



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION

THURSDAY, DECEMBER 19, 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. **APPROVAL OF MINUTES**
- 4.1 Board Meeting – Nov. 21, 2019 (encl.)
- 4.2 Board Meeting – Nov. 28, 2019 (encl.)
5. **CHAIR REPORT** T. Boymook (verbal)
- 5.1 École Campbelltown Christmas Concert – Dec. 6, 2019
- 5.2 Sherwood Heights Jr. High Band Concert – Dec. 10, 2019
- 5.3 Pine Street Elementary Christmas Concert – Dec. 11, 2019
- 5.4 Strathcona Christian Elementary Christmas Concert – Dec. 12, 2019
- 5.5 Salisbury Composite High School Band Christmas Concert – Dec. 18, 2019
6. **SUPERINTENDENT REPORT** M. Liguori (verbal)
7. **COMMENTS FROM THE PUBLIC AND STAFF
GROUP REPRESENTATIVES**
- 7.1 FinAL 2019 Presentation - Lamont High and Fort Saskatchewan
High School Students (verbal)
- ASSOCIATION/LOCAL REPORTS**
8. **ASBA ZONE 2/3 REPORT** D. Irwin (verbal)
Dec. 6, 2019
9. **ATA LOCAL REPORT** D. Zielke (verbal)
- BUSINESS ARISING FROM PREVIOUS MEETING**
10. **NOTICE OF MOTION SERVED AT OCT. 24, 2019 BOARD MEETING** D. Irwin (encl.)

NEW BUSINESS

11. **BUSINESS ARISING FROM IN CAMERA**
12. **COMBINED EDUCATION PLAN AND ANNUAL EDUCATION RESULTS REPORT 2018-19** M. Liguori/S. Stoddard (encl.)
13. **EIPS DIVISION CALENDAR 2021-22** M. Liguori/D. Antymniuk (encl.)
14. **ALTERNATIVE CHRISTIAN CALENDAR 2020-21** M. Liguori/D. Antymniuk (encl.)
15. **POLICY 15: PROGRAM REDUCTION AND SCHOOL CLOSURE** A. Hubick (encl.)

COMMITTEE REPORTS

16. **TRANSPORTATION COMMITTEE** S. Gordon
Meeting held Nov. 25, 2019 (verbal)
17. **TEACHER BOARD CONSULTATION COMMITTEE** D. Irwin
Meeting held Nov. 27, 2019 (verbal)
18. **POLICY COMMITTEE** A. Hubick
Meeting held Dec. 10, 2019 (verbal)

REPORTS FOR INFORMATION

19. **NATIONAL BULLYING AWARENESS WEEK REPORT** M. Liguori/S. Stoddard (encl.)
20. **UNAUDITED FINANCIAL REPORT SEPTEMBER TO NOVEMBER 2019** M. Liguori/C. Cole (encl.)
21. **TRUSTEES' REPORTS/NOTICES OF MOTIONS / REQUESTS FOR INFORMATION** (verbal)

ADJOURNMENT

RECOMMENDATIONS TO DECEMBER 19, 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.
- 4.1 That the Board of Trustees approve the Minutes of Nov. 21, 2019 Board Meeting as amended or as circulated.
- 4.2 That the Board of Trustees approve the Minutes of Nov. 28, 2019 Board Meeting as amended or as circulated.
5. That the Board of Trustees receive the Chair report for information.
6. Superintendent Report.
7. *Comments from the Public and Staff Group Representatives*
8. That the Board of Trustees receive the report from the representative of the ASBA Zone 2/3 for information.
9. That the Board of Trustees receive the report from the representative of the ATA Local #28 for information.
10. That the Board of Trustees of Elk Island Public Schools undertake a review of the existing wards and electoral subdivisions prior to Dec. 31, 2020.
11. Business Arising from In Camera.
12. That the Board of Trustees approve the Elk Island Public Schools *Combined Education Plan and Annual Education Results Report 2018-19* and the *Annual Education Results Report Overview 2018-19, as presented*.
13. That the Board of Trustees approve the updated 2021-22 Calendar, as presented.
14. That the Board of Trustees approve the incorporation of the Alternative Christian Calendar professional learning days into the EIPS Division Calendar.

15. That the Board of Trustees approve the amendments to Board Policy 15: Program Reduction and School Closure, as presented.
16. That the Board of Trustees receive for information the report from the Transportation Committee meeting held Nov. 25, 2019.
17. That the Board of Trustees receive for information the report from the Teacher Board Consultation Committee meeting held Nov. 27, 2019.
18. That the Board of Trustees receive for information the report from the Policy Committee meeting held Dec. 10, 2019.
19. That the Board of Trustees receive for information the National Bullying Awareness Week Report.
20. That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2019 to Nov. 30, 2019 for Elk Island Public Schools.



ELK ISLAND PUBLIC SCHOOLS

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, Nov. 21, 2019, in the Board Room, Central Services, Sherwood Park, Alberta.

The Board of Trustees Meeting convened with Board Chair Trina Boymook calling the meeting to order at 9 a.m.

Board members present:

T. Boymook	D. Irwin
R. Footz (late arrival)	J. Seutter
C. Holowaychuk	H. Stadnick
A. Hubick	H. Wall

Board members absent:

S. Gordon

Administration present:

M. Liguori	Superintendent
S. Stoddard	Associate Superintendent, Supports for Students
C. Cole	Secretary-Treasurer
S. Schaar	Acting Associate Superintendent, Human Resources
L. McNabb	Director, Communication Services
C. Langford-Pickering	Executive Assistant/Recording Secretary
A. Desaulniers	Secretary, Education Executive

CALL TO ORDER

Meeting called to order at 9 a.m. with all trustees noted above in attendance.

COMMITTEE OF THE WHOLE

Moved by Vice-Chair Wall:

215/2019

THAT the Board meet In Camera (9 a.m.).

**CARRIED
UNANIMOUSLY**

Moved by Vice-Chair Wall:

216/2019

THAT the Board revert to Regular Session (10:08 a.m.).

**CARRIED
UNANIMOUSLY**

The Board recessed at 10:08 a.m. Trustee Footz arrived at 10:12 a.m. The Board met In Camera at 10:12 a.m. and reconvened at 10:16 a.m. with all trustees noted above in attendance.

Board Chair Boymook welcomed everyone in attendance and acknowledged with respect the history, spirituality, and culture and languages of the First Nations people with whom Treaty 6 was signed, the territory wherein EIPS resides. We acknowledge our responsibility as Treaty members. We also honour the heritage and gifts of the Métis people.

AGENDA The Board Chair called for additions or deletions to the Agenda.

Moved by Trustee Irwin:

217/2019 THAT the Agenda be adopted, as circulated.

CARRIED
UNANIMOUSLY

APPROVAL OF MINUTES The Board Chair called for confirmation of the Oct. 24, 2019 Board Meeting Minutes.

Trustee Holowaychuk noted that Trustee Footz's name was misspelled in two areas under the McKinnon Report and Insurance Costs 2019-20 Report. The change to be made is from "Foote" to "Footz".

Moved by Vice-Chair Wall:

218/2019 THAT the Board of Trustees approve the Minutes of Oct. 24, 2019 Board Meeting, as amended.

CARRIED
UNANIMOUSLY

CHAIR REPORT Board Chair Boymook presented the Chair's report.

Moved by Board Chair Boymook:

219/2019 THAT the Board of Trustees receive the Chair's report for information.

CARRIED
UNANIMOUSLY

SUPERINTENDENT REPORT

Superintendent Liguori presented the Superintendent's Report.

Moved by Trustee Hubick:

220/2019 THAT the Board of Trustees receive the Superintendent's report for information.

CARRIED
UNANIMOUSLY

COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS

No comments, presentations or delegations were presented.

ASSOCIATION/LOCAL REPORTS

ASBA Zone 2/3 Report Trustee Hubick presented to the Board the report from the ASBA Zone 2/3 meeting held on Oct. 24, 2019, at St. Anthony Centre.

Moved by Trustee Hubick:

221/2019

THAT the Board of Trustees receive the report from the representative of the ASBA Zone 2/3 for information.

CARRIED
UNANIMOUSLY

Partners In
Education Report

Trustee Hubick presented to the Board the report from the Partners in Education meeting held on Oct. 21, 2019.

Moved by Trustee Hubick:

222/2019

THAT the Board of Trustees receive the report from the representative of the Partners in Education for information.

CARRIED
UNANIMOUSLY

Board Chair Boymook proceeded to the time certain agenda items 13-Unaudited Accumulated Surplus at Aug. 31, 2019 and 14-2019 Audited Financial Statements.

ATA Local Report

Board Chair Boymook welcomed ATA representative D. Zielke. Representative D. Zielke presented the Local ATA report to the Board.

Moved by Trustee Holowaychuk:

225/2019

THAT the Board of Trustees receive the report from the representative of the ATA Local #28 for information.

CARRIED
UNANIMOUSLY

BUSINESS ARISING FROM PREVIOUS MEETING

No business arising from previous meeting.

NEW BUSINESS

Business Arising
from In Camera

The Board passed a resolution relative to Elk Island Public Schools' request to the Minister of Education to maintain "Public" in the corporate name.

Moved by Trustee Hubick:

226/2019

THAT, pursuant to section 79 of the *Education Act*, the corporate name "The Board of Trustees of Elk Island School Division" be changed to "The Board of Trustees of Elk Island Public Schools", if approved by the Minister of Education.

CARRIED
UNANIMOUSLY

Superintendent Evaluation Board Chair Boymook presented to the Board the Superintendent's Evaluation Report for approval.

Moved by Trustee Stadnick:

227/2019

THAT the Board of Trustees approve the Superintendent's Evaluation Report as developed in the Superintendent evaluation workshop on Nov. 13, 2019, as an accurate assessment of the Superintendent's performance for the period of Nov. 1, 2018 to Oct. 31, 2019; and FURTHER, that the Board authorize the Chair to make any required technical edits and to sign the report on the Board's behalf.

CARRIED
UNANIMOUSLY

Unaudited Accumulated Surplus as at Aug. 31, 2019

Secretary-Treasurer Cole, Director Hagen, and Assistant Director Lewis presented to the Board the Unaudited Accumulated Surplus as at Aug. 31, 2019.

Moved by Trustee Irwin:

223/2019

THAT the Board of Trustees approve the transfer of \$356,895 from internally restricted operating reserves to unrestricted surplus to offset the net results of 2018-19.

CARRIED
UNANIMOUSLY

Audited Financial Statements 2019

Secretary-Treasurer Cole introduced auditor B. Waser. Assistant Director Lewis presented to the Board the 2019 Audited Financial Statements including notes for the year ended Aug. 31, 2019, in the standard format required by Alberta Education. Board Policy 2: Role of the Board, Section 1.8.5 – Fiscal accountability establishes that the Board of Trustees will receive and approve the Audit Financial Statements.

On Nov. 5, 2019, the Audit Committee reviewed the draft financial statements and prepared the recommendations.

Auditor B. Waser provided highlights to the Board from the Audit conducted by MNP as at Aug. 31, 2019.

Moved by Trustee Seutter:

224/2019

THAT the Board of Trustees approve the Aug. 31, 2019 Audited Financial Statements.

CARRIED
UNANIMOUSLY

Vice-Chair Wall expressed gratitude on behalf of the Board to our Financial Services team for the hard work conducted over the past year and for maintain good standing.

*Board Chair Boymook returned to the agenda order
Item 10-ATA Local Report.*

Board Policy 3:
Role of the Trustee
Trustee Hubick presented to the Board the required
amendments to Board Policy 3: Role of the Trustee for
approval.

Moved by Vice-Chair Wall:

228/2019

THAT the Board of Trustees approve the
amendment to Board Policy 3: Role of the
Trustee, as presented.

CARRIED
UNANIMOUSLY

Board Policy 13:
Appeals and Hearings
Regarding Student
Matters
Trustee Hubick presented to the Board the required
amendments to Board Policy 13: Appeals and Hearings
Regarding Student Matters for approval.

Moved by Trustee Footz:

229/2019

THAT the Board of Trustees approve the
amendment to Board Policy 13: Appeals and
Hearings Regarding Student Matters, as
presented.

CARRIED
UNANIMOUSLY

COMMITTEE REPORTS

Advocacy
Committee
Board Chair Boymook presented a report from the Advocacy
Committee meeting held on Oct. 24, 2019, for information.

Moved by Board Chair Boymook:

230/2019

THAT the Board of Trustees receive for information
the report from the Advocacy Committee meeting
held Oct. 24, 2019.

CARRIED
UNANIMOUSLY

Teacher Board
Consultation
Committee
Trustee Irwin presented a report from the Teacher Board
Consultation Committee meeting held on Oct. 28, 2019,
for information.

Moved by Trustee Irwin:

231/2019

THAT the Board of Trustees receive for information
the report from the Teacher Board Consultation
Committee meeting held Oct. 28, 2019.

CARRIED
UNANIMOUSLY

Audit
Committee

Vice-Chair Wall presented a report from the Audit
Committee meeting held on Nov. 5, 2019, for information.

Moved by Vice-Chair Wall:

232/2019

THAT the Board of Trustees receive for information
the report from the Audit Committee meeting
held Nov. 5, 2019.

CARRIED
UNANIMOUSLY

REPORTS FOR INFORMATION

No reports for information were presented.

TRUSTEES' REPORT/NOTICES OF MOTION/REQUEST FOR INFORMATION

Reports by Trustees were presented.

The Chair declared the meeting adjourned at 11:19 a.m.

Board Chair

Superintendent



ELK ISLAND PUBLIC SCHOOLS

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, Nov. 28, 2019, in the Board Room, Central Services, Sherwood Park, Alberta.

The Board of Trustees Meeting convened with Board Chair Trina Boymook calling the meeting to order at 1:05 p.m.

Board members present:

T. Boymook	D. Irwin
S. Gordon	J. Seutter
C. Holowaychuk	H. Stadnick
A. Hubick	H. Wall
R. Footz	

Administration present:

M. Liguori	Superintendent
B. Billey	Associate Superintendent, Human Resources
C. Cole	Secretary-Treasurer
C. Fletcher	Communication Specialist
C. Langford-Pickering	Executive Assistant/Recording Secretary

CALL TO ORDER

Meeting called to order at 1:05 p.m. with all trustees noted above in attendance.

COMMITTEE OF THE WHOLE

Moved by Trustee Irwin:

233/2019

THAT the Board meet In Camera (1:05 p.m.).

CARRIED UNANIMOUSLY

Moved by Vice-Chair Wall:

234/2019

THAT the Board revert to Regular Session (1:30 p.m.).

CARRIED UNANIMOUSLY

The Board recessed at 1:30 p.m. and reconvened at 2:00 p.m. with all trustees noted above in attendance.

Board Chair Boymook welcomed ATA President, school administrators, and the public in attendance. The Board Chair acknowledged with respect the history, spirituality, and culture and languages of the First Nations people with whom Treaty 6 was signed, the territory wherein EIPS resides. We acknowledge our responsibility as Treaty members. We also honour the heritage and gifts of the Métis people.

AGENDA The Board Chair called for additions or deletions to the Agenda.

Moved by Trustee Seutter:

235/2019 THAT the Agenda be adopted, as circulated.

CARRIED
UNANIMOUSLY

**COMMENTS, PRESENTATIONS AND DELEGATIONS
AT BOARD MEETINGS**

No comments, presentations or delegations were presented.

NEW BUSINESS

Business Arising
from In Camera

No business arising from In Camera.

2019
Budget Report

Secretary-Treasurer Cole and Assistant Director von Tettenborn presented the 2019-20 Fall Budget Report to the Board for approval. Board Policy 2: Role of the Board, Section 8.2 Fiscal Accountability, establishes that the Board of Trustees approve the annual budget.

Moved by Trustee Irwin:

236/2019 THAT the Board of Trustees approve the operating budget for 2019-20 of \$199,330,499 for Elk Island Public Schools for the period Sept. 1, 2019 to Aug. 31, 2020.

CARRIED
UNANIMOUSLY

Board Chair opened the floor for questions following sections of the report. The Board was provided an opportunity to share final statements following the presentation.

