8, 6:10, 6:18, 6:19, 7:4, 7:7, 9:21, 10:15, 10:18, 11:1, 15:9, 15:11, 16:3, 16:4, 16:8, 16:9, 16:11, 16:14, 16:22, 17:12, 17:22, 17:23, 18:3, 18:11, 19:9, 19:19, 19:23, 19:24, 19:25, 20:18, 21:7, 21:18, 21:20, 22:22, 23:5, 23:8, 23:13, 23:16, 23:21, 23:22, 24:1, 24:12, 24:17, 24:19, 24:21, 25:5, 26:2, 26:4, 26:9, 27:16, 27:20, 27:21, 28:21, 28:24, 29:21, 30:10, 31:22, 31:24, 32:19, 32:24, 33:18, 33:20, 33:23, 34:13, 34:16, 35:6, 35:10, 36:25, 37:15, 37:17, 37:20, 38:2, 38:18, 39:9, 39:13,

39:19, 39:22, 41:16, 41:20, 42:3, 43:9, 43:22, 44:4, 44:5, 44:6, 44:15, 44:16, 44:17, 44:18, 44:19, 44:20, 44:21, 44:25, 45:1, 45:12, 45:15, 45:22, 45:24, 45:25, 46:8, 46:9, 46:11, 46:12, 46:17, 48:3, 49:12, 49:23, 50:13, 50:17, 50:21, 51:1, 51:11, 52:3, 52:4, 52:10, 52:12

School [29] - 1:2, 1:4, 5:12, 5:23, 6:11, 7:14, 10:23, 11:18, 11:25, 14:3, 15:17, 16:4, 16:7, 19:22, 20:14, 20:22, 21:13, 25:4, 26:21, 32:22, 33:8, 33:14, 33:16, 33:17, 34:10, 38:24, 44:13, 44:14, 46:23

school's [1] - 24:9

schools [19] - 6:21, 9:25, 15:18, 17:7, 19:17, 19:22, 21:8, 28:10, 31:6, 32:15, 32:24, 33:2, 33:9, 34:2, 40:17, 41:21, 47:13, 47:14

Schools [3] - 2:9, 19:9, 19:16

seat [2] - 2:4

second [4] - 18:15, 23:25, 36:23, 41:11

secondhand [1] - 41:3

secondly [1] - 35:5

secret [1] - 45:14

Secretary [1] - 2:17

Secretary [1] - 1:18

see [5] - 18:6, 22:2, 24:5, 37:19, 43:17

seek [2] - 20:10, 20:15

send [4] - 34:20, 35:7, 40:1, 52:23

senior [3] - 5:22, 7:7, 9:7

sent [3] - 12:11, 39:16, 47:4

separate [2] - 16:6

separation [1] - 16:5

September [1] - 44:15

sequencing [1] - 42:1

session [1] - 13:13

set [3] - 21:11

setting [3] - 8:16, 13:12, 47:6

Seutter [2] - 1:15, 2:13

seven [2] - 6:7, 12:14

several [4] - 6:6, 8:11, 12:23

share [3] - 14:3, 14:11, 52:20

shared [2] - 9:14, 13:2

sharing [2] - 45:16, 52:19

sheer [1] - 48:12

Sheila [1] - 26:16

shocked [1] - 40:12

shops [1] - 16:18

short [2] - 3:12, 53:8

shorthand [2] - 54:6

shouting [1] - 14:14

show [1] - 3:22

shows [1] - 51:6

shrinking [1] - 15:21

shrinks [1] - 34:9

shut [2] - 18:24, 29:23

sibling [4] - 36:25, 38:9, 38:21

siblings [3] - 17:22, 36:24, 37:14

side [6] - 4:4, 13:24, 14:14, 14:21, 40:2, 48:24

sign [1] - 19:14

significant [6] - 10:24, 11:10, 16:15, 17:10, 29:12, 51:6

significantly [1] - 15:21

simple [2] - 44:8, 44:9

simply [1] - 6:19

sincere [1] - 4:20

single [1] - 8:5

sit [1] - 35:23

sitting [1] - 40:12

situation [1] - 40:7

six [1] - 18:16

skill [1] - 54:7

skills [1] - 8:14

Skip [2] - 1:12, 2:12

Small [3] - 32:22, 33:8, 33:16

small [8] - 9:12, 21:8, 21:21, 31:19, 31:20, 33:2, 33:9, 43:19

small-atmosphere [1] - 21:21

smaller [1] - 34:9

Smoky [1] - 46:7

social [1] - 9:13

solid [1] - 8:5

someone [2] - 36:2, 47:12

sometimes [1] - 47:18

somewhat [1] - 37:6

somewhere [1] - 47:9

son [5] - 15:1, 23:4, 23:5, 29:18, 40:1

sort [2] - 30:21, 47:2

sorts [2] - 29:25, 36:16

sources [1] - 12:9

south [1] - 44:1

space [2] - 28:20, 45:4

spaces [1] - 16:21

Spady [2] - 1:9, 2:8

SPADY [23] - 2:2, 13:20, 15:14, 17:20, 18:25, 24:6, 26:15, 27:18, 28:7, 29:15, 30:25, 34:17, 35:14, 39:2, 40:10, 42:7, 43:1, 43:13, 45:20, 46:19, 48:7, 51:23, 52:16