Moved by Vice-Chair Wall:

237/2019 THAT the Board of Trustees approve the Alberta Education Fall 2019 Update to the 2019-20 Budget.

CARRIED
UNANIMOUSLY

TRUSTEES' REPORT/NOTICES OF MOTION/REQUEST FOR INFORMATION

Reports by Trustees were presented.

The Chair declared the meeting adjourned at 4:04 p.m.

Board Chair

Superintendent



RECOMMENDATION REPORT

Page 1 of 2

DATE: Dec. 19, 2019

TO: Board of Trustees

FROM: Don Irwin, Trustee

SUBJECT: Review of Trustee Boundaries

ORIGINATOR: Don Irwin, Trustee

RESOURCE STAFF: Mark Liguori, Superintendent

REFERENCE: Orders in Council: 579/94 and 692/24;
Ministerial Orders: 082/94, 164/94, 165/94, 166/94 and 167/94;
Education Act, 2019

EIPS PRIORITY: Enhance public education through effective engagement, partnerships and Communication.

EIPS GOAL: Engaged and effective governance.

EIPS OUTCOME: The Division is committed to ongoing advocacy to enhance public education.

RECOMMENDATION:

That the Board of Trustees of Elk Island Public Schools undertake a review of the existing wards and electoral subdivisions prior to Dec. 31, 2020.

BACKGROUND:

Elk Island School Division was established as the result of a mandated amalgamation of school divisions by the Province of Alberta in 1994. In order to reflect elected representation from all parties amalgamated, the following wards were established:

- County of Minburn (western portion);
- Lamont County;
- Strathcona County, which was further subdivided into the following electoral subdivisions:
 - Electoral Subdivision 1 (corporate limits of the City of Ft. Saskatchewan);
 - Electoral Subdivision 2 (corporate limits of the Hamlet of Sherwood Park);
 - Electoral Subdivision 3 (all lands north of secondary highway 630, excepting the Hamlet of Sherwood Park);
 - Electoral Subdivision 4 (all lands south of secondary highway 630, excepting the Hamlet of Sherwood Park).

Further, the number of trustees to be elected was determined to be:

- One trustee from the County of Minburn (western portion);
- One trustee from Lamont County;
- Seven trustees from Strathcona County, which was further subdivided into the following electoral subdivisions:
 - Two trustees for Electoral Subdivision 1 (corporate limits of the City of Ft. Saskatchewan);
 - Three trustees for Electoral Subdivision 2 (corporate limits of the Hamlet of Sherwood Park);
 - One trustee for Electoral Subdivision 3 (all lands north of secondary highway 630, excepting the Hamlet of Sherwood Park);
 - One trustee for Electoral Subdivision 4 (all lands south of secondary highway 630, excepting the Hamlet of Sherwood Park).

Since 1994, there have been significant changes to the complexion and makeup up of Elk Island Public Schools. These changes include, but are not limited to:

- Shifting population demographic between urban and rural communities, resulting in declining in enrolment in rural areas;
- Significant increase in population and growth in both urban Sherwood Park and Ft. Saskatchewan;
- The addition of new schools and additional capacity to urban Sherwood Park and Ft. Saskatchewan;
- The closure and/or relocation of students from Colchester, Ministik and Andrew and Wye schools, located outside the Hamlet of Sherwood Park and Ft. Saskatchewan.

When the *Education Act* came in to force in September 2019, it allowed for school divisions to establish their own boundaries and wards (Section 76), irrespective of local or provincial municipal boundaries and wards for the purposes of an election. This action was contemplated so that school divisions had the ability to more accurately reflect the demographic changes facing urban/rural and rural boards as well as potentially more accurately reflecting representation by population as opposed to geographic representation regardless of population.

If the Board were, by way of a public board meeting, to support this motion, it would then be incumbent that the Board, by bylaw:

- provide for the nomination and election of trustees by wards and determine the boundaries of the wards; or
- provide for the election of trustees by general vote of the electors.

As well, all other sections of the *Education Act*, s. 76 would be required to be observed.

COMMUNICATION PLAN:

If passed, administration and communications would undertake a consultation and planning process to determine next steps.

ATTACHMENT(S):

n/a

DI:clp



RECOMMENDATION REPORT

Page 1 of 2

DATE: Dec. 19, 2019

TO: Board of Trustees

FROM: Mark Liguori, Superintendent of Schools

SUBJECT: Combined Education Plan and Annual Education Results Report

ORIGINATOR: Sandra Stoddard, Associate Superintendent, Supports for Students

RESOURCE STAFF: Corrie Fletcher, Communications Specialist
Janine Stowe, Graphic Design Specialist
Division Directors

REFERENCE: Elk Island Public Schools Four-Year Education Plan

EIPS PRIORITY: Promote growth and success for all students
Enhance high-quality learning and working environments
Enhance public education through effective engagement, partnerships and communication

EIPS GOAL: Goals 1 through 10

EIPS OUTCOME: All Outcomes

RECOMMENDATION:

That the Board of Trustees approve Elk Island Public Schools' *Combined Education Plan and Annual Education Results Report 2018-19* and the *Annual Education Results Report Overview 2018-19*, as presented.

BACKGROUND:

Each year, Alberta Education requires school jurisdictions to submit a Three-Year Education Plan and Annual Education Results Report. Because Elk Island Public Schools' (EIPS) Board of Trustees has developed a Four-Year Education Plan, to better align with their term of election, the 2018-19 report is drafted accordingly.

The *Combined Education Plan and Annual Education Results Report 2018-19* serves as the key planning and accountability tool used in sharing information about the Division with stakeholders. The document contains the Minister's requirements for school board education plans and annual education results reports. Annually, by submitting the report, it ensures a division's education plan and results align with the Ministry of Education's vision, mission, goals, outcomes and performance measures for Alberta's basic education system.

EIPS' *Combined Four-Year Education Plan and Annual Education Results Report 2018-19* is organized around each priority, goal and outcome articulated in the EIPS 2018-22 Four-Year Education Plan. The structure ensures the report highlights the results achieved and progress made by the Division relative to each goal throughout



RECOMMENDATION REPORT

the 2018-19 school year. The data and results then help guide future decisions, focus areas and priority strategies to support a cycle of continuous growth to improve outcomes across all schools systematically.

The report also identifies key performance indicators to help measure each goal. The work in this area will continue to ensure the right indicators are identified to measure growth and success. Furthermore, the report is written narratively to tell the supporting story behind the activities and results for the 2018-19 school year.

Overall, the report ensures the following:

- alignment of the Division's 2018-22 Four-Year Education Plan with the Ministry of Education;
- contextual explanation about the data and results achieved; and
- strengths, celebrated successes and deliberate responses to areas of growth are acknowledged.

This year's *Combined Education Plan and Annual Education Results Report* is redesigned. The new look is based on feedback from the Board—to increase the font size, include cross headings throughout the narrative, and insert the provincial achievement result in Priority 1, Goals 2 and 3—to improve readability.

Also included, is the AERR Overview 2018-19. The overview was developed in accordance with Alberta Education requirements. Overall it provides families and community members with easy to understand information about EIPS' progress.

COMMUNICATION PLAN:

If approved by the Board:

- Administration will post the *Combined Education Plan and Annual Education Results Report 2018-19* and the Annual Education Results Report Overview 2018-19 on the eips.ca website on Dec. 20, 2019.
- Administration will notify Alberta Education of the posting by email, with the permalink included.
- Administration will share the *Combined Education Plan and Annual Education Results Report 2018-19* and the Annual Education Results Report Overview 2018-19 with its Leadership staff and with the Committee of School Councils at the January 2020 meeting.

ATTACHMENT(S):

Attachment I: *Combined Four-Year Education Plan and Annual Education Results Report 2018-19*

Attachment II: Annual Education Results Report Summary 2018-19

EIPS offers
kindergarten
french
ukrainian
german
christian
early learning
apprenticeships
outreach
home education
career development
advanced academics
arts
athletics
continuing education
more





accountability

The Annual Education Results Report for the 2018-19 school year and the Education Plan for the four years, commencing Aug. 31, 2018, for Elk Island Public Schools were prepared under the direction of the Board of Trustees in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The following document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved the Annual Education Results Report for the 2018-19 school year and the 2018-22 Four-Year Education Plan on Dec. 19, 2019.

Contents

	PAGE
Accountability Statement	1
Greetings from the Board Chair and Superintendent	3
Profile, Mission and Values	4
Priorities	5
Planning and Reporting	6
Combined 2018-19 Accountability Pillar Overall Summary	7
Combined 2018-19 Accountability Pillar First Nations, Métis and Inuit Overall Summary	8
Priority 1: Promote Growth and Success for All Students	9
Goal 1: An Excellent Start to Learning	10
Goal 2: Success for Every Student	13
Goal 3: Success Beyond High School	25
Priority 2: Enhance High-Quality Learning and Working Environments	27
Goal 1: A Focus on Well-Being Including Student Citizenship and Staff Engagement	28
Goal 2: Quality Infrastructure for All	31
Goal 3: Build Capacity	34
Goal 4: A Culture of Excellence and Accountability	36
Priority 3: Enhance Public Education Through Effective Engagement, Partnerships and Communication	38
Goal 1: Parents as Partners	39
Goal 2: Supports and Services for Students and Families	42
Goal 3: Engaged and Effective Governance	45
Financials and Reports	47
Summary of Financial Results: 2018-19	48
Budget Summary: 2019-20	49
Division Reports	51
Appendixes	52
Appendix A: Accountability Pillar Measure Evaluation Reference (Provincial Achievement Tests)	53
Appendix B: Provincial Achievement Tests Results Course-by-Course Summary with Measure Evaluation	54
Appendix C: Accountability Pillar Measure Evaluation Reference (Diploma Examination)	55
Appendix D: Diploma Examination Results Course-by-Course Summary with Measure Evaluation	56
Appendix E: Improvement Table and Overall Evaluation Table	57

greetings

Each year, Elk Island Public Schools (EIPS) publishes a *Combined Education Plan and Annual Education Results Report (AERR)*, which outlines how we're developing students to achieve the best possible outcomes. The 2018-19 AERR demonstrates the Division is providing students with a high-quality education through a selection of programs and services.

What shines through most are the innovative ways we're fostering educational excellence, supporting learning achievement, and developing learners with the skills and knowledge needed to help them succeed. These are huge accomplishments and the combined result of the determination and hard work of EIPS students, teachers, administrators, support staff, families and community partners. We're excited about the results and will use them to guide future planning as we continue to strive to meet the needs of our students and the expectations of our communities.

On behalf of the Board of Trustees, I invite you to read the report and join us in celebrating our achievements in providing great learning environments and the best educational opportunities for all students.

Trina Boymook
Chair, Board of Trustees

It's a pleasure to share with you the *Combined Education Plan and Annual Education Results Report 2018-19* for Elk Island Public Schools (EIPS). The report illustrates both the successes of students over the past year and opportunities for growth. Overall, the report tells us we're meeting the priorities and goals set out in the 2018-22 Four-Year Education Plan, which is enhancing the growth and success of all students.

At EIPS, we pride ourselves on offering a variety of programs and services designed to provide students with the opportunities they need to learn, grow and thrive—in and out of school. Based on the belief our school system must continuously improve, EIPS strives to offer innovative programs and flexibility in meeting those needs. We're also committed to the ongoing monitoring and evaluation of our practices to ensure we continuously offer the best possible educational opportunities. After going through the report, it's clear we're successful in fulfilling this commitment and are making a positive impact on student learning.

I'm particularly proud of the collaborative approach we've fostered with students, teachers, administrators, support staff, families and communities. These positive relationships allow us to rally together behind a common vision: providing exceptional education for all students. Looking ahead, we'll continue to work together to support a common purpose to promote the best possible outcomes for all students.

Mark Liguori
Superintendent



"These are huge accomplishments that are the combined result of the determination and hard work of our students, teachers, administrators, support staff, families and our various community partners"

— Trina Boymook, Chair

profile

Elk Island Public Schools (EIPS) is the sixth-largest school division in Alberta, serving approximately 17,400 students from kindergarten to Grade 12 in 43 schools—located in Sherwood Park, the City of Fort Saskatchewan, the Town of Vegreville, Strathcona County, Lamont County and the western portion of the County of Minburn. As of Sept. 30, 2019, the Division employs 1,556 people—938 teachers and 618 non-teaching staff—who work together to inspire all students to learn, grow and succeed.

Every day within EIPS, staff and students are encouraged to pursue opportunities to discover and develop their passions. They're provided with a range of dynamic programs, meaningful resources and learning opportunities to ensure they have the tools needed to achieve success. In doing so, EIPS offers students high-quality educational programming with a strong emphasis on character education.

EIPS' mission is to provide high-quality student-centred education that builds strong, healthy communities

All core academic subjects and optional courses take place in inclusive and innovative learning environments that teach students how to learn and achieve to the best of their abilities. Students also have access to an array of classroom supports and services; specialized learning environments; early intervention and counselling services; and various consultative services such as speech-language, hearing, vision, occupational and physical therapy. Several complimentary programs are also offered within the Division, such as Career and Technology Studies, Off-Campus Education and second-language courses. These ensure students meet all graduation requirements.

There are also many opportunities for educational enrichments within, and outside, the classroom. For example, the Division offers five language programs—English, French, German, Ukrainian and Spanish. EIPS also offers an Advanced Placement program and International Baccalaureate option for students who excel academically. Additionally, students can choose to participate in a variety of alternative programs such as Alternative Christian, Logos Christian, Next Step Outreach, Home Education and Continuing Education.

To complement programming, the Division boasts strong extracurricular opportunities in all its schools. These allow students to become involved in music and drama productions, special-interest clubs, athletic teams, and more. Collectively, these contribute to a well-rounded education that's developing learners with the skills and knowledge needed to help them succeed and take on the world.

EIPS Values

- Commitment to being a student-centred learning organization.
- Decisions are made in the best interests of all students.
- Integrity, honesty and respect are essential.
- Flexible and engaging learning opportunities are key to student achievement.
- Recognition that every student can learn and experience success.
- Partnerships play a valuable role in meeting the needs of students.





priorities

PRIORITY 1:

Promote growth and success for all students

Goal 1: Excellent Start to Learning

Goal 2: Success for Every Student

Goal 3: Success Beyond High School

PRIORITY 2:

Enhance high-quality learning and working environments

Goal 1: A Focus on Well-Being Including Student Citizenship and Staff Engagement

Goal 2: Quality Infrastructure for All

Goal 3: Build Capacity

Goal 4: A Culture of Excellence and Accountability

PRIORITY 3:

Enhance public education through effective engagement, partnerships and communication

Goal 1: Parents as Partners

Goal 2: Supports and Services for Students and Families

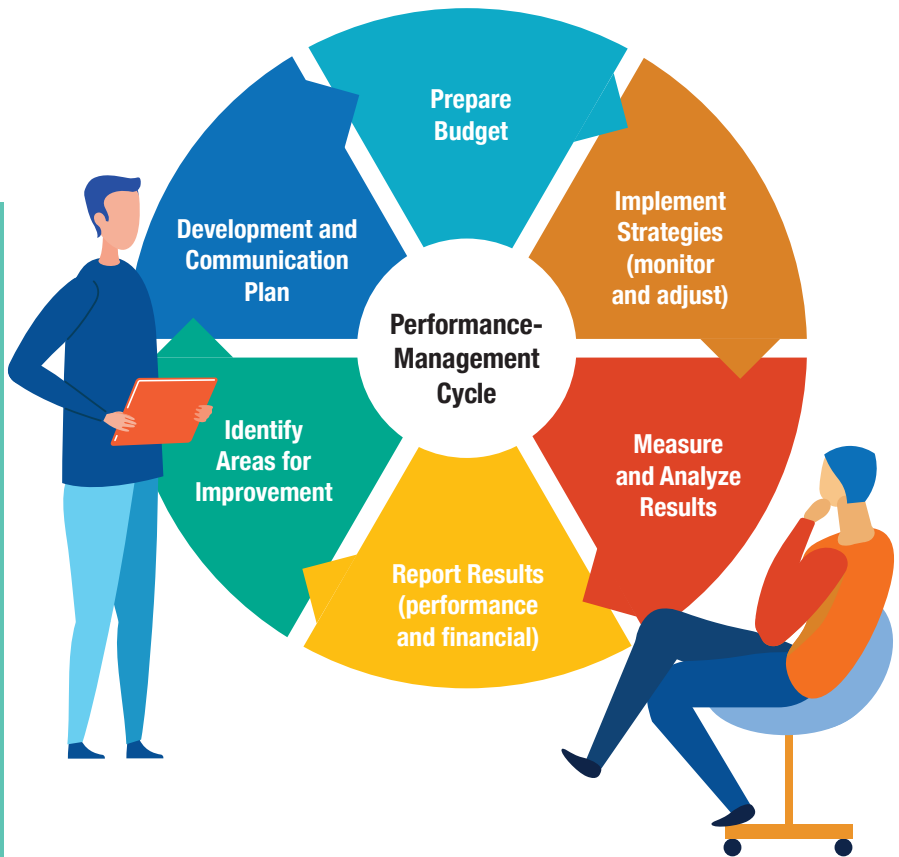
Goal 3: Engaged and Effective Governance

planning and reporting

Elk Island Public Schools (EIPS) is committed to stakeholder engagement as it determines the strategic direction for the Division. As part of the Division’s process for reviewing results, principals are responsible for developing a school education plan annually. Each school plan incorporates results from the Accountability Pillar, aligns with the Division’s Four-Year Education Plan and is developed in consultation with school staff and school council members.

The plans and results are then shared with the community, which school councils play a critical role through the process of engaging families. In addition, EIPS hosts a Divisionwide Results Review. The review is meant to complement the education plans and allows schools and departments to share with the Board and community their results, annual plans, successes and challenges. Collectively, the process assists trustees, staff and families in gaining a holistic understanding of what’s taking place throughout the Division.

As a final assurance, in the fall, EIPS publishes a *Combined Educational Plan and Annual Education Results Report*. The report outlines how the Division’s developing students to achieve the best possible outcomes and meeting the priorities and goals set out in the Four-Year Education Plan. In November, the Board of Trustees reviews and approves the report. Once approved, it’s shared with the government, school communities, the Committee of School Councils and posted online at eips.ca.



Every year, Elk Island Public Schools (EIPS) analyzes and interprets its performance and results reports to assess its progress toward achieving the goals and outcomes outlined in the Division’s Four-Year Education Plan. The assessment includes examining and reporting on local measures, provincial measurement information and evaluations received from Alberta Education. The Division then compares these with its foundational statements—the mission, values and Four-Year Education Plan—(see pg. 4, “Division Profile”) to develop new strategies that further support student learning.

The planning and results reporting are integral to the Division’s accountability and performance-management cycle, which involves:

- developing and updating plans aligned with provincial goals, outcomes and performance measures;
- incorporating stakeholder input;
- preparing budgets that allocate or re-direct resources to achieve goals and improve results;
- implementing strategies to maintain or improve student learning and achievement;
- monitoring implementation and adjusting efforts as needed;
- measuring, analyzing and reporting results;
- using results to identify areas for improvement, and to develop strategies and targets for the next plan—such as evidence-based decision-making; and
- communicating with stakeholders—staff, students, parents and guardians, school councils, the community and Alberta Education—about school-authority plans and results.

Combined 2018-19 Accountability Pillar Overall Summary

Measure Category	ELK ISLAND PUBLIC SCHOOLS			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	88.2	88.1	88.0	89.0	89.0	89.3	Very High	Maintained	Excellent
STUDENT LEARNING OPPORTUNITIES									
Program of Studies	82.9	82.7	83.2	82.2	81.8	81.9	Very High	Maintained	Excellent
Education Quality	89.9	88.9	88.9	90.2	90.0	90.1	Very High	Improved	Excellent
Dropout Rate	1.7	1.1	1.8	2.6	2.3	2.9	Very High	Maintained	Excellent
High School Completion Rate (3 yr)	83.3	84.6	82.6	79.1	78.0	77.5	Very High	Maintained	Excellent
STUDENT LEARNING ACHIEVEMENT (GRADES K-9)									
PAT: Acceptable	84.5	84.4	83.3	73.8	73.6	73.6	High	Improved	Good
PAT: Excellence	28.5	26.7	25.4	20.6	19.9	19.6	Very High	Improved Significantly	Excellent
STUDENT LEARNING ACHIEVEMENT (GRADES 10-12)									
Diploma: Acceptable	85.2	85.5	85.5	83.6	83.7	83.1	High	Maintained	Good
Diploma: Excellence	21.2	22.3	21.4	24.0	24.2	22.5	High	Maintained	Good
Diploma Examination Participation Rate (4+ Exams)	58.1	56.4	56.8	56.3	55.7	55.1	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	64.7	62.5	61.9	64.8	63.4	62.2	Intermediate	Improved	Good
PREPARATION FOR LIFELONG LEARNING, WORLD OF WORK, CITIZENSHIP									
Transition Rate (6 yr)	62.6	60.5	62.2	59.0	58.7	58.7	High	Maintained	Good
Work Preparation	80.7	77.8	78.2	83.0	82.4	82.6	High	Improved	Good
Citizenship	80.0	80.5	80.1	82.9	83.0	83.5	High	Maintained	Good
PARENTAL INVOLVEMENT									
Parental Involvement	77.7	78.4	78.2	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
CONTINUOUS IMPROVEMENT									
School Improvement	81.0	79.5	79.9	81.0	80.3	81.0	Very High	Improved	Excellent

*Evaluation measures are based on a three-year average (see pg. 52, "Appendixes").

Notes

- Overall evaluations are only calculated if both improvement and achievement evaluations are available.
- Student participation in the survey was impacted between 2014 and 2017 because of the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based on a weighted average of the per cent meeting standards—Acceptable and Excellence. The weights are the number of students enrolled in each course. Courses include English language arts (grades 6, 9, 9 KAE); Français (grades 6, 9); French language arts (grades 6, 9); mathematics (grades 6, 9, 9 KAE); science (grades 6, 9, 9 KAE); and social studies (grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May and June of 2016 and May and June of 2019. Use caution when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated diploma examination results are a weighted average of the per cent meeting standards—Acceptable and Excellence. The weights are the number of students writing the diploma examination for each course. Courses include English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1 and Social Studies 30-2.
- Use caution when interpreting evaluations and results over time for Mathematics 30-1 and Mathematics 30-2, as equating wasn't in place until the 2016-17 school year. Alberta Education doesn't comment on provincewide trends until it has five years of equated examination data.
- Participation in diploma examinations was impacted by the fires in May and June of 2016 and May and June of 2019. Use caution when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased to 70% from 50% in the 2015-16 school year. Use caution when interpreting trends over time.
- The 2016 results for the three-year high school completion rate and diploma examination participation rate are adjusted to reflect the correction of the Grade 10 cohort.

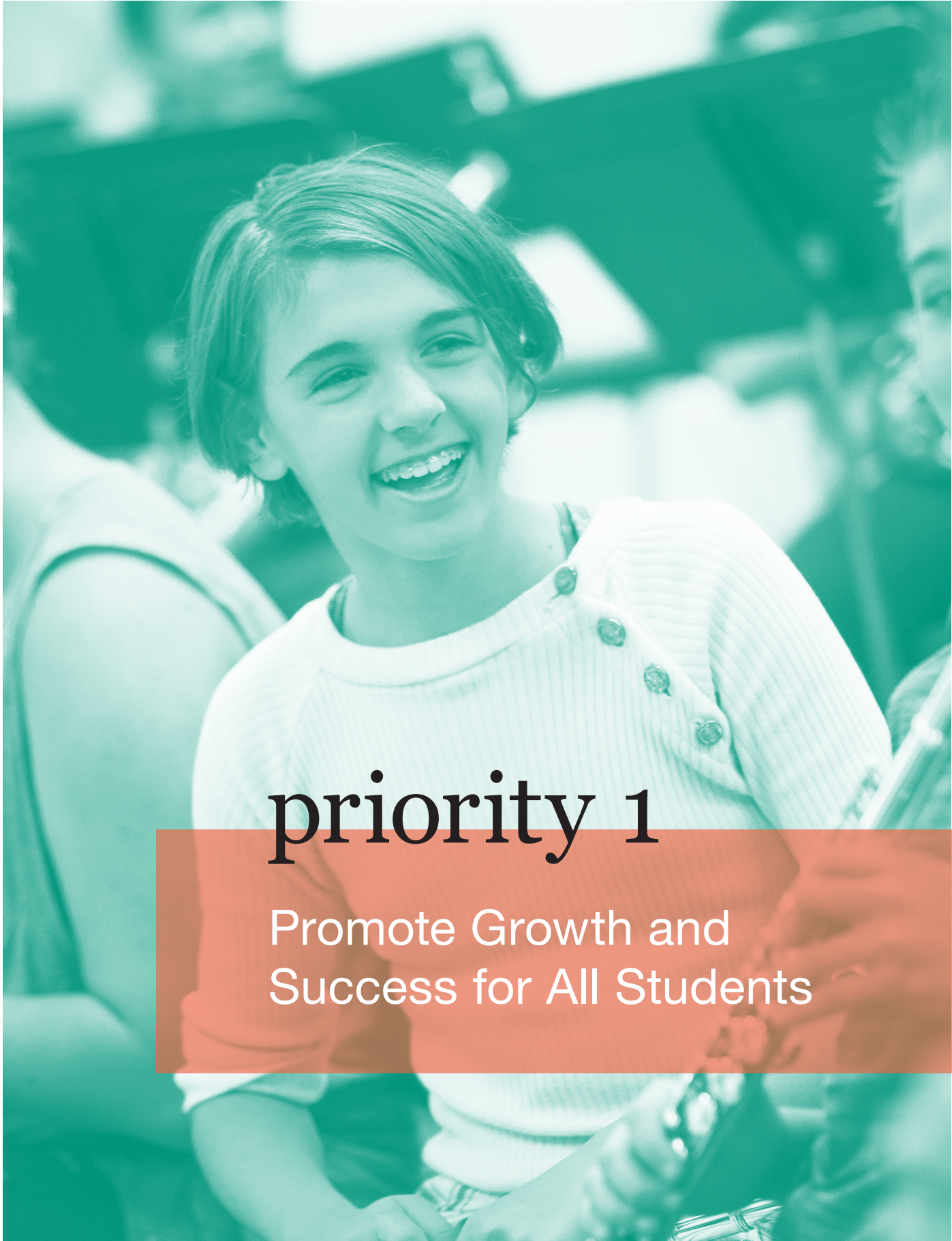
Combined 2018-19 Accountability Pillar First Nations, Métis and Inuit Overall Summary

Measure Category	ELK ISLAND PUBLIC SCHOOLS			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
STUDENT LEARNING OPPORTUNITIES									
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dropout Rate	1.5	5.1	3.7	5.4	4.8	5.6	Very High	Improved	Excellent
High School Completion Rate (3 yr)	70.7	63.9	65.4	56.6	53.3	52.4	Intermediate	Maintained	Acceptable
STUDENT LEARNING ACHIEVEMENT (GRADES K-9)									
PAT: Acceptable	75.8	72.4	69.0	54.0	51.7	51.9	Intermediate	Improved	Good
PAT: Excellence	16.5	15.0	15.6	7.4	6.6	6.5	Intermediate	Maintained	Acceptable
STUDENT LEARNING ACHIEVEMENT (GRADES 10-12)									
Diploma: Acceptable	80.6	86.7	83.0	77.2	77.1	76.7	Intermediate	Maintained	Acceptable
Diploma: Excellence	11.7	9.2	12.8	11.4	11.0	10.6	Low	Maintained	Issue
Diploma Examination Participation Rate (4+ Exams)	32.8	39.9	36.4	24.6	24.4	22.3	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate	49.3	48.2	44.3	37.1	35.9	34.0	Low	Maintained	Issue
PREPARATION FOR LIFELONG LEARNING, WORLD OF WORK, CITIZENSHIP									
Transition Rate (6 yr)	44.2	48.6	46.5	34.2	33.0	32.8	Low	Maintained	Issue
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
PARENTAL INVOLVEMENT									
Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
CONTINUOUS IMPROVEMENT									
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*Evaluation measures are based on a three-year average (see pg. 52, "Appendixes").

Notes

- Overall evaluations are only calculated if both improvement and achievement evaluations are available.
- Student participation in the survey was impacted between 2014 and 2017 because of the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based on a weighted average of the per cent meeting standards—Acceptable and Excellence. The weights are the number of students enrolled in each course. Courses include English language arts (Grades 6, 9, 9 KAE); Français (grades 6, 9); French language arts (grades 6, 9); mathematics (grades 6, 9, 9 KAE); science (grades 6, 9, 9 KAE); and social studies (grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May and June of 2016 and May and June of 2019. Use caution when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated diploma examination results are a weighted average of the per cent meeting standards—Acceptable and Excellence. The weights are the number of students writing the diploma examination for each course. Courses include English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1 and Social Studies 30-2.
- Use caution when interpreting evaluations and results over time for Mathematics 30-1 and Mathematics 30-2, as equating wasn't in place until the 2016-17 school year. Alberta Education doesn't comment on provincewide trends until it has five years of equated examination data.
- Participation in diploma examinations was impacted by the fires in May and June of 2016 and May and June of 2019. Use caution when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased to 70% from 50% in the 2015-16 school year. Use caution when interpreting trends over time.
- The 2016 results for the three-year high school completion rate and diploma examination participation rates are adjusted to reflect the correction of the Grade 10 cohort.



priority 1

Promote Growth and
Success for All Students

Goal 1: Excellent Start to Learning

Local Outcome: More children reach social, intellectual and physical development milestones by Grade 1

Provincial Outcome: Alberta’s students are successful

Early Years Demographics	2016-17	2017-18	2018-19
Total number of children enrolled in PALS programs	75	130	169
Total number of children enrolled in kindergarten	1,357	1,274	1,253
Kindergarten children with Mild/Moderate and Severe Special Needs	218	191	199
Percentage of children with Mild/Moderate and Severe Special Needs	20.5	22.9	25.9

Analysis of Results

Background

Early childhood development is the first and most critical phase of human growth. There's also a growing body of research centred around families and children between the ages of zero and six that suggests the early years is the most significant period in an individual's lifespan. That's why Elk Island Public Schools (EIPS) has identified an “excellent start to learning” as a goal in its Four-Year Education Plan. The goal sets the foundation for implementing strategies to ensure as many children as possible, entering Grade 1, reach developmental milestones. As such, young learners—pre-kindergarten, kindergarten and Grade 1—are taught by caring, and responsive staff members in high-quality early learning environments focused on purposeful, play-based programming. The goal: To provide a strong base for developing foundational competencies critical to future academic success.

Results

During the 2018-19 school year, 1,422 children were enrolled in Early Childhood Services (ECS) within EIPS, including 1,253 kindergarten children and an additional 169 in pre-kindergarten programs—up by 18 children from the year previous. The Division served 217 children who met Program Unit Funding (PUF) criteria and another 151 children who met mild or moderate criteria in pre-kindergarten and kindergarten programs.

To support the success of EIPS early learners, the Division offers early intervention programming through the pre-kindergarten Play And Learn at School (PALS) program, which supports children between the ages of three and five who are assessed with severe developmental delays, and children between the ages of four and five who are assessed with mild or moderate developmental delays. The PALS program is available in

the communities of Sherwood Park, Ardrossan, FortSaskatchewan, Lamont, Mundare and Vegreville.

Kindergarten programming was available in all 26 of the Division's elementary schools, offered as a full-day, alternating-day program. Thanks to a special allocation from the Board of Trustees, the Division also offered a full-day, every day kindergarten option at Lamont Elementary. Additional funding was provided by the Board to cover the costs associated with kindergarten programming enhancements, known as Enhanced Kindergarten. The initiative offers support to children who aren't meeting developmental expectations. Through the program, EIPS kindergarten teachers implemented a variety of school-based supplementary projects and services aimed at supporting successful student transitions into Grade 1.