SPEAKER [1] - 45:19

speaks [1] - 20:13

specific [5] - 3:14, 8:7, 35:20, 40:22, 53:11

specifically [2] - 7:15, 51:4

specifics [1] - 36:21

spectre [1] - 48:23

spend [3] - 3:24, 22:9, 35:18

spent [1] - 11:9

spirit [1] - 23:1

split [1] - 16:10

spoken [3] - 6:7, 20:24

spots [4] - 9:19, 9:24, 10:7

spot [2] - 39:20, 41:4

St [2] - 16:8, 16:9

Stadnick [2] - 1:16, 2:13

staff [11] - 6:8, 6:10, 6:17, 8:21, 18:13, 18:17, 19:7, 19:8, 20:5, 21:10, 22:13

stakeholders [3] - 7:10, 12:23, 48:22

stand [1] - 40:19

standard [1] - 6:20

start [2] - 3:2, 35:1

started [4] - 3:25, 5:20, 34:21, 42:9

state [1] - 14:2

station [5] - 3:14, 3:16, 52:25, 53:11, 53:13

stations [2] - 3:13, 53:10

stay [4] - 19:12, 34:15, 47:11

step [2] - 11:11, 30:11

stepdaughter [1] - 21:18

steps [1] - 3:7

still [2] - 34:6, 52:20

Stoddard [2] - 1:20, 2:19

stole [1] - 26:17

story [1] - 43:25

straightforward [1] - 51:16

stranger [2] - 23:18, 24:3

strategy [2] - 23:11, 23:24

stream [1] - 50:1

strong [2] - 10:22, 39:7

strongest [1] - 10:11

structure [3] - 29:24, 30:22, 31:17

struggle [1] - 44:5

struggled [1] - 9:2

struggles [2] - 49:9, 49:10

Student [1] - 1:22

student [8] - 2:21, 27:2, 34:3, 36:4, 36:6, 39:8, 42:6, 50:1

students [65] - 5:22, 6:1, 6:13, 6:18, 6:19, 7:3, 7:5, 7:6, 7:8, 7:13, 7:16, 7:21, 7:25, 8:3, 8:5, 8:17, 8:24, 9:6, 9:10, 9:11, 9:13, 9:18, 9:22, 10:3, 10:10, 10:12, 11:3, 14:25, 16:3, 16:8, 16:15, 17:3, 17:9, 17:13, 17:14, 17:18, 22:8, 22:13, 22:21, 31:13, 33:25, 34:15, 37:13, 38:3, 38:17, 38:21, 39:17, 41:16, 41:18, 42:2, 43:5, 45:25, 47:3, 47:5, 47:6, 47:8, 48:14, 49:3, 50:8, 50:13, 51:4, 51:18, 51:19, 53:5

students' [1] - 43:7

stuff [2] - 30:20, 31:25

subject [1] - 8:9

submit [3] - 3:18, 52:21, 53:15

success [1] - 6:2

successful [4] - 9:1, 20:16, 21:4, 37:24

summarize [1] - 5:17

superintendent [6] - 2:17, 2:19, 2:20, 3:3, 14:4, 14:20

Superintendent [6] - 1:17, 1:19, 1:20, 3:10, 4:23, 13:20

supposed [1] - 30:3

suspicious [1] - 6:15

sustainable [2] - 25:7

switched [1] - 47:13

T

table [1] - 22:12

tables [1] - 13:14

tank [1] - 43:11

targeted [1] - 32:23

taught [3] - 8:8, 27:3, 27:5

tea [1] - 4:3

teacher [6] - 8:8, 8:16, 8:19, 9:3, 19:10, 50:3

teacher's [2] - 18:19, 49:13

teachers [11] - 18:17, 18:21, 19:10, 19:14, 19:16, 19:18, 19:21, 20:7, 20:14, 20:24, 27:25

team [4] - 9:21, 10:7, 13:9, 14:20

teams [1] - 9:24

technology [1] - 7:17

ten [1] - 49:16

terms [5] - 4:8, 7:4, 25:8, 31:16, 31:25

texts [1] - 12:10

thankfully [1] - 27:2

that'd [1] - 2:4

themselves [3] - 7:13, 31:5, 48:14

there'll [3] - 27:20, 36:1, 42:5

they've [3] - 12:22, 15:6, 45:2

thorough [1] - 21:25

thoroughly [1] - 13:8

thoughtful [1] - 4:14

thoughts [2] - 14:11, 52:19

three [8] - 24:10, 27:3, 27:4, 37:1, 40:8, 43:20, 49:15

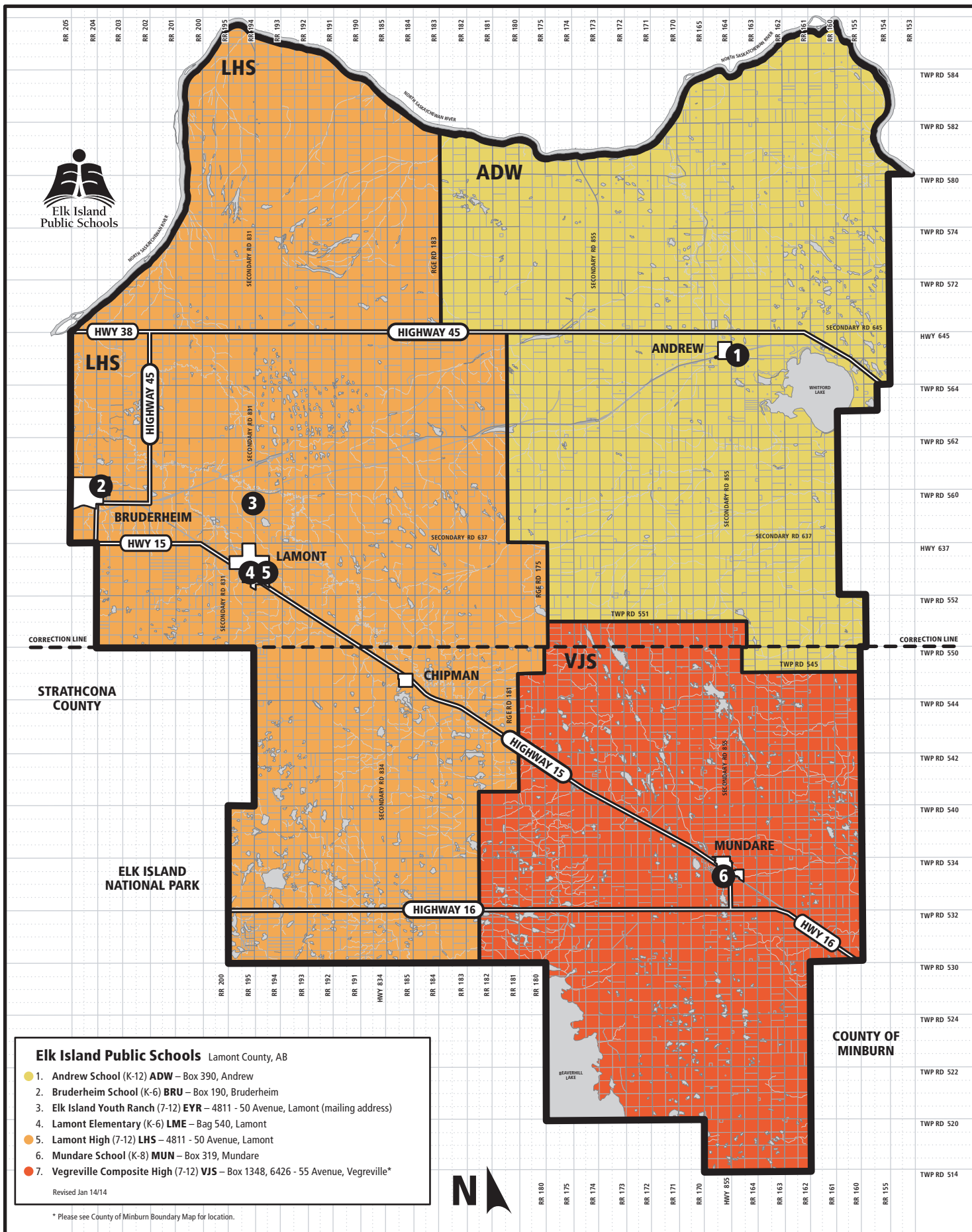
throughout [2] - 32:14, 43:17

tiles [1] - 30:19

together [8] - 8:6, 10:18, 38:1, 38:10, 38:11, 45:15, 46:17,

<p>49:17 tonight [3] - 2:10, 5:4, 5:17 tonight's [2] - 2:7, 5:11 topic [3] - 3:15, 4:12, 53:12 topics [1] - 47:3 total [3] - 33:10, 36:13, 43:10 town [3] - 15:23, 29:20, 43:11 Town [2] - 6:9, 25:1 towns [1] - 43:19 track [1] - 22:20 tradesman [1] - 30:2 transcribed [1] - 54:6 Transcript [1] - 1:3 TRANSCRIPT [1] - 54:1 transcript [1] - 54:5 transiency [2] - 20:2, 21:8 transit [1] - 39:20 transparent [1] - 41:6 transportation [3] - 2:21, 36:4, 36:5 Transportation [1] - 1:23 travel [2] - 37:14 travels [1] - 38:9 treasurer [2] - 2:18, 33:5 Treasurer [1] - 1:18 treated [1] - 32:15 trend [1] - 17:18 Trina [2] - 1:10, 2:11 true [3] - 9:9, 39:25, 40:6 Trustee [7] - 1:11, 1:12, 1:13, 1:14, 1:15, 1:16, 29:2 trustee [1] - 29:2 trustees [7] - 2:11, 11:9, 12:12, 12:20, 13:3, 22:9, 53:2 try [5] - 9:23, 17:15, 23:14, 36:18, 38:3 trying [1] - 17:17 turn [2] - 13:25, 14:1 turnover [3] - 18:13, 19:8, 20:5 turns [1] - 14:15 two [14] - 9:11, 14:25, 15:19, 21:18, 22:6, 24:25, 32:6, 40:7, 40:17, 45:23, 47:13, 48:6, 51:4 type [1] - 13:12 typically [1] - 32:6</p>	<p style="text-align: center;">U</p> <p>unable [1] - 7:23 undersigned [1] - 54:3 undertake [1] - 38:23 underutilized [1] - 15:13 unfortunate [2] - 24:12, 44:10 unfortunately [1] - 24:11 