EIPS speech-language pathologists (SLPs) provided one-to-one intervention, facilitated small-group activities

and lead whole-class activities. SLPs also provided services and supports to children in PALS, kindergarten and school-age classrooms. All children enrolled in the PALS program received speech-language services two days a week. SLPs were also scheduled at individual schools, once a week, to work with kindergarten children and students. In total, 426 (34%) kindergarten children were assessed by an EIPS SLP and 363 children (29%) received ongoing speech and language supports—inclusive of children with severe, moderate or mild disabilities and delays. Additionally, a kindergarten speech-language assistant worked five days a week servicing 120 children in nine schools.

Once a week, occupational therapists visited PALS classrooms to provide ongoing support to 149 (88%) children. In kindergarten, occupational therapists provided services on a rotating schedule, with schools receiving a minimum of one visit

every six weeks. Of those, 158 (13%) kindergarten children received ongoing occupational-therapy support—inclusive of children with severe, moderate or mild disabilities and delays. Universal occupational-therapy support services were also provided to kindergarten classrooms.

Physical-therapy consultation support was also available to all children enrolled in PALS and kindergarten. During the 2018-19 school year, children in PALS received ongoing physical-therapy support in small-group and whole-class activities. In kindergarten, eight children with severe disabilities and delays received ongoing consultative physical-therapy support. Using a group approach allowed the Division to better support more students than in previous years.

BUILDING CAPACITY

In the 2018-19 school year, the Division's Loose Parts Play Kits were expanded in both the PALS and kindergarten classrooms. The kits aid in problem-solving; fine- and gross-motor development; hand-eye co-ordination, language and vocabulary building; mathematical and scientific thinking; and literacy, social and emotional development. The benefit: Thanks to the kit's material versatility, children had more ways to discover and be creative during play and exploration. Similarly, Phonological Awareness kits were also continued in both kindergarten and Grade 1 classrooms, as a shared resource. The kits focus on identifying and manipulating units of oral language and sounds of spoken language. Ultimately, the kits support phonological awareness, which is a reliable predictor of later reading ability.

To further build capacity, various professional learning sessions were offered to staff throughout the Division. Some of the sessions offered include: Universal Occupational Therapy Strategies in the Classroom, Teacher Talk Training: Fostering Peer

Interaction in the Classroom, Speech-Sound Training, Make and Take Extravaganza, Augmentative and Alternative Communication, Using the Touchchat, Loose Parts Kits, Non-Violent Crisis Intervention, Outdoor Play, Numeracy in the Early Learning Classroom, ISP Training and Positive Behaviour Strategies.

To complement professional learning, the Division also offered numerous activities to engage families. The Supports for Students department paid for all schools to participate in the Wee Read program during the 2018-19 school year. The program—focused on children in kindergarten and Grade 1—helps strengthen language and literacy skills, while at the same time, gets participants excited about reading. Through the program, community volunteers visited schools within the Division, sharing their love of books by reading aloud, playing vocabulary games and telling stories about what inspired them when they were children.

PARENTS AS PARTNERS

In addition, individual and group-based Family Oriented Programming (FOP) sessions were provided to families and children in the PALS program, outside of the regular centre-based programming hours. The FOP sessions help families gain insight about their child's development and discover strategies to support their learning, working, playing and behaving in positive ways. In total, 18 FOP sessions were provided to PALS parents throughout the year.

Similarly, the Division offered Early Learning Screening sessions in Spring 2018. The sessions were held in Vegreville, Mundare, Ardrossan and Fort Saskatchewan. Families had the opportunity to ask questions and discuss concerns about their child's development with a screening team—made up of a teacher, a speech-language pathologist and an occupational therapist. Children were screened in

speech sounds, language skills, fine- and gross-motor skills, and emergent academic skills to determine possible eligibility for the PALS program. The sessions provided families with an open door and friendly faces to chat with about potential challenges their child is facing. Conversations of this nature are often a difficult first step for families who are seeking supports for their child. The EIPS team helped make this process easier while also providing guidance and direction.

Families also played an integral role in the Instructional Support Plan (ISP) process—both in the development of student ISPs and the regular review of these documents. As a result, it enhanced understanding around individual student learning needs and strengths; communication among families, students and teachers; and the development of long-term plans to help families with transitions and future planning for their child.

Finally, orientation sessions were organized for both PALS and kindergarten families. Individual orientation sessions were offered to PALS parents with their child's teacher. These collaborative sessions included discussions about the child's interests and strengths, specific needs, parental hopes and goals, communication protocols, transportation arrangements, and the first day of school. The goal was to provide an opportunity for families and teachers to start developing common goals for the success of each child. Similarly, a Kindergarten Information Night was held at each EIPS school offering the kindergarten program. Families were introduced to what a typical day in kindergarten is like, informed about the importance of play-based learning, given an opportunity to ask questions and toured the school. The overall purpose was to begin the school-and-home relationship with families and teachers—integral to each child's success.

Opportunities for Growth

There are two key opportunities for growth. EIPS will start to use an Early Years Evaluation: Teacher Assessment (EYE-TA) tool to demonstrate how early learners are reaching social, intellectual and physical developmental milestones by Grade 1, which was previously not available to the Division. The opportunity for growth the EYE-TA provides is its ability to allow teachers to plan and program more specifically for the needs of students. Data from the EYE-TA will move teacher programming and student achievement forward, which is a key priority for EIPS.

The EYE-TA assesses how early learners are reaching developmental milestones

Additionally, the Division will continue to offer Early Learning Screening sessions. The sessions provide families with the opportunity to discuss potential challenges their child is having and make guidance and direction easier. Knowing who requires early intervention is one of the keys to student success. As such, EIPS will continue with this process, and possibly expand to additional rural communities.



Priority Strategy for Education Plan

A key priority for the Division is to implement a new performance measure to assess a learner's progress toward meeting developmental milestones and early literacy outcomes. Doing this enables the Division to examine the impact of its Early Learning programming and services. Strategies include:



To inform early years programming, all kindergarten teachers will build capacity by implementing a performance assessment that links to developmental milestones entitled, Early Years Evaluation: Teacher Assessment (EYE-TA). The tool will provide data on five developmental milestones: awareness of self and environment; social skills and approaches to learning; cognitive skills; language and communication; and physical development, or fine- and gross-motor skills. Completed in the fall and spring, the assessments will provide pre- and post-data on a child's progress in kindergarten. It will also help guide programming, so more children meet emotional, social, intellectual and physical milestones before starting Grade 1.



Teachers will participate in professional learning to learn how to administer the EYE-TA and interpret the results effectively.



Based on student results from the EYE-TA, the Division will create an action plan to address the developmental milestone(s) at a higher risk of not being achieved. Building teacher capacity, in an equitable way throughout the Division, is critical for student success.



Build capacity for kindergarten teachers to plan, implement and assess the new concept-based curriculum.

Goal 2: Success for Every Student

Local Outcome 1: More students achieve a minimum of one year's growth in literacy and numeracy

Provincial Outcome: Alberta's students are successful

Performance Measures – percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)	RESULTS							EVALUATION			
	2014-15	2015-16	2016-17	2017-18	2018-19	TARGET FOR ISSUE	ALBERTA 2018-19	ACHIEVEMENT	IMPROVEMENT	OVERALL	
ACCOUNTABILITY PILLAR: OVERALL STUDENT LEARNING OUTCOMES											
Grade 6 and Grade 9 Provincial Achievement Tests (PATs)	A	82.8	82	83.6	84.4	84.5		73.8	High	Improved	Good
	E	24.1	24.5	25.1	26.7	28.5		20.6	Very High	Improved	Excellent
Diploma Examinations	A	87.4	85.2	85.7	85.5	85.2		83.6	High	Maintained	Good
	E	20.6	19.3	22.7	22.3	21.2		24	High	Maintained	Good
ACCOUNTABILITY PILLAR: OVERALL ITERACY LEARNING OUTCOMES											
Grade 6 PATs – Language Arts	A	90.9	90.7	92.2	94.6	94.2		83.2	Very High	Maintained	Excellent
	E	25.1	26.1	24.1	26.4	24.7		17.8	Very High	Improved Significantly	Good
Grade 9 PATs – Language Arts	A	85.7	84.5	86.1	85.6	83	86	75.1	Intermediate	Declined	Issue
	E	17.9	18.9	17.6	18	17.3		14.7	High	Maintained	Acceptable
English 30-1 Diploma Examinations	A	91.9	92.6	92.3	90.4	93.8		86.8	High	Improved	Good
	E		11.6	11	13.1	15.2		12.3	High	Improved	Good
English 30-2 Diploma Examinations	A	95.2	95.1	94.6	94.3	91.2	94.2	87.1	Intermediate	Declined Significantly	Issue
	E	13	18.9	14.8	14	15.4		12.1	Intermediate	Maintained	Acceptable
ACCOUNTABILITY PILLAR: OVERALL MATHEMATICS LEARNING OUTCOMES											
Grade 6 PATs – Mathematics	A	83.3	81.6	80.7	87	86.3		72.5	High	Improved Significantly	Good
	E	19.0	16.9	17.8	20.9	22.9		15	High	Improved Significantly	Good
Grade 9 PATs – Mathematics	A	74.2	75	77.5	69.3	69.9	72.9	60	Intermediate	Declined Significantly	Issue
	E	19.9	18.1	19.4	19.4	24.4		19	Very High	Improved Significantly	Excellent
Math 30-1 Diploma Examinations	A	78.7	69.2	74	75.9	76.5		77.8	Equating wasn't established until the 2016-17 school year. Alberta Education doesn't comment on trends until it has five years of equated examinations.		
	E	28.2	19.4	30	30.3	24.7		35.1			
Math 30-2 Diploma Examinations	A	82.1	76.9	78	77.7	78.3		76.5			
	E	15.8	16.2	17.7	17	17.6		16.8			

Performance Measures	RESULTS				
	2014-15	2015-16	2016-17	2017-18	2018-19
ACCOUNTABILITY PILLAR: SPECIALIZED SUPPORTS					
Percentage of teachers, parents and students in agreement programs for children at risk are easy to access and timely	82.5	81.5	82.7	81.6	83.5
Percentage of families satisfied with the special support their child has received at school?	79	809	86	79	81
EIPS PARENT SURVEY: SPECIALIZED SUPPORTS					
My child is demonstrating growth in literacy*	n/a	n/a	n/a	86.2	88.3
My child is demonstrating growth in numeracy*	n/a	n/a	n/a	87.6	88.8

Background

Elk Island Public Schools (EIPS) is committed to the success of every student and ensuring they have the tools needed to reach their full potential. Facilitating this requires teachers to adapt their pedagogical practice to meet the differing needs of students, use meaningful assessments to inform a broad range of teaching strategies, and identify students early who might require additional intervention and support. Because it's well-known literacy and numeracy are foundational to success in learning and life, both are priorities in the Division's Four-Year Education Plan.

Literacy is the ability to read, view, write, design, speak and listen in a way that allows people to communicate effectively. Strong literacy skills ensures the ability to read and write, and the capacity to apply these skills effectively to acquire, create, connect and communicate information in a variety of situations. Developing strong literacy skills in students is critical if they're to reach their full potential in school, the workplace and life.

Meanwhile, numeracy is defined by Alberta Education as "... the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living." A numerate individual has the confidence and awareness to know when and how to apply quantitative and spatial understanding at home, at school, at work and in the community. Developing strong numeracy skills in students is critical if they're to reach their full potential.

Results

EIPS' overall 2018-19 Accountability Pillar results indicate students in Grade 6 and Grade 9 are consistently outperforming the province at both the acceptable standard and the standard of excellence. In fact, in all subject areas of the Grade 6 and Grade 9 Provincial Achievement Tests (PATs), EIPS scored higher in 24 of the 28 PAT measures. In terms of the overall diploma examination results, EIPS students consistently score higher than the province at the acceptable standard category and are slightly below the province in the standard of excellence category. The following sections are a more detailed breakdown and analysis of the results specific to the fundamental skills of literacy and numeracy—the two academic areas highlighted in the EIPS Four-Year Education Plan.

The Division also earned a "very high" achievement rating for the percentage of teachers, parents and students who agree programs for children at risk are easy to access and timely. These results are likely connected to the intervention support provided to students who aren't reading or writing at grade level—identified by the Star 360 assessment tool—and the supports provided by the Inclusive Learning department to ensure all EIPS students reach their full potential.



Literacy Results



Trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard, and the standard of excellence in Grade 6 English Language Arts is consistently higher than the province. Overall, 94.2% met the acceptable standard and 24.7% met the standard of excellence. Comparably, provincewide, 83.2% of students met the acceptable standard, and 17.8% met the standard of excellence.

Likewise, the percentage of EIPS students meeting the acceptable standard, and the standard of excellence in Grade 9 English Language Arts is also consistently higher than the province. According to the 2018-19 Accountability Pillar results, 83% of EIPS students met the acceptable standard and 17.3% met the standard of excellence—provincial scores were

75.1% and 14.7%, respectively.

With diploma examination scores, trends in the data over the past five years indicate the percentage of EIPS students meeting the acceptable standard and the standard of excellence in English 30-1 is consistently higher than the province. In the 2018-19 school year, the percentage of EIPS students who achieved the acceptable standard was 93.8%, up from 90.4%. And, 15.4% met the standard of excellence, which is up slightly from the previous year. Comparably, provincewide, 86.8% of students achieved the acceptable standard and 12.3% the standard of excellence. In English 30-2, the percentage of students meeting the acceptable standard and the standard of excellence is higher than the province. The overall percentage of

EIPS students who met the acceptable standard in English 30-2 was 91.2%, and 12.1% achieved the standard of excellence—provincial results were 87.1% and 12.1%, respectively. As English 30-2 results declined by 3.1% from the previous year, it's identified as an issue. Despite the fact the Division results are higher than the provincial average, EIPS will monitor the results closely.

BUILDING CAPACITY

The higher than provincial averages in the area of language arts are likely the result of several literacy programs initiated Divisionwide. Throughout the year, consultants worked closely with 60 Division I and Division II elementary literacy leads. Each lead was identified by a school and participated

in professional learning. The knowledge gained was then shared with colleagues during staff meetings, school-based professional learning days or at other collaborative sessions.

The Division also established a New Teachers' Cohort for first-year and second-year teachers. The cohort offers ongoing support, intensive professional learning and collaboration opportunities to develop literacy instructional practices. Over the course of five full-day sessions, 31 first-year teachers met for a series of workshops and in-class coaching about literacy. Meanwhile, 26 second-year teachers met for two full-day sessions of workshops and in-class coaching.

To support students struggling in the area of literacy, EIPS engaged various tools. The Division offered a four-part Levelled Literacy Intervention training session to 14 participants. The training is a research-based supplementary intervention system designed to help teachers provide powerful, daily, small-group instruction for the lowest-achieving students in grades 1 through 6. The Star 360 reading and early literacy assessment tool also continued in every school. The tool provides teachers with screening information about each student's reading level—in grades 1 through 12—and suggestions for instructional strategies and student groupings. During the school year, those students who were reassessed showed consistent growth. That's one of the reasons the Star 360 is so beneficial: It measures individual student starting points and the amount of improvement made.

In addition to screening students who are struggling, the Star 360 identifies students reading above grade level to ensure they too are provided with the needed support for continued growth. By using this approach to assessment, intervention and tracking improvement, the Division is in a better position to support and enhance

literacy skills across all grade levels and the goal of more students achieving a minimum of one year's growth in literacy. In 2018-19, 14,266 students wrote the Star 360. The overall results indicate students continued to grow in literacy, with an average student growth percentile of 53%—where 35% to 65% is considered typical growth for one year.

New in 2018-19, the Division published its *EIPS K-9 Writing Continuum* in both English and French. The continuum, created by EIPS elementary literacy consultants, teachers and students, is a resource tool for students and teachers. Students use it to develop their writing skills. Meanwhile, teachers use it to help plan for writing instruction. Overall, it illustrates development from the beginning stages of writing to more advanced stages. To date, feedback received about the continuum is positive. It's also garnering attention from surrounding school divisions and educators.