UNIDENTIFIED [1] - 45:19 unique [1] - 21:6 unit [1] - 32:12 up [20] - 6:7, 7:1, 8:10, 12:25, 13:16, 13:23, 14:1, 14:22, 15:1, 18:8, 20:10, 27:14, 29:19, 40:19, 47:13, 47:24, 48:2, 48:5, 48:11, 48:23 updated [1] - 30:15 upkeep [2] - 31:17, 32:10 upset [1] - 17:11 urban [2] - 20:3, 44:12 utilization [4] - 15:5, 15:16, 16:24, 17:7</p>	<p>wall [1] - 39:5 wants [2] - 30:5, 33:6 warrant [1] - 24:22 washrooms [1] - 4:2 water [1] - 4:4 ways [2] - 45:17, 45:18 website [2] - 2:25, 12:5 Weder [2] - 1:22, 2:21 week [2] - 25:25, 39:16 weigh [2] - 7:11, 19:4 welcome [3] - 2:7, 2:14, 4:14 west [3] - 39:17, 40:1, 44:1 whatnot [2] - 29:23, 30:1 whole [5] - 29:24, 37:2, 38:22, 42:16, 42:18 willing [1] - 46:16 Wilson [5] - 43:3, 43:14, 44:3, 44:11, 45:5 wish [4] - 13:15, 36:25, 37:14, 43:5 wishes [2] - 43:7, 44:16 woodworking [1] - 16:19 word [1] - 38:6 words [2] - 22:23, 22:24 world [1] - 50:21 worried [1] - 39:25 worthwhile [1] - 3:24 write [1] - 49:17 www.eips.ca [1] - 52:23</p>	<p style="text-align: center;">Z</p> <p>zero [1] - 18:10</p>
	<p style="text-align: center;">V</p> <p>value [2] - 43:10 variety [11] - 7:22, 7:24, 9:23, 12:9, 13:14, 16:16, 20:6, 28:16, 28:17, 38:15, 48:12 various [1] - 3:13 Veg [2] - 34:20, 42:20 Vegreville [9] - 15:6, 15:11, 15:16, 15:21, 16:3, 16:13, 39:19, 40:21 venture [2] - 16:25, 29:13 vested [1] - 39:6 viable [1] - 24:5 vicinity [1] - 27:17 view [1] - 4:13 village [2] - 52:5, 52:14 voice [1] - 3:22 voices [1] - 50:10 volunteer [1] - 39:7</p>	<p style="text-align: center;">Y</p> <p>yards [1] - 29:25 year [10] - 10:14, 11:22, 16:2, 35:1, 39:11, 40:3, 40:18, 40:23, 42:13, 44:15 years [9] - 18:14, 18:16, 18:19, 20:21, 24:25, 34:22, 40:8, 45:11 young [2] - 21:18, 45:23 younger [4] - 11:2, 35:7, 37:13, 38:9 yourself [2] - 4:5, 14:8</p>	
	<p style="text-align: center;">W</p> <p>wake [1] - 47:24</p>		

Elk Island Public Schools' Senior High Rural Attendance Boundaries



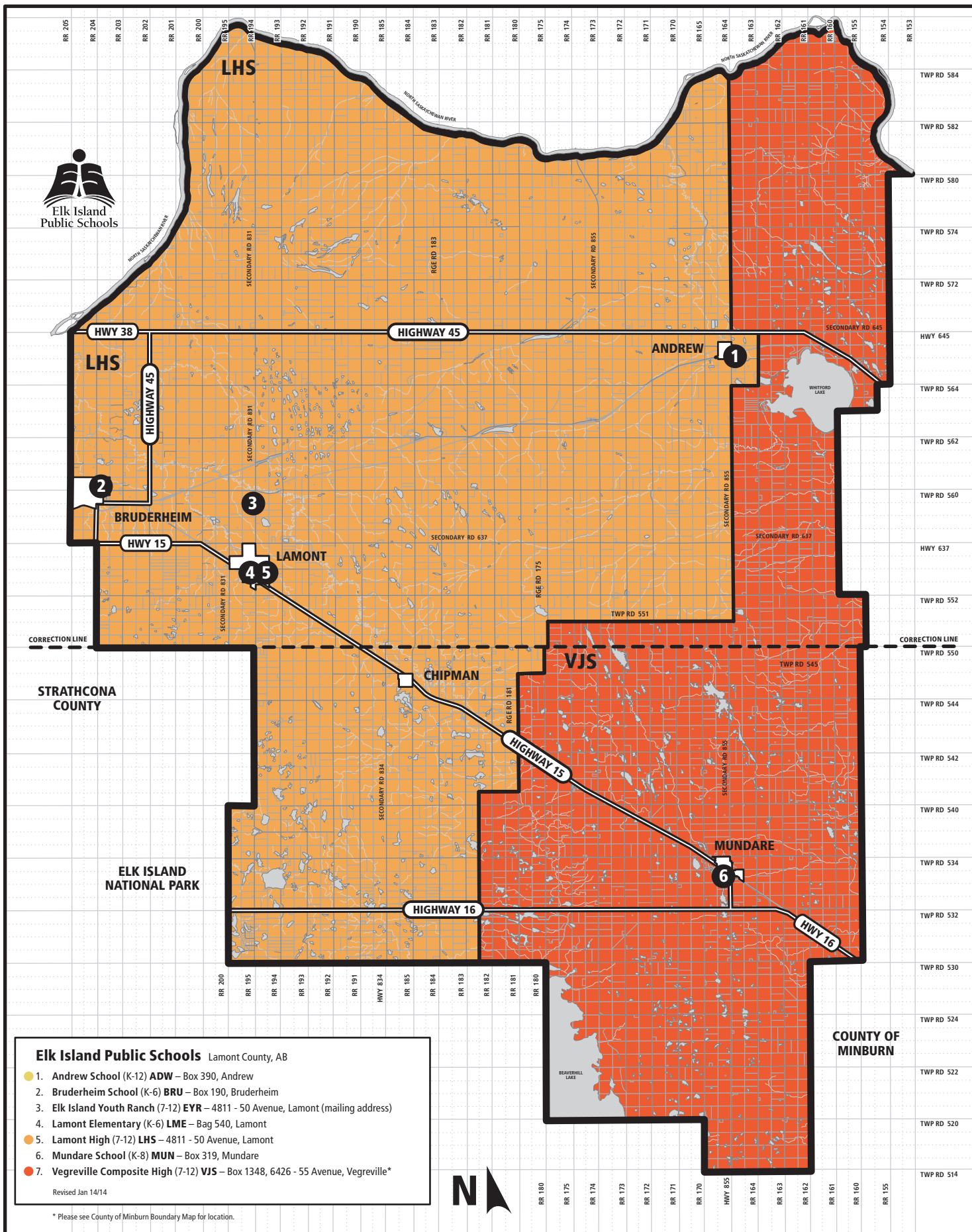
- Elk Island Public Schools** Lamont County, AB
- 1. Andrew School (K-12) **ADW** – Box 390, Andrew
 - 2. Bruderheim School (K-6) **BRU** – Box 190, Bruderheim
 - 3. Elk Island Youth Ranch (7-12) **EYR** – 4811 - 50 Avenue, Lamont (mailing address)
 - 4. Lamont Elementary (K-6) **LME** – Bag 540, Lamont
 - 5. Lamont High (7-12) **LHS** – 4811 - 50 Avenue, Lamont
 - 6. Mundare School (K-8) **MUN** – Box 319, Mundare
 - 7. Vegreville Composite High (7-12) **VJS** – Box 1348, 6426 - 55 Avenue, Vegreville*