During the school year, those students who were reassessed showed consistent growth. That's one of the reasons the Star 360 is so beneficial: It measures individual student starting points and the amount of improvement made

The Division also introduced Lucy Calkins' reading and writing workshops. The focus: grade-group collaboration, planning, correlating the workshops to curriculum and creating divisional documents. In total, 105 teachers from elementary schools across the Division attended four half-day sessions. As followup,

the Division hosted a Lucy Calkins Homegrown Reading Workshop—125 teachers attended the workshop, delivered by the Teachers College Reading and Writing Project.

For French Immersion teachers, the Division brought in Isabelle Robert, a trainer and teacher specializing in French literacy strategies, for a two-day professional learning session. Day 1 included a readers-and-writers workshop with lead teachers from each EIPS French Immersion elementary school. Day 2 included all French Immersion elementary teachers, who took part in the same workshop. Work was also done with literacy leads to develop a chart with guided reading levels for French Immersion students in grades 1 through 6.

At the senior high level, the Division met with English language arts instructional leaders to discuss emergent issues, concerns and sound instructional practices. Overall, EIPS met with 28 leaders in September and 31 leaders in February. In addition, five EIPS senior high schools generated a year-long professional learning plan based on rigorous analysis of diploma examination results. Sessions were scoped and sequenced to optimize teacher learning—based on areas that data suggested would benefit the department as a whole. The session topics included:

- teaching film in the ELA classroom;
- teaching the Commentary as a Personal Response to Text
- abandoning the five-paragraph structure;
- 21st century texts
- Authentic Grammar;
- data to inform classroom practice;
- senior high interdisciplinary literacy;
- voice in academic writing; and
- co-constructing meaning with mentor texts.

Numeracy Results



Trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard and the standard of excellence in Grade 6 mathematics is consistently higher than the province. In 2018-19, the overall percentage of students meeting the acceptable standard in Grade 6 mathematics was 86.5%, and the percentage of EIPS students meeting the standard of excellence was 22.8%—the provincial results were 72.5% and 15%, respectively.

Similarly, trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard and the standard of excellence in Grade 9 mathematics is consistently higher than the province. According to the 2018-19 Accountability Pillar results, the percentage of all EIPS students who met the acceptable standard increased to 69.9% from 68.9%, and 24.4% achieved the standard of excellence. Provincially, 60% of students met the acceptable standard category and 19% met the standard of excellence.

In terms of Mathematics 30-1, trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard is slightly lower than the province—the exception being the 2016-17 school year. In 2018-19, the percent-

age of EIPS students meeting the acceptable standard in Mathematics 30-1 increased to 76.5% from 75.9%. And, the percentage of students meeting the standard of excellence decreased to 24.7% from 30.3%. Provincially, 77.8% of students achieved the acceptable standard, and 35.1% achieved the standard of excellence.

On the other hand, in Mathematics 30-2, the trend for the percentage of students meeting the acceptable standard and the standard of excellence is consistently higher than the province. Overall, the percentage of students meeting the acceptable standard increased to 78.3% from 77.7%, and the percentage of students meeting the standard of excellence increased to 17.6% from 17%—provincially the percentages were 76.5% and 16.8%, respectively. It's important to note, a written-response component, worth 25% of the total exam, was added to the Mathematics 30-1 and Mathematics 30-2 exams in the 2018-19 school year. As such, caution is advised when interpreting the trend data.

BUILDING CAPACITY

To facilitate stronger numeracy outcomes, the Division will continue to implement the Math Intervention/Programming Instrument (MIPI) to students in grades 2 through 10. The MIPI is a numeracy assessment tool

that's digitally based and offers an opportunity for students to demonstrate their learning. Overall the tool provides timely information to teachers, helps enhance classroom instruction and ensure student learning needs are identified.

To complement the MIPI, Math Benchmarking Interviews were developed for elementary, junior high and senior high schools. Teachers used the interviews to determine the areas to target instructional support. All schools across the Division received the interview kit, and related training.

Also, EIPS established numeracy lead teachers in kindergarten to Grade 9 schools. The lead teacher's role was to promote and foster numeracy-rich environments and plan school-based numeracy projects. There was also a continued focus on incorporating strong pedagogical practices across the Division, such as the Guided Math Framework to cultivate small group instruction, Number Talks to target mental mathematics, and Student Manipulative Kits to support diverse learning styles.

To implement Number Talks, more than 120 teachers received individual in-class modelling and coaching support. As well, the Division offered several whole-school training sessions across a variety of schools. Today, Number Talks is a familiar practice in

most EIPS schools that's recognized as an effective, easy to implement, instructional approach. Results validate this on the non-calculator portion of the mathematics PAT (Part A). In fact, in the English Mathematics 6 (Part A), results are consistently climbing since introducing Number Talks two years ago—up to 82.1% at the acceptable standard and 55.8% at the standard of excellence. Provincially the averages were 71.4% and 43.3%, respectively.

The Division also focused on senior high mathematics, which was driven by assessment results. In the 2018-19 school year, the diploma examinations

reintroduced a written response component. In this section of the exam, students had to show their work to communicate their understanding of mathematical concepts.

Divisional professional learning and class visits resulted in a clearer understanding of the expectation of this portion of the exam. For example, one professional learning session entitled, "Crash Course in Teaching Math 30," provided teachers with the opportunity to examine the program of studies, understand the diploma examination expectations and navigate misalignments of the textbooks.

Finally, at the end of the 2018-19 school year, the Division created a series of optional common unit exams for Mathematics 30-1, which set a standard across the Division. EIPS also developed and beta tested a new MIPI test specifically for students in Mathematics 10C and Mathematics 10-3. The hope is the new tests will better assist teachers in identifying students who require intervention support at the senior high level.

Opportunities for Growth

There are gaps between elementary and junior high results, and junior high and senior high results—in both literacy and numeracy. What this indicates is the Division needs to continue to target its work with lead teachers in both elementary and secondary schools. EIPS will also continue to focus on the English 30-2 results, at both the acceptable and excellence levels. A second area for growth is numeracy. While the Division's mathematics results are higher than the province on all measures, except Mathematics 30-1, the Division isn't satisfied with its results, particularly the Grade 9 PAT results at the acceptable level. As such, more intensive work at the junior high level is a growth focus for the Division.




Priority Strategy for Education Plan

To address the growth opportunities, the Division will implement the following strategies:

A At the elementary level, leverage best practices in literacy and numeracy while also focusing on improving teacher pedagogy based on the new provincial curriculum.

**(A+2)²
B** At the secondary level, focus on best practices in literacy and numeracy while also working with secondary administrators and teachers to prepare for the new curriculum.

 Provide supports to junior high math teachers to strengthen instructional practices and address the skills required for Part A of the Grade 9 mathematics PAT.



Utilize ongoing professional learning through the lead-teacher model and grade-level groupings.



Provide support to secondary teachers related to planning and developing outcome-based course outlines.



Host data sessions to review achievement data and plan for student improvement.



Conduct a system-program analysis and make recommendations for changes to meet the needs of students requiring specialized supports and services.

GOAL 2: Success for Every Student

Local Outcome 2: The achievement gap between First Nations, Métis and Inuit students and all other students is reduced

Provincial Outcome: First Nations, Métis and Inuit students in Alberta are successful

Performance Measures of Self-identified First Nations, Métis and Inuit Students	RESULTS							EVALUATION			
	2014-15	2015-16	2016-17	2017-18	2018-19	TARGET FOR ISSUE	ALBERTA 2018-19	ACHIEVEMENT	IMPROVEMENT	OVERALL	
ACCOUNTABILITY PILLAR: OVERALL STUDENT LEARNING OUTCOMES											
Percentage of Grade 6 and Grade 9 students who achieved the acceptable standard (A) and the standard of excellence (E) on Provincial Achievement Tests (PATs)	A	64.1	65.3	69.2	72.4	76.8		54	Intermediate	Improved	Good
	E	7.2	17.3	14.6	15	16.6		7.4	Intermediate	Maintained	Acceptable
Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E) on diploma examinations	A	86.4	79.3	83	86.7	80.6		77.2	Intermediate	Maintained	Acceptable
	E	15.3	11.2	18.1	9.2	11.7	14.7	11.4	Low	Maintained	Issue
ACCOUNTABILITY PILLAR: SENIOR HIGH											
High school completion rate within three years of entering Grade 10		65.3	69.3	63.1	63.9	70.7		56.6	Intermediate	Maintained	Acceptable
Annual dropout rate of students aged 14 to 18		4.6	2.6	3.4	5.1	1.5		5.4	Very High	Improved	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship		n/a	40.8	43.8	48.2	49.8	52.8	37.1	Low	Maintained	Issue
Percentage of students writing four or more diploma examinations within three years of entering Grade 10		34.3	36.4	33	39.9	32.8	35.8	24.6	Low	Maintained	Issue
Percentage of high school students who transition to post-secondary, including apprenticeship, within six years of entering Grade 10		35.3	44.4	46.4	48.6	44.2	47.8	34.2	Low	Maintained	Issue

Performance Measures	RESULTS				
	2014-15	2015-16	2016-17	2017-18	2018-19
INTERNAL DATA					
Number of students self-identifying as First Nations, Métis and Inuit as of September 30	n/a	710	837	900	906
Percentage of schools that created a First Nations, Métis and Inuit project proposal and received funding	n/a	35	70	100	100
Percentage of schools that have a First Nations, Métis and Inuit education lead	n/a	n/a	100	100	100
EIPS PARENT SURVEY: SPECIALIZED SUPPORTS					
Percentage of families who feel their child has an understanding of First Nations, Métis and Inuit culture and history	n/a	n/a	n/a	76.19	78.2

Analysis of Results

Background

An examination of the achievement gap that exists between First Nations, Métis and Inuit students, and other students across the province, underscores the need for action. Elk Island Public Schools (EIPS) and Alberta Education are committed to boosting educational outcomes. Some of the ways it's doing this are by providing First Nations, Métis and Inuit learners with culturally relevant learning opportunities; developing capacity at a Division level to effectively address First Nations, Métis and Inuit learner needs; and strengthening knowledge and understanding about Indigenous history, treaty rights, lands and languages.



Results

According to the 2018-19 EIPS Accountability Pillar results, 76.8% of self-identified First Nations, Métis and Inuit students met the acceptable standard on all Provincial Achievement Tests (PATs)—up from 69.2% in 2016-17 and 72.4% in 2017-18. Similarly, 16.5% of self-identified First Nations, Métis and Inuit students met the standard of excellence on all PATs—up from 15% in 2017-18. The provincial percentages were 54% and 7.4%, respectively. These results earned the Division an overall achievement rating of “good,” which is particularly impressive considering in this area the Division received an overall rating of “issue” in 2016-17.

Additionally, improvement trends over the past five years, show continuous growth from year to year. Overall, these results demonstrate the Division is making considerable gains in closing the achievement gap. So much so, in the 2018-19 school year, the gap between self-identified First

Nations, Métis and Inuit students and all other EIPS students who achieved at the acceptable level on the PATs, decreased to 11.4% from 12% in 2017-18 and 14.4% in 2016-17.

EIPS students who self-identified as First Nations, Métis or Inuit scored considerably higher than the province for almost all measures

Examining the PAT results, course-by-course, the scores within EIPS for self-identified First Nations, Métis and Inuit students are considerably higher than the province in all Grade 6 and Grade 9 subjects at the acceptable standard and all but two at the standard of excellence. In English Language Arts 6, 89.8% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard, and 10.2% met the standard of excellence. The provincial average was

71.6% and 6.3%, respectively. And, the average for all other EIPS students was 94.2% and 24.7%, respectively. In Mathematics 6, 73% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard, and 12.4% met the standard of excellence. Comparatively, the provincial average was 50.5% and 4.2%, and for all other EIPS students, the averages were 86.5% and 22.8%, respectively. On the English Language Arts 9 PATs, 71.8% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard, and 8.5% met the standard of excellence. The provincial average was 55% and 4.2%. And, the average for all other EIPS students was 83% and 17.3%, respectively. In Mathematics 9, 63.8% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard, and 22.7% met the standard of excellence. Comparatively, the provincial average was 31.5% and 5.4%, and the average for all other EIPS students was 69.9% and 24.4%, respectively.

In terms of the overall diploma examinations, results for self-identified First Nations, Métis or Inuit students within EIPS decreased at the acceptable standard to 80.6% from 86.7% and increased at the standard of excellence to 11.7% from 9.2%. The provincial percentages were 77.2% and 11.4%, and the average for all other EIPS students was 85.2% and 21.2%, respectively. While overall results decreased, it's notable in the area of English language arts, EIPS students who self-identified as First Nations, Métis or Inuit slightly outperformed all other students in the Division. In English 30-1, 95.7% of self-identified First Nations, Métis or Inuit students achieved the acceptable standard and 13% achieved the standard of excellence—compared to the provincial average 84.4% and 5.4%, and the average for all other EIPS student 93.8% and 15.4%, respectively. In English 30-2, 93.5% of students in EIPS who self-identified as First Nations, Métis or Inuit achieved the acceptable standard, and 12.9% achieved the standard of excellence. Comparatively, the provincial average was 88.4% and 9.7%, and the average for all other EIPS students was 91.2% and 12.1%, respectively.

Similarly, EIPS students who self-identified as First Nations, Métis or Inuit outperformed all other EIPS students at the acceptable standard in both Mathematics 30-1 and Science 30. For Mathematics 30-1, 78.9% of EIPS students who self-identified as First Nations, Métis or Inuit achieved the acceptable standard, and 5.3% achieved the standard of excellence—compared to the provincial average 61.7% and 18.2%, and the average for all other EIPS students of 76.5% and 24.7%, respectively. For Mathematics 30-2, 66.7% of EIPS students who self-identified as First Nations, Métis or Inuit achieved the acceptable standard category, and 12.9% achieved the standard of excellence category. Comparatively, the provincial average was 88.4% and 9.7%, and the average

for all other EIPS students was 91.2% and 12.1%, respectively.

While there are areas for improvement, the Division sees significant gains in many areas and is encouraged by the results. Its focus on ensuring all students, including those who self-identify as First Nations, Métis or Inuit, achieve academic growth is paying off. In the 2018-19 school year, the dropout rate fell significantly—down to 1.5% from 5.1% the year before. Provincially, the average is 5.4%. Also encouraging is the number of students who self-identified as First Nations, Métis or Inuit in 2018-19. As of June 2019, EIPS had 906 students who self-identified as First Nations, Métis or Inuit—up by six students from the year previous. The increase is a direct reflection of the work taking place across the Division to recognize and respect First Nations, Métis and Inuit perspective, culture and history.

BUILDING CAPACITY

With funding received from Alberta Education in the 2018-19 school year, resources were used to support school projects and central initiatives. In April 2019, 100% of schools, once again, submitted project proposals for the 2019-20 school year. Individual schools and groups of schools accessed these funds to support the implementation of many programs—all designed to meet the needs of First Nations, Métis and Inuit students and non-Indigenous learners. Because every school within EIPS submitted proposals for the funding, it's believed EIPS schools are doing a good job of addressing the needs of all learners, which solidly connects to the Division's Four-Year Education Plan.

Schools also work hard to ensure all students, including those who self-identify as First Nations, Métis or Inuit, achieve academic growth. EIPS continues to focus on literacy, numeracy and effective instructional practices. Data from the Star 360 and Math Intervention/Programming Instrument (MIPI) assessment

tools has helped support efforts in these areas. Specifically, schools use the data to identify First Nations, Métis and Inuit students who require intervention support in literacy and numeracy. The Division used targeted supports, funded with First Nation, Métis and Inuit dollars, through the aforementioned projects to help boost educational outcomes over time.

New for the 2018-19 school year, the Division hired Cheryl Devin, a 1.0 full-time equivalent consultant, to work exclusively for the Division's First Nation, Métis and Inuit Centre. Her Métis heritage is invaluable to the role and has deepened the Division supports for the Teaching Quality Standard, Leadership Quality Standard and curriculum. She's facilitated professional learning sessions for school staff during Divisionwide professional learning days, school-based Lunch and Learns and staff meetings. She's also shared Indigenous teachings in the classroom relating to foods, social studies and health. In addition, Devin created an online self-reflection tool to determine the learning needs of teachers, relative to the Teaching Quality Standard competencies on First Nations, Métis and Inuit. The data collected was then used to develop lessons and activities for staff and students that support the Teaching Quality Standard's foundational knowledge.