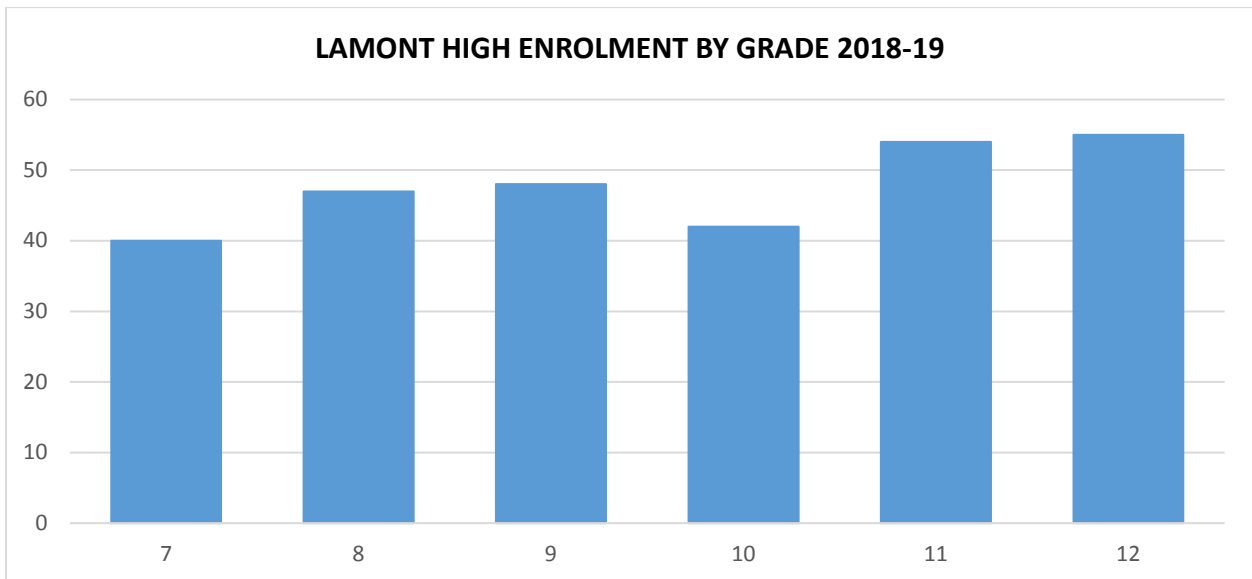
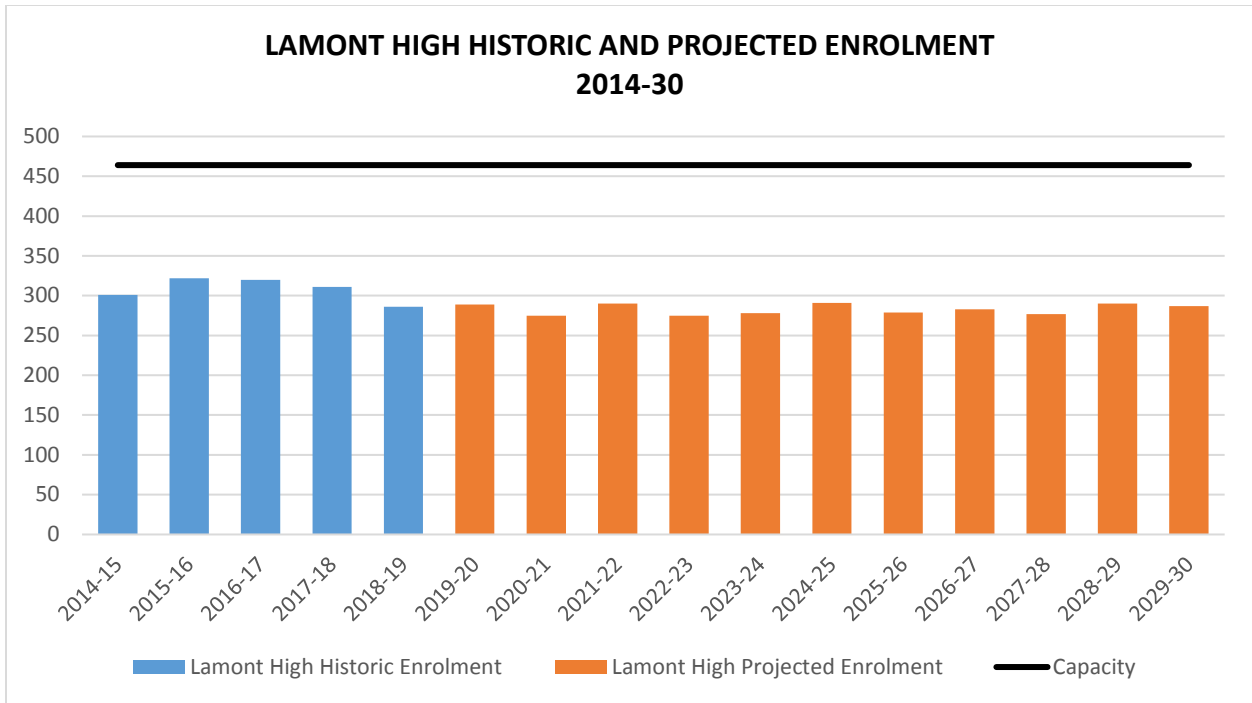
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