Other contributions include a lending library of more than 250 titles by First Nations, Métis or Inuit authors and illustrators. The titles are housed at the First Nations, Métis and Inuit Education Centre at Salisbury Composite High and are signed out for classroom and professional use. In developing the collection, various workshops were hosted with Division teacher librarians and at Lunch and Learn events. Both were aimed at building capacity, vetting and creating a collection of authentic, accurate First Nations, Métis and Inuit resources. Also housed at the EIPS First Nations, Métis and Inuit Centre



Ish Nish to Elder Wilson Bearhead who hosted seven learning circles for school staff and two Divisionwide learning circles. Across EIPS, his teachings are both valued and respected

are the highly sought-after Edukits—containing cross-curricular lesson plans, traditional tools, resources, books and activities for teachers to use to engage in First Nations, Métis and Inuit education. In 2018-19, the kits had a 100% sign-out rate, which speaks to their relevance and versatility.

BEING IN RELATION

Another key area the Division focused on was relationship building with community Elders. To facilitate this, the Division developed *A Guide to Building Relationships with Elders*, a how-to guide for staff and students about being in relation with Elders. A significant part of that endeavour included being in relations with Elder Wilson Bearhead, a member of the Wabamun Lake Indian Band who served as a Chief in his

community, the Grand Chief of the Confederacy of Treaty 6 First Nations and Alberta Regional Chief for the Assembly of First Nations. Throughout the year, he visited 36 schools within the Division on an ongoing basis. He also worked with teachers and students, offering hands-on learning experiences aimed at deepening knowledge and understanding around Indigenous education.

Elder Bearhead also hosted seven learning circles for school staff and two Divisionwide learning circles. Across EIPS, his teachings are both valued and respected. For the 2019-20 school year, Elder Bearhead is planning to roll back his hours within the Division to pursue other opportunities. Nevertheless, EIPS will continue to share his teachings with students and staff.

To highlight the relationship-building work, EIPS' First Nations, Métis and Inuit education team attended and presented at the College of Alberta School Superintendents' (CASS) 2019 First Nations, Métis and Inuit Education Gathering. The presentation included a video celebrating, Elder Bearhead's work within the Division. After the CASS session, the team was approached by a director with Nelson, one of the largest education solution providers in Canada, to record a webinar showcasing EIPS and the work it's done in terms of Indigenous education. The Alberta Teachers' Association also reached out post-presentation and plans to feature an article about the work in an upcoming resource publication entitled, *Illuminating the Heart*.

Within the schools, EIPS continues to have a First Nations, Métis and Inuit education lead at each location. The staff members participate in professional learning opportunities and are responsible for sharing the information back with their colleagues at each school. Two sessions were particularly powerful. The first included an inspiring day of learning with Elder Bearhead in March 2019. Attendees were introduced to the talking stick—created using materials from the land—and invaluable teachings. Now used in most EIPS schools, the talking sticks help guide conversation and make space for Indigenous ways of being in EIPS classrooms. The second, was a session that included collaboration from Elder Bearhead, the First Nations, Métis and Inuit team and the Division math consultants. Collectively, the group co-facilitated a Divisionwide Indigenous education and mathematics professional learning day. The session was well received and part of the reason the Division is seeing students who self-identify as First Nation, Métis and Inuit outperforming all other students in the area of mathematics.

Additionally, Lunch and Learn sessions, staff-meeting presentations and Divisional professional learning sessions were offered. The Division also developed mini lessons for teachers to use in classrooms, and a Scope and Sequence for school leads to use in their work with their school staff. Many more EIPS staff attended professional learning opportunities throughout the year—registration fees

and sub costs were covered centrally. Some of the session topics included Think Indigenous Gathering, Land-Based Learning Gathering, ATA Soaring with Knowledge Conference, Walking Together Spring Gathering and Indspire’s National Gathering. Staff continue to explore powwows, Sweat Lodges, medicine picking and other valuable cultural experiences under the guidance of Elder Bearhead. Schools are also embedding Indigenous perspectives into the curriculum through land-based learning; traditional oral histories; the Seven Sacred Teachings of love, respect, courage, honesty, wisdom, humility and truth; lesson plans such as the Project of Heart and the Blanket Exercise; participating in events such as Orange Shirt Day and National Indigenous Peoples Day; and hearing stories directly from intergenerational residential-school survivors.

HANDS-ON LEARNING

New initiatives introduced in 2018-19, include the Bear Witness Day that supports Jordan’s Principle, and land-based learning sessions at Métis Crossing, a cultural interpretive centre located 21-kilometres north of Andrew, Alta. The Division also released a new song entitled, *A Place Like This*, which was co-created by EIPS music teachers and Elder Bearhead. After releasing the song, EIPS was invited to share it at the Cindy Blackstock Spirit Bear Day in Edmonton. Additionally, Ardrossan Junior Senior High and Salisbury Composite High took students, who self-identify as

First Nation, Métis or Inuit, to Soaring: Indigenous Youth Empowerment Gathering in Calgary. Hosted by Indspire, the gathering was attended by more than 800 Indigenous students from across Canada and included workshops, keynote speakers and career-related trade booths.

Finally, to support Priority 3, “Enhance public education through effective engagement, partnerships and communication,” the First Nations, Métis and Inuit team established two new partnerships. One with the Rupertsland Institute’s Métis Centre of Excellence to develop Alberta-based resource materials for the classroom and professional learning. The second was with Métis Crossing to develop land-based learning experiences for EIPS students and staff. The partnership included submitting a successful grant application to Dow Canada, used to purchase a Canadian Geographic Education giant floor map and supporting materials to bring land-based learning into schools.

It’s important to note, throughout these efforts, EIPS was intentional and mindful to continually include family members—inviting them to many school-hosted First Nations, Métis and Inuit education activities and events. Several schools also organized related family teas and feasts. The efforts are paying off with higher than ever attendance rates. Overall, what this demonstrates is trust is growing between families and the Division, and dialogue is developing between Indigenous and non-Indigenous communities.

Opportunities for Growth












Overall, the Division sees an opportunity to:

- increase the percentage of First Nations, Métis and Inuit students who achieve the standard of excellence on diploma examinations;
- increase the percentage of self-identified First Nations, Métis and Inuit students who write four or more diploma examinations within three years of entering Grade 10; and
- increase the percentage of First Nations, Métis and Inuit senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.



Priority Strategy for Education Plan

EIPS is committed to ensuring Division teachers develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students, staff and community members. To this end, EIPS will focus on the following strategies:

-  Continue to develop resources and targeted professional learning experiences to support teachers in meeting the new First Nations, Métis and Inuit competencies as outlined in the 2019 Teaching Quality Standard and Leadership Quality Standard.
-  Continue to support First Nations, Métis and Inuit consultants and their work with senior high schools throughout the Division to develop strategies and supports to grow achievement in the standard of excellence category for the diploma examinations.
-  Provide staff with targeted professional learning experiences to support the existing curriculum and new draft programs of study with an emphasis on kindergarten to Grade 4.
-  Continue to focus on strategies to decrease the dropout rate. A plan is in place to identify First Nations, Métis and Inuit students who are experiencing success and provide individual holistic supports to increase academic and wellness gains. Additionally, intervention support will incorporate the guidance of Elders and other research-based best practices related to traditional ways of learning.
-  Continue to develop and share resources—print, people, digital and land—that support making space within the curriculum for Indigenous histories, cultures and perspectives.
-  Develop an EIPS Google-based website to house all guiding documents, Teaching Quality Standard supports and curriculum supports for easy access by EIPS staff.
-  Develop and distribute a smudging document for all EIPS educators.
-  Deepen community partnerships with organizations such as the Rupertsland Institute, to co-create professional learning experiences for educators and EIPS students.
-  Develop a guiding document on the Jordan's Principle to assist administrators and off-reserve families seeking additional support.
-  Support land-based learning initiatives within EIPS schools and targeted professional learning through partnerships with Elk Island National Park and Strathcona Wilderness Centre. The partnerships will support existing and draft programs of study for students in kindergarten to Grade 12.
-  Develop a plan to successfully transition students and staff from their relationship with Elder Wilson Bearhead to new relationships with Indigenous Elders and knowledge holders—mindful of the strong relationship he's developed with students in care, to ensure the continued success of these vulnerable students.

GOAL 3: Success Beyond High School

Local Outcome: More students are engaged in school, achieve excellence and are supported in their transition beyond high school

Provincial Outcome: Alberta’s students are successful

Performance Measures	RESULTS					EVALUATION			
	2014-15	2015-16	2016-17	2017-18	2018-19	ALBERTA 2018-19	ACHIEVEMENT	IMPROVEMENT	OVERALL
ACCOUNTABILITY PILLAR: HIGH SCHOOL COMPLETION									
High school completion rate of students within three years of entering Grade 10	79.8	82.1	81.2	84.6	83.3	79.1	Very High	Maintained	Excellent
Annual dropout rate of students aged 14 to 18	2.5	2.2	1.9	1.1	1.7	2.6	Very High	Maintained	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship	n/a	62.3	60.8	62.5	64.7	64.8	Intermediate	Improved	Good
Percentage of students writing four or more diploma examinations within three years of entering Grade 10	58.3	55.7	55.7	56.4	58.1	56.3	High	Maintained	Good
ACCOUNTABILITY PILLAR: TRANSITION AND CAREER PLANNING									
Percentage of high school students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10	62.4	63	63.2	60.5	62.2	59	High	Maintained	Good
Percentage of teachers and parents who agree students are taught attitudes and behaviours that will make them successful at work when they finish school	79	77.8	79	77.8	80.7	83	High	Improved	Good
ACCOUNTABILITY PILLAR: TRANSITION AND CAREER PLANNING									
My child is being taught knowledge skills and attitudes necessary to be successful in life (EIPS Parent Survey)	n/a	n/a	n/a	80.9	81.9	n/a	n/a	n/a	n/a

Analysis of Results

Background

Keeping students motivated and engaged as they work to finish senior high requires a collaborative effort from the entire kindergarten to Grade 12 system. Senior high completion is a fundamental building block that influences other educational and life goals. If a student doesn’t complete senior high, it can impact their quality of life as an adult. As such, preparing all students to graduate and transition into post-secondary education, the world of work and life is a fundamental outcome of public education.

Results

The Accountability Pillar report is a tool Elk Island Public Schools (EIPS) uses to stay informed about how it’s doing relative to achieving outcomes that lead to success beyond senior high. The 2018-19 results confirm the Division is continuing to show positive achievement in several important areas for senior high students.

Overall, the Division’s high school completion rate and dropout rate both received a provincial achievement rating of “excellent.” In total, 83.3% of

EIPS students graduated within three years of entering Grade 10—compared to 79% provincially. Meanwhile, EIPS’ dropout rate was only 1.7%—compared to the provincial average of 2.6%. Similarly, the number of students eligible for the Rutherford Scholarship is impressive, which in 2018-19 was 64.7%—up from 62.5% the previous year. Also noteworthy is the percentage of students who wrote four or more diploma examinations within three years of entering Grade 10. Across EIPS, the percentage increased to 58.1%, compared to 56.3%

provincially. For the 2018-19 school year, EIPS’ overall achievement rating in this area is “good,” which bodes well for the Division considering, this was an area of concern provincially in the 2016-17 school year.

CAREER PATHWAYS

An area of continual focus for the Division is preparing students for success in ways that also support their transition into the world of work. As such, the Division is pleased to see an increase in the number of teachers and families who agree students are

taught attitudes and behaviours that make them successful at work when they finish school—rising to 80.7%. The increase is likely the result of efforts related to programming offered within the Division.

BUILDING CAPACITY

Last year, EIPS supported Career and Technology Foundations (CTF) teachers in effective planning and assessment. CTF courses provide students in grades 5 through 9 the opportunity to explore interests and career possibilities, which is the foundation for the Career and Technology Studies offered in senior high. The Division also hosted a well-attended Registered Apprenticeship Placement (RAP) information session for families and students.

Other initiatives included the Invention Convention; Investigate! Invent! Innovate!; Scratch Day; Coding Quest; and Makerspace. Collectively these provided students opportunities to explore a variety of potential careers (see pg. 42, “Supports and Services for Students and Families”). The Division also hosted a trade show entitled, Your Future: Post-secondary and Career Fair. Every year the event brings together more than

30 universities, colleges, polytechnics, private schools and sector experts in one place—the largest of its kind in Alberta. Students and family members met with some of the top post-secondary institutions in Canada, asked questions, talked to experts and learned about future career trends. In the area of off-campus opportunities, EIPS students earned a total of 3,364 credits (84,100 work hours). Of those, 965 credits were earned through the RAP, totalling 24,125 work hours.

Another focus for EIPS was increasing dual-credit opportunities for students. Using a \$50,000 Dual Credit Startup Funding Grant from Alberta Education, the Division purchased equipment to expand two apprenticeship programs at Salisbury Composite High—the Auto Service Technician program and Hairstyling and Esthetics program. As a result, 43 students took advantage of the Auto Service Technician program, two of whom are on track to complete the first-year auto technician service exam. Similarly, 19 additional students took the Hairstyling and Esthetics program, all of whom are working toward their esthetics certification.

Opportunities for Growth

While EIPS is pleased with the overall results, preparing students for life after school is an ongoing priority. As such, the Division will continue to focus on providing intentional communication about off-campus education, dual-credit and post-secondary opportunities. It will also explore ways to expand these opportunities. Additionally, to prepare secondary teachers for the new curriculum, EIPS will continue to focus on competencies—critical thinking, problem-solving, managing information, creativity and innovation, communication, collaboration, cultural and global citizenship, and personal growth and well-being. These are attributes students use when encountering unfamiliar or challenging situations and, ultimately, help prepare them for life after senior high.

Priority Strategy for Education Plan

The Division will continue to provide opportunities for students to access meaningful and relevant learning experiences, including lesson plans on attitudes and behaviours that lead to success beyond senior high. EIPS will also increase the number of students successfully transitioning to work or post-secondary education. To accomplish this, the Division is planning the following strategies:

-  Continue to effectively promote strategies that ensure students graduate with the tools they need for success in life.
-  Rebrand the CTF coursework to allow students in grades 5 through 9 to explore their interests, passions and skills while making personal connections to careers. The CTF courses will also align with Alberta Education’s CTF clusters and occupational clusters—business, communication, human services, resources and technology.
-  Identify partners available to provide a variety of career-related experiences.
-  Identify and communicate various dual-credit and off-campus educational opportunities.
-  Use the \$50,000 Dual Credit Startup Funding from Alberta Education to create and develop new opportunities for EIPS students.
-  Work with post-secondary institutions and community partners to work toward offering a health care aide dual-credit program for EIPS students in the 2020-21 school year.
-  Continue to work with and support school counsellors in their role as career planners, and support families to assist in this area.
-  Build readiness in secondary teachers for the new curriculum by focusing on competencies.

priority 2

Enhance High-Quality Learning
and Working Environments



GOAL 1: A Focus on Well-Being Including Student Citizenship and Staff Engagement

Local Outcome: Our learning and working environments are welcoming, caring, respectful and safe

Provincial Outcome: Alberta’s students are successful; Alberta’s K-12 education system is well governed and managed

Performance Measures	RESULTS IN PERCENTAGES					EVALUATION		
	2014-15	2015-16	2016-17	2017-18	2018-19	ACHIEVEMENT	IMPROVEMENT	OVERALL
ACCOUNTABILITY PILLAR: WELCOMING, SAFE, INCLUSIVE RESPECTFUL AND CARING								
Teachers, parents and students in agreement: students are safe at school, are learning the importance of caring for others, learning respect for others and are treated fairly in school	88	87.7	88.1	88.1	88.2	Very High	Maintained	Excellent
Parents who agree teachers care about their child	89	89	88	88	89	Very High	Maintained	Excellent
Students who agree their teachers care about them	78.7	79.7	81.3	80.3	83	Intermediate	Improved	Good
Students who agree they are safe at school	84	83	83.7	82.7	83	Intermediate	Maintained	Acceptable
Parents who agree their child is safe at school	93	93	91	92	92	Very High	Maintained	Excellent
Teachers, parents and students who agree each child and youth belongs, is supported and is successful in his or her learning	83.2	82.9	83.6	86	85	High	Improved	Good
ACCOUNTABILITY PILLAR: CITIZENSHIP								
Teachers, parents and students who are satisfied students model active citizenship	79.8	79.8	80.1	80.5	80	High	Maintained	Good

Performance Measures	RESULTS IN PERCENTAGES				
	2014-15	2015-16	2016-17	2017-18	2018-19
EIPS STAFF ENGAGEMENT SURVEY					
I have the materials and equipment I need to do my work	91	95	93	94.3	93.6
The mission, vision and goals of EIPS make me feel my job is important	91	92	93	91.7	93.2
I receive recognition or praise for doing good work	88	88	89	85.8	89.9
Someone at work cares about me as a person	n/a	96.2	97.5	96.5	97.2
Overall, I am satisfied with my school or department as a place to work	91	91	92.9	88.7	92.8

Analysis of Results

Background

A key priority for Elk Island Public Schools (EIPS) is for all students to experience success—academically and personally—and become contributing members of society. To this end, the Division is committed to providing all students with a classroom and school environment that is welcoming, safe, inclusive, engaging and encourages a sense of belonging. It’s in this environment students are best able to focus on learning while also developing social responsibility. Just as important is creating these environments for EIPS staff so they too can experience success and feel engaged.