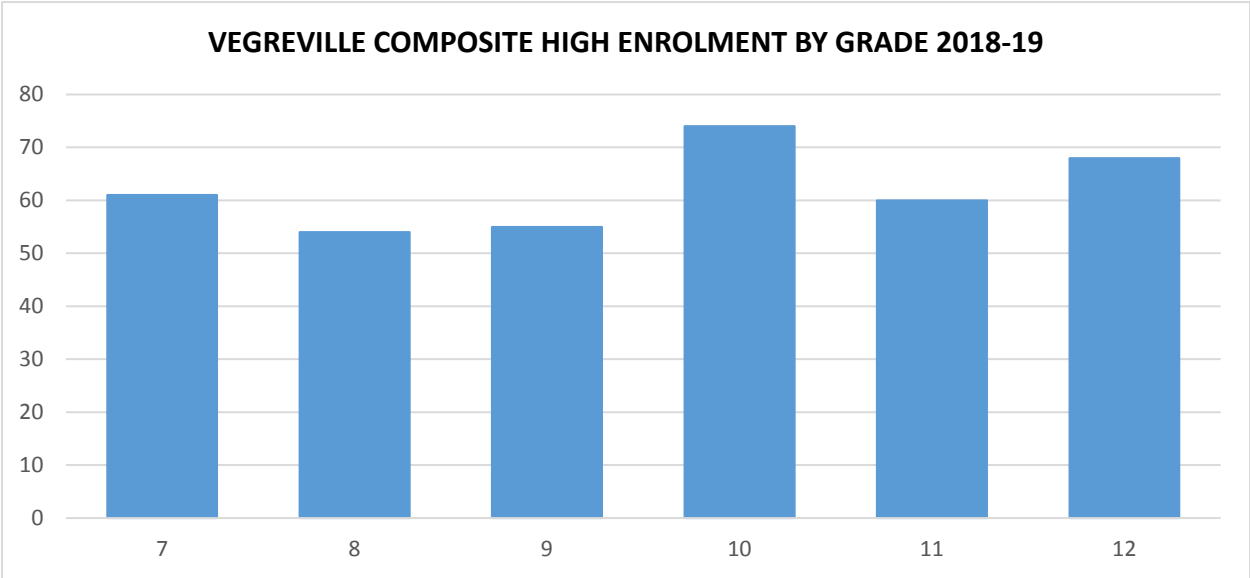
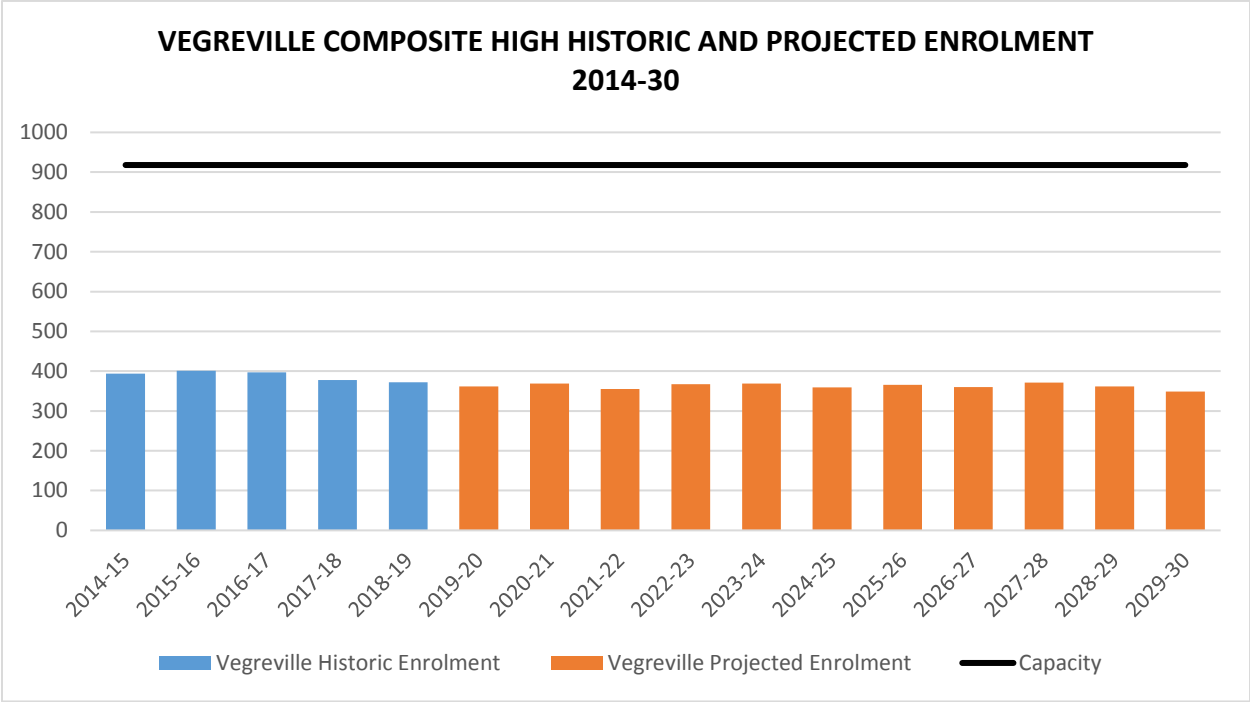
* Please see County of Minburn Boundary Map for location.