Results

The 2018-19 Accountability Pillar results indicate 88.2% of teachers, parents and students agree students are safe at school; are learning respect for others; and are treated fairly. Specifically, 83% of students say they feel safe in their school, and 92% of parents feel their child is safe at school. Similarly, 89% of parents and 83% of students agree teachers care about their child.

The results complement the findings from the Parent Survey. Annually, EIPS gathers feedback from families related to the three priorities outlined in the Four-Year Education Plan by conducting a parent survey. Results corroborate findings from the Accountability Pillar: 89.9% of parents agree or strongly agree teachers care about their child, and 91.2% agree or strongly agree that their school is safe for their child. The combined results reaffirm the Division's ongoing efforts of building staff awareness and capacity around promoting positive relationships and preventing bullying.

BUILDING CAPACITY

One of the ways the Division does this is through a comprehensive school-health approach. Throughout 2018-19, EIPS supported multiple health-promotion activities such as Bullying Awareness Week and Pink Shirt Day. EIPS was also involved in two provincially funded mental health capacity building (MHCB) projects—one through Strathcona County at Ardrossan Junior Senior High and Lakeland Ridge and another in Vegreville, where EIPS is the banker board. The purpose: To develop and support positive mental health and healthy relationships in children, youth and families and in-school personnel who interact with children and youth.

Similarly, with support from the Eastern Edge Collaborative Services Delivery, EIPS partnered with Alberta

Health Services Addiction and Mental Health to offer a series of information sessions for families, caregivers and school professionals. Session topic included technology and the teenage brain, respectful limit setting with adolescents, cannabis information, understanding depression, breaking the cycle of anxiety, building executive functioning skills, the importance of sleep, test anxiety and more.

The VTRA is a community partnership aimed at preventing violence in schools and communities by outlining ways to identify threats, a common language and conduct a threat assessment

To create a climate and culture conducive to learning, the Supports for Students department promoted social-emotional learning opportunities geared toward school staff. Employees who took part were then tasked with integrating positive mental health, healthy relationships and positive behaviour support into the school and community. These opportunities included professional learning sessions that focused on trauma-informed approaches, restorative practices, sexual orientation and gender identity support, non-violent crisis intervention, violence threat risk assessment and mental health literacy. Staff were also invited to attend workshops about the impact of trauma and the effect it has on a child's development and school success. Two key topics were explored: the impact adverse childhood experiences have on school success and how exposure to trauma can affect a student's ability to regulate their emotions and ability to learn.

In terms of restorative practices, training continued for administrators throughout the 2018-19 school year. The practice helps address harm, build community and strengthen relationships. Typically, when a restorative culture is embedded within the school or classroom, it leads to an improved school environment. That's because the practice helps reduce inappropriate behaviours and repair harm to relationships. As such, several EIPS administrators took part in restorative practices training sessions. Facilitators then visited several schools to help manage student conflict, if deemed necessary.

EIPS also continued its efforts to promote and maintain safety through the Violence Threat Risk Assessment (VTRA) protocol, a community partnership aimed at preventing violence in schools and communities. The protocol outlines ways to identify threats, identifies a common language to use and facilitates understanding around threat assessment. Using the VTRA, partners work together on a common goal: reducing violence and promoting individual, school and community safety. To support the partnership, ongoing training was provided to administrators who required the Level 1 VTRA certificate. Additionally, 212 certificated staff and 100 classified staff attended Non-Violent Crisis Intervention (NVCI) training—offered by the Crisis Prevention Institute.

HEALTHY SCHOOLS

Also noteworthy, were the mental health literacy training sessions offered throughout the year. The sessions were based on the Go To Education Program, developed by Stan Kutcher, who's a renowned expert in mental health research, advocacy and training. School health champions and school counsellors, well-versed in the program, delivered the training to school staff. The program identifies school staff members who students can naturally go to for help and equips them with contextu-

alized mental health knowledge for the school setting. After the training, the identified staff member provides ongoing support to students, brings in community mental health supports when necessary and makes appropriate referrals.

Other professional learning opportunities included Connect to Respect training and Occupational Health and Safety Orientation—taken by 165 classified staff and 161 certificated staff. In addition, 4,339 online health and safety courses were completed using Safetyhub, an online safety training platform. And, another 943

staff members completed the Student Release Protocol training, which is an emergency preparedness course.

Nutrition is another area the Division focuses on. Particularly noteworthy is EIPS' School Nutrition Program. Funded by Alberta Education, the program ensures all students at a participating school have access to well-balanced and healthy meals and snacks. The program launched in 2017 at Lamont Elementary. In 2018-19, EIPS expanded the program to also include a second elementary school at Bruderheim School.

Finally, to gauge how the Division is doing in the area of quality-learning environments for staff, the Division conducted an annual staff engagement survey. According to the results, 93.6% of EIPS staff feel they have the resources and materials needed to do their work; 93.2% say the mission and goals of EIPS make them feel their job is important; 97.2% report feeling someone at work cares about them; and 92.8% are satisfied their school or department is a good place to work. Collectively, these are strong indicators of staff engagement.


Opportunities for Growth


Healthy relationships and positive mental health require deliberate and continual efforts to ensure promotion and prevention, early identification, early intervention, treatment and followup takes place for students who require it. As such, EIPS will continue to make this a growth area. It will focus on providing education and support to school staff regarding mental health literacy and service pathways for students. Additionally, EIPS will continue to support training related to restorative practices, trauma-informed approaches, NVCi and the VTRA protocol.





Priority Strategy for Education Plan

EIPS will continue its efforts to create welcoming, caring, respectful and safe learning environments. These efforts include:

 Enhance professional learning for staff about restorative practices, self-regulation, positive behaviour supports, trauma-informed strategies, mental health and more.

 Establish common counsellor roles and responsibilities for implementation during the 2020-21 school year.

 Continue to offer information sessions related to health and wellness for families.

 Co-ordinate with government agencies and community partners to provide awareness about as well as access to, resources and professional learning related to creating welcoming and safe learning environments.

 Continue to support schools to ensure all staff who work with students with severe behavioural concerns have training related to NVCi and the VTRA protocol.

GOAL 2: Quality Infrastructure for All

Local Outcome: Student learning is supported through the use of effective planning, managing and investment in Division infrastructure

Provincial Outcome: Alberta's K-12 education system is well governed and managed

RESULTS IN PERCENTAGES

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
EIPS FACILITIES					
Overall school-utilization rate	n/a	74	77	75	73
Number of new, replacement or modernization capital projects funded versus requested	n/a	1 out of 5	1 out of 4	3 out of 4	1 out of 4
Approved modular classrooms	n/a	9 (approved)	11 (approved)	0 (approved) 3 (demolished)	1 (approved) 8 (demolished) 3 (relocated)
Number of modulars installed and hooked up with occupancy for school startup	n/a	9	11	n/a	0 (4 late)
Number of projects completed as part of the Infrastructure Maintenance and Renewal program	n/a	103	175	127	121
Number of maintenance projects completed	n/a	128	212	201	340
Number of work orders requested	n/a	7,304	8,043	7,844	8,723
Percentage of work orders completed	n/a	100	99.6	93	99
EIPS TECHNOLOGY					
Number of schools completing the reconfiguring of Active Directory	n/a	n/a	38	40	40
Number of Central Services servers migrated to a virtual environment at the Central Data Centre	n/a	80	90	75	77
Number of school servers migrated to a virtual environment	n/a	50	76	160	120
Number of schools rewired to Category 6 standards	1	3	6	10	15
Number of schools funded with evergreening technology	5	21	24	26	31
Number of schools with fibre connections right to the curb	11	32	38	43	43
STAFF TRANSPORTATION					
Number of bus riders at the end of June	8,728	8,927	9,304	9,369	9,271
Number of buses	150	152	160	161	153
Average bus ride time	29.71	29.52	28.51	28.35	28.58
Percentage of buses installed with GPS tracking systems	100	100	100	100	100
Number of parents and students who participated in the Little Elk Island Adventure bus safety program	340	395	420	548	853

Analysis of Results

Background

Elk Island Public Schools (EIPS) is committed to providing high-quality learning and working environments. The Division does this through effective planning and managing of its infrastructure, which includes its facilities, technology and the transportation of students.



Results

FACILITY SERVICES

During the 2018-19 school year, the Facility Services department oversaw and managed a large number of projects, including two new schools—a replacement school for Ardrossan Elementary and Davidson Creek Elementary, a K-6 school in Sherwood Park. It also began construction on the Wye Elementary replacement school, which is slated to open in September 2020 and to open in September of that year.

As well, the department completed several modular unit projects—one replacement unit at École Campbelltown and three modular relocations to South-Pointe School from Mundare School. The department also completed eight modular unit demolitions—six at Ardrossan Junior Senior High, one at Uncas Elementary and one at École Campbelltown. On top of these, Facility Services completed 340 maintenance, operations and custodial projects, 121 Infrastructure Maintenance and Renewal (IMR) projects and 8,656 work orders, some of which were carry-overs from the previous year.

INFORMATION TECHNOLOGY

Concerning technology, the Division continued to move away from storing backup data on physical servers at schools by utilizing the Microsoft Azure cloud service. Virtualizing this data reduces the number of ageing servers in schools and allows for a secure backup for disaster-recovery purposes. Long-term, the change will have significant cost savings for the Division in terms of upkeep and maintenance. The Division also completed its fourth year of the evergreening correction. In total, \$448,554

worth of technology was distributed to 31 schools, including the replacement of both staff and student devices. The goal is to continue to bring comparable levels of technology to schools throughout the Division.

STUDENT TRANSPORTATION

Transportation is another component of quality infrastructure. In the 2018-19 school year, EIPS transported 9,271 students on 153 buses with an average ride-time of 28-minutes-and-58-seconds. It's worth noting, ride-times increased by less than half a minute from the year before, despite a decrease of eight buses.

As always, safety was the priority for the department as it transports students to and from school. In fact, EIPS Student Transportation is a leader in the province in this area, thanks to the technology it utilizes—such as GPS, student scan cards, the Child Check-Mate system and video-surveillance monitoring. At the same time, the technology also supports student learning as these are useful tools to manage and optimize rides, ensure students are accounted for when getting on and off the bus, and assist with student management.

Student Transportation also offered the Little Elk Island Adventure, a bus-safety program for first-time riders. The program is locally developed and educates children and families about school bus procedures and safety. Last year, 853 EIPS families registered for the program, which is almost double the number of participants from last year. Overall the Little Elk Island Adventure is helping to improve student awareness and behaviour on Division buses.

Opportunities for Growth


Building relationships within and outside the department are essential, as it enhances communication around project timelines and status updates. As such, Facility Services will continue to improve communication between its department, school administrators and all other EIPS departments. The goal is to ensure healthy, high-quality learning and working environments and facilities. Another area for growth for the department is the continued use of the one-stop service-centre experience. Since launching last year, the feedback from school administrators is overwhelmingly positive. Additionally, more visitations by the Facility Services Management Team and small-group meetings between directors and principals will further enhance the relationship process.


Information Technologies will continue to explore and work with cloud-based services, including performing cloud-based readiness assessments for key systems located on the Central Services servers. EIPS will continue to store and utilize data on the cloud to allow users to access documents outside of the school and Division domain, as needed. Another growth area for the department is to continue to support the online school community by strengthening the use of features available through PowerSchool. It will also continue its work on digitizing all PASI student records by September 2020—a provincewide requirement. By focusing on records management procedures and guidance, the Division is in a better position to leverage available resources in more efficient ways.

Student Transportation will continue to review route optimization to find even more opportunities to provide safe and efficient transportation to EIPS students—while also operating within the scope of the transportation budget. Additionally, the department will focus on strategies to adequately instruct the Mandatory Entry-Level Training (MELT) program by Student Transportation staff—a government regulation the Division must adhere to. Other growth areas for the department include professional learning and training opportunities for bus operators, with an emphasis on student management, and a continuous focus on improving existing technology to communicate student scanning to families.


Priority Strategy for Education Plan


Throughout the upcoming school year, Facilities Services will carry out the following strategies:

 Continue to use the one-stop service-centre email for all maintenance, operation, and Infrastructure Maintenance and Renewal requests.


 Explore other process efficiencies to enhance communication around project timelines and status updates.


 Perform VFA and Azzier data analysis to prioritize projects.


 Implement a three-year modular plan. Then use that data to revise and update the Division's three-year capital plan and 10-year facility plan.

 Enable stewardship in all EIPS facilities through procurement and the use of preventative maintenance practices.


Throughout the upcoming school year, Information Technologies will carry out the following strategies:


 Establish a Change Advisory Board to manage Division technology software.


 Establish record-management procedures, tool processes and digitized student records –including the SharePoint implementation.

 Implement the new enterprise resource planning platform. The system will create efficiencies related to human resources and financial management.

Throughout the upcoming school year, Student Transportation will carry out the following strategies:

 Continue efforts related to fostering positive relationships between bus operators, families, students and staff.

 Optimize current technologies and future technologies to find more efficiencies.

 Provide professional learning and training opportunities for bus operators and transportation staff to effectively manage recent legislative changes.

The new enterprise resource planning platform will create efficiencies for human resources and financial management



GOAL 3: Build Capacity

Local Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities

Provincial Outcome: Alberta has excellent teachers, school leaders and school-authority leaders

Performance Measures	RESULTS					EVALUATION		
	2014-15	2015-16	2016-17	2017-18	2018-19	ACHIEVEMENT	IMPROVEMENT	OVERALL
ACCOUNTABILITY PILLAR								
Teachers reporting in the past three years to five years the professional learning of in-servicing received from the school authority has been focused, systematic and contributes significantly to their ongoing professional learning	83.1	84.8	87.3	85.2	84.2	Very High	Maintained	Excellent
Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction	88	90	91	89	87	Very High	Maintained	Excellent
Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have effectively addressed their professional learning needs	81	83	85	83	83	Very High	Maintained	Excellent
Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have significantly contributed to their ongoing professional learning	80	82	85	84	83	Very High	Improved	Excellent
Teachers, parents and students satisfied with the quality of teaching at their school	96	96	97	n/a		n/a	n/a	n/a

Performance Measures	RESULTS				
	2014-15	2015-16	2016-17	2017-18	2018-19
EIPS PARENT SURVEY					
There is someone at work who encourages my professional learning	92	94	94.5	91.2	94.4
This last year, I have had opportunities at work to grow	93	94	95.1	92.9	94.1
My colleagues are committed to doing quality work	88	88	96.8	96	97
I receive recognition or praise for doing good work	88	88	89	85.8	89.9

Analysis of Results

Background

Lifelong learning is a value supported and promoted within the Division. In education, research points to teaching quality and school leadership as the most important factors in raising student achievement. For teachers, staff, school administrators and Division leaders to be as effective as possible, they need ongoing opportunities to expand their knowledge and skills. Collectively, these lead to the best educational practices and great learning for students. As such, it's critical to pay close attention to how new and experienced educators are trained and supported. The same is true for educational leaders and classified staff. Ultimately, when all staff are provided opportunities to learn and grow, in their respective areas, the Division as a whole flourishes.