Elk Island Public Schools' Senior High Rural Attendance Boundaries







ELK ISLAND PUBLIC SCHOOLS
Total Cost Per Student 2017-18

	Prior Year Rank	EIPS Rank	Enrolment Sep 2017 ¹	Instructional ²		Operations & Maint. ³		Total Cost Per Student	Small School Funding ⁴
				2017-2018 Actuals	Cost Per Student	O & M Costs	Cost Per Student		
Pleasant Ridge Colony	2	1	6	80,648	13,441	-	-	13,441	
Andrew School	1	2	128	1,482,426	11,581	194,237	1,517	13,099	225,157
Mundare School	3	3	152	1,604,779	10,558	160,781	1,058	11,616	126,934
École Parc Élémentaire	4	4	218	2,189,146	10,042	179,939	825	10,867	10,106
Bruderheim School	5	5	132	1,139,692	8,634	138,637	1,050	9,684	103,894
Lamont Elementary	9	6	265	2,248,804	8,486	212,393	801	9,288	
Lamont High	10	7	302	2,401,320	7,951	234,430	776	8,728	
SouthPointe School ⁵		8	321	2,524,876	7,866	256,096	798	8,663	
Vegreville Composite High	7	9	360	2,605,099	7,236	498,054	1,383	8,620	
Fort Saskatchewan High	11	10	405	2,896,200	7,151	382,107	943	8,095	
Uncas Elementary	12	11	205	1,488,353	7,260	142,677	696	7,956	25,090
A. L. Horton Elementary	13	12	367	2,686,593	7,320	220,140	600	7,920	
Glen Allan Elementary	16	13	434	3,120,462	7,190	278,780	642	7,832	
Mills Haven Elementary	19	14	471	3,429,779	7,282	178,247	378	7,660	
Bev Facey Community High	17	15	954	6,390,849	6,699	771,616	809	7,508	
Fort Saskatchewan Elem/Christian	22	16	715	4,963,350	6,942	317,924	445	7,386	
Brentwood Elementary	20	17	442	3,053,518	6,908	205,444	465	7,373	
Fultonvale Elementary Junior High	14	18	506	3,427,342	6,773	287,835	569	7,342	
Win Ferguson Elementary	25	19	430	2,964,547	6,894	192,210	447	7,341	
Salisbury Composite High	18	20	1,072	6,909,966	6,446	875,451	817	7,263	
James Mowat Elementary	26	21	368	2,478,948	6,736	189,090	514	7,250	
Strathcona Christian Academy Secondary	24	22	578	3,895,376	6,739	290,565	503	7,242	
Ardrossan Elementary	31	23	544	3,666,141	6,739	253,479	466	7,205	
Westboro Elementary	23	24	325	2,157,397	6,638	172,953	532	7,170	
Clover Bar Junior High	15	25	394	2,550,435	6,473	241,390	613	7,086	
Wes Hosford Elementary	30	26	466	3,095,972	6,644	198,426	426	7,070	
Castle (Scotford Colony)	8	27	24	167,652	6,986	-	-	6,986	
Ardrossan Junior Senior High	27	28	852	5,362,474	6,294	526,822	618	6,912	
Rudolph Hennig Junior High	21	29	470	2,965,795	6,310	281,236	598	6,909	
Wye Elementary	32	30	420	2,721,812	6,481	178,451	425	6,905	
Sherwood Heights Junior High	29	31	515	3,212,108	6,237	283,421	550	6,787	
Woodbridge Farms Elementary	28	32	435	2,776,899	6,384	170,551	392	6,776	
Pine Street Elementary	34	33	611	3,857,704	6,314	183,790	301	6,615	
Strathcona Christian Academy Elementary	33	34	575	3,552,614	6,178	247,170	430	6,608	
Lakeland Ridge (K-9)	35	35	741	4,574,351	6,173	248,958	336	6,509	
École Campbelltown	37	36	541	3,197,466	5,910	306,289	566	6,476	
F. R. Haythorne Junior High	36	37	668	3,939,699	5,898	358,940	537	6,435	
Davidson Creek Elementary*			-	638,750	N/A	86	N/A	N/A	
Ministik Elementary	6		-	-	N/A	28,585	N/A	N/A	
Total/Average			16,412	112,419,342	6,850	9,887,200	602	7,452	491,181

¹ Excludes Elk Island Youth Ranch, Special Education Programs, Home Education, Continuing Education, Outreach & Centre for Ed Alternatives.

² Instructional - Total cost incurred by the school for fiscal year, excluding Special Ed program allocation, Capital, O & M and School Generated Funds. The exceptions are Pleasant Ridge Colony and Castle (Scotford Colony) that receive a PO & M allocation. Any associated costs are included in the instructional column.

³ Operations & Maintenance (O & M) - Includes parking lot snow removal, custodial, electricity, gas, water, maintenance and garbage for all schools except Strathcona Christian Academy Secondary (SCS) and Strathcona Christian Academy Elementary (SCE).

⁴ Small school funding is received for the schools identified, and is allocated to numerous schools based on the EIPS allocation method. Closure of the school receiving the funding will impact other schools' funding. Green shaded cells indicate small school by necessity.

⁵ SouthPointe School includes costs relating to start up and first year of operations.

* Davidson Creek Elementary opened in September 2018.



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

Table of Contents

- 1 Definitions
- 1.1 Non-application of sections
- 1.2 Exemption from requirements
- 2 Closure of schools, etc.
- 3 Policies and procedures for closure of schools
- 4 Notification of proposed closure
- 5 Public meetings
- 6 Decision on closure
- 7 Closure within school year
- 8 Expiry

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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