Results

During the 2018-19 school year, a continued effort was made to improve the way professional learning opportunities were communicated to staff. A professional learning lead representative was identified in each school. Representatives were responsible for distributing a monthly EIPS professional learning newsletter and highlighting a divisional professional learning calendar during monthly staff meetings. EIPS also continued to use PD

Place, an online professional learning platform, throughout the 2018-19 school. Additionally, the Division developed a *Professional Learning Catalogue* to highlight professional learning opportunities for all staff. The catalogue included an intentional focus on early learning; Indigenous education; elementary and secondary literacy; numeracy programming or students requiring specialized supports and services; and topics

relevant to departments such as transportation, human resources and finance. Overall, feedback from both the Accountability Pillar survey and divisionally administered surveys indicated a high degree of satisfaction among employees concerning professional learning offered within EIPS.

Similarly, trends from the 2018-19 Accountability Pillar demonstrate EIPS teachers feel the Division consistently offers focused, effective, professional learning opportunities that support teachers' professional learning needs, which significantly contributes to teachers' instructional practice and ongoing professional learning. Interestingly, after desegregating the data, the level of satisfaction among senior high teachers in these measures increased—by 4% to 7%. The Division attributes the jump to the recent introduction of senior high consultants specializing in literacy and numeracy and an intentional focus to engage senior high teachers.

BUILDING CAPACITY

In Spring 2019, EIPS also conducted a staff-engagement survey to complement the Accountability Pillar. The survey was completed by all Division staff—certificated and classified. What the results suggest is the Division has conclusively established a culture of learning throughout the organization. On all related measures, the responses continue to improve. Overall, 94.4% of staff reported there is someone at work who encourages their professional learning; 94.1% said they have opportunities at work to learn and grow; 97% reported their colleagues are committed to doing quality work and 89.9% of employees felt they received recognition or praise for doing good work.

Regarding professional learning, all new staff members were invited to participate in Off to a Good Start—an EIPS-led orientation conference for new employees. In total, 13 teaching staff, 28 classified staff and four

principals participated. Another 16 employees participated in a Crucial Conversations training session, which teaches communication skills when stakes are high, opinions vary and emotions run strong. Principals and assistant principals also had the opportunity to participate in 10 professional learning sessions focused on instructional coaching. All 10 sessions were hosted by Sandra Herbst, an author, speaker, coach, consultant and educator with extensive experience in leadership, in the area of instructional coaching. Participant feedback was overwhelmingly positive, with many commenting it was the best professional learning the Division has offered to date. In addition to these, the Division hosted a Classified Professional Learning Day in March 2019, attended by close to 400 classified employees.


Opportunities for Growth


Although the Division is pleased with the feedback from staff about professional learning, it's committed to continuing to improve and refine the professional learning opportunities. As such, growth areas for the Division include:

- instructional leadership opportunities for principals, including analysis of data;
- supports for teachers to meet the Teacher Quality Standard, particularly in terms of Indigenous education;
- lead-teacher model opportunities for professional learning in numeracy, literacy and Indigenous education; and
- supports to transition to digital student records and implement the enterprise resource planning system.


Priority Strategy for Education Plan


In the 2019-20 school year, EIPS will carry out the following strategies:

 Assist schools in the area of records management and digital student records with ongoing support and professional learning.

 Create a video learning series to support principals and assistant principals in the areas of analyzing Provincial Achievement Test data and diploma examination data.

 Host a secondary Divisionwide data day to build teacher and administrator capacity in analyzing data to enhance instructional programming.

 Provide professional learning and collaborative opportunities to elementary teachers and administrators to support the implementation of the new provincial curriculum.

 Provide professional learning opportunities to build readiness for secondary teachers and administrators to support the implementation of the new provincial curriculum.

 Provide training to staff to support the implementation of the new enterprise resource planning system.

GOAL 4: A Culture of Excellence and Accountability

Local Outcome: The Division uses evidence-based practices to improve student engagement and achievement

Provincial Outcome: Alberta has excellent teachers, school leaders and school-authority leaders; and Alberta's K-12 education system is well governed and managed

Performance Measures	RESULTS					EVALUATION		
	2014-15	2015-16	2016-17	2017-18	2018-19	ACHIEVEMENT	IMPROVEMENT	OVERALL
ACCOUNTABILITY PILLAR								
Teachers, parents and students indicating their schools in their jurisdiction have improved or stayed the same the last three years	79.1	80.0	80.2	79.5	80.1	High	Maintained	Good
Teachers, parents and students satisfied with the overall quality of basic education	88.5	88.5	89.3	88.9	89.9	Very High	Maintained	Excellent
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career technology, health and physical education	82.8	83.4	83.3	82.7	82.9	Very High	Maintained	Excellent

Performance Measures	RESULTS				
	2014-15	2015-16	2016-17	2017-18	2018-19
EIPS PARENT SURVEY					
Percentage of families satisfied with the quality of education their child's receiving at his or her school	n/a	91.6	91.4	85.5	88.6
Percentage of families satisfied with the quality of teaching at their child's school	n/a	89.8	89.8	85.5	88.4
Percentage of families satisfied with the leadership in their child's school	n/a	83.8	83.6	78	81.2



Analysis of Results

Background

Elk Island Public Schools (EIPS) is committed to ensuring a culture of excellence and accountability. Toward this end, it focuses on continuous improvement, evidence-based decision-making, equitable access to high-quality learning and working environments, and effective and efficient use of resources. These key areas put the Division in the best position to meet its priority of promoting growth and success for every student.

Results

Over the past five years, data from the Accountability Pillar indicates EIPS teachers, parents and students are consistently satisfied with the overall quality of education the Division provides—aligning with the 2018-19 results where 88.9% of respondents said they were satisfied. In fact, the Division's overall provincial rating in this area is "very high." Similarly, the percentage of teachers, parents and students satisfied with the

opportunity for students to receive a broad program of studies was 82.9%, which is consistent with previous years and again translates to a provincial achievement rating of "very high." Additionally, 80.1% of EIPS teachers, parents and students said schools in the jurisdiction have improved or stayed the same in the last three years—which is rated "good" by the province.

Likewise, on the EIPS Parent Survey, conducted in March 2019, 88.6% of parents reported being satisfied with the quality of education their child received at their school. Equally impressive, 88.4% reported being satisfied with the quality of teaching. And, 81.2% were satisfied with the leadership at their child's school. In all categories, the percentage went up by 3%.

During the 2018-19 school year, the Division undertook several initiatives to support efficiencies within the system. One of those initiatives included refining and streamlining the online student-registration process. Another was conducting a needs assessment for human resources and payroll. And, another was completing a request for proposals process for a new enterprise resource planning system to enhance efficiencies in human resources and financial management.

Additionally, EIPS purchased the Early Years Evaluation: Teacher Assessment (EYE-TA) tool for teachers. The tool allows teachers to assess five developmental domains. They can then use that data to support programming and service-delivery decisions to enhance Grade 1 readiness for students. The Division also continued efforts to move away from storing backup data on physical servers at schools by utilizing the Microsoft Azure cloud service. By virtualizing

the data, there are now fewer ageing servers in EIPS schools and a secure way to backup data for disaster-recovery purposes. Long-term, the change will have significant cost savings for the Division concerning upkeep and maintenance expenses.

The Star 360 and MIPI are screening tools schools use to identify areas of strength, intervention needs and opportunities for growth for each student

Furthermore, to support evidence-based decision-making, the Division continued to administer two divisional assessment tools—the Star 360 and Math Intervention/Programming Instrument (see pg. 13-17, “Success for Every Child”). Both are screening tools schools used to identify areas of strength, intervention needs and opportunities for growth for each student. Overall, the approach is supporting and enhancing literacy

and numeracy skills across all grade levels and students achieving a minimum of one year’s growth in literacy and numeracy.

To ensure equity, the Board of Trustees used the Leveraging Student Achievement reserve fund to provide additional resources to schools with the greatest need throughout the 2018-19 school year. A total of \$271,893 was used from the fund and distributed to eight schools and one department, Supports for Students. Administrators from these schools and department met with the Superintendent to propose learning projects and plans that specifically support learning needs. Before year-end, each school and Supports for Students reported back to the Division, highlighting the outcomes and results of the projects implemented through the fund. It’s important to note, these projects wouldn’t be possible without the money from the Leveraging Student Achievement reserve fund.



Opportunities for Growth



Within a school division as large as EIPS, there are often efficiencies available to free up additional dollars for student programming. Throughout 2019-20, EIPS will look for ways to streamline operations to build on its culture of continuous improvement and through the use of evidence-based decision-making. By doing this, the Division is in a stronger position to support student success.



Priority Strategy for Education Plan

Throughout the 2019-20 school year, the Division will use the following strategies to ensure improvements, based on evidence-based decision-making, continue:

-  Use data and research-based best practices that have the greatest impact on student learning.
-  Provide professional learning focused on building staff capacity to promote and develop a culture of data-informed decision-making.

-  Continue to work on processes to digitize student records by 2020.
-  Streamline processes and efficiencies in human resources and financial management by implementing a new enterprise resource planning system.

A photograph of a young child with shaggy hair, wearing a patterned jacket and a backpack, smiling and holding a stuffed animal. An adult is kneeling in front of the child, looking at the stuffed animal. The image has a teal overlay.

priority 3

Enhance Public Education
Through Effective Engagement,
Partnerships and Communication

GOAL 1: Parents as Partners

Local Outcome: Student learning is supported and enhanced through parent engagement

Provincial Outcome: Alberta's K-12 education system is well governed and managed

Performance Measures	RESULTS IN PERCENTAGES					EVALUATION		
	2014-15	2015-16	2016-17	2017-18	2018-19	ACHIEVEMENT	IMPROVEMENT	OVERALL
ACCOUNTABILITY PILLAR								
Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education	77.1	78.1	78.1	78.4	77.7	Intermediate	Maintained	Acceptable
Percentage of parents satisfied their family is encouraged and supported in helping their child be successful in learning	n/a	n/a	n/a	n/a	80.3			

Performance Measures	RESULTS IN PERCENTAGES				
	2014-15	2015-16	2016-17	2017-18	2018-19
EIPS PARENT SURVEY					
Percentage of families satisfied with the opportunity to be involved in decisions at their child's school	n/a	80.5	79.2	77.5	79.8
There is open and honest communication within my child's school	n/a	80.2	79.7	81.2	84
The school keeps me informed about my child's progress and achievement	n/a	86	86.1	86.4	88

Analysis of Results

Background

Recognizing the vital role parents and guardians play in education is foundational to everything Elk Island Public Schools (EIPS) does. Divisionwide, parents are regarded as a child's first teacher and a key influencer in shaping attitudes about learning. Their involvement in EIPS schools is continually encouraged, and as a result, their contributions make the schools better places to both learn and grow. As such, the Division is committed to nurturing this collaborative approach with its families and working together to, ultimately, improve student achievement and success.

Results

The 2018-19 Accountability Pillar data indicates 77.7% of EIPS parents and teachers are satisfied with the parental involvement taking place within the Division—a number that aligns well with the EIPS Parent Survey, conducted in March 2019. In the survey, 79.8% of families indicated satisfaction with the opportunity to be involved in decisions at their child's school; 84% of families reported there is open and honest communication within their child's school; 88% said EIPS schools keep parents informed about their child's progress and achievement; and 80.3% reported satisfaction with how they're encouraged and supported in helping their child be successful in learning.

Collectively, these results suggest EIPS families are content with their involvement and in their communication with schools. While these areas remain relatively consistent throughout the year, they are a continuous area of focus for the Division.

BUILDING CAPACITY

Last year, the Division explored ways to further support parent engagement in the areas of health and wellness. As such, EIPS partnered with the Eastern Edge Regional Collaborative Service Delivery and Alberta Health Services to deliver a Caregiver Educational Series, geared toward parents, caregivers, teachers and community members who want to learn more about challenges impacting

children and adolescents. Overall, the sessions were both well-attended and well-received.

The session topics included:

- Technology and the Teenage Brain
- Parenting in the 21st Century: Respectful limit setting with adolescents
- More than Just a Bad Day: Understanding depression
- Promoting Success in Learning by Building Executive Functioning Skills
- Sleeping Your Way to Better Mental Health
- Test Anxiety: Strategies for success

Communicating with new families was another area of focus for the Division. One of the ways it accomplished this was by distributing brochures about EIPS, the kindergarten programs and Play And Learn at School (PALS) in Welcome Wagon packages within Strathcona County, Fort Saskatchewan and Vegreville. The Division also provided brochures to the local libraries and to the County of Minburn for its open house events. Additionally, EIPS hosted Early Learning Screening sessions in Vegreville, Mundare, Ardrossan and Fort Saskatchewan. Families had the opportunity to ask questions and discuss concerns about their child's development with a screening team—made up of a teacher, a speech-language pathologist and an occupational therapist.

In terms of literacy and numeracy, consultants presented at several school council meetings about what families can do to support literacy and numeracy at home. They also offered tips and strategies families can use when reading and practicing math with their child. As well, many family members were trained as Wee Read volunteers to read with students in elementary schools; resources were shared on school websites and the newsletter during Read In Week and the Week of Inspirational Math; literacy and numeracy resources were provided to school staff to share with families; and various volunteer opportunities were created to encourage parent participation at literacy and numeracy events such as the Young Authors' Conference.

Again in 2018-19, Family Oriented Programming sessions were offered to families and children in the PALS program. In total, 18 sessions were offered—all designed to help families gain insight about their child's development and discover strategies to support their learning, working, playing and behaving in positive ways.

STRENGTHENING ENGAGEMENT

Families were invited to participate in many school-hosted activities and events. Schools organized multiple events related to Indigenous education, including round dances, assemblies, teas and family feasts. Other activities included meet-the-teacher nights, parent-teacher interviews, celebrations of learning, assemblies, school productions, program information sessions and the High School Information Evening.

EIPS also conducted its annual Results Review process, which is essentially a forum for schools and departments to share their individual results, annual plans, successes and challenges with the Board and school community. Every year, community members and school families are encouraged to attend these sessions to gain a more holistic understanding of what's taking place throughout their school and the Division.

School council representatives meet regularly with the Board and administration to discuss topics impacting the Division and the provincial education system

The Division also hosted several public engagements sessions to consult with stakeholders throughout the 2018-19 school year. Nine public consultations were hosted with school families and the community about the senior high program at Andrew School—three working-group meetings, a student forum, four public meetings and an online survey. Three consultations were hosted to develop the Division's cellphone policy—a student forum, parent survey, student survey and staff survey.

Additionally, EIPS also conducted two surveys about the naming of a replacement school; hosted two engagement sessions about a dual-track program at Heritage Hills Elementary; and hosted two public meetings regarding the German Language and Culture Program at Mills Haven Elementary—resulting in a phase-out of the German Bilingual Program. School families were also involved in providing feedback to develop the new German Language and Culture Program.

EIPS families were also engaged through regular school communication and monthly newsletters, used to inform students and families about what's taking place within the school and Division. News releases further enhanced communication by informing families about recent successes, decisions and challenges within the Division. Additionally, all EIPS schools used various social media platforms to further connect with families.

Finally, all school councils are supported through EIPS' Committee of School Councils. School council representatives meet regularly with the Board of Trustees and EIPS senior administration. In the 2018-19 school year, the group met seven times to discuss topics impacting the Division and the provincial education system. Some of the agenda topics included school council regulations, assessment tools, Accountability Pillar results, advocacy, healthy schools, personal-device use in schools, literacy and numeracy strategies, the *Education Act* and more.

Following each meeting, the school council representatives who attended shared the discussion with their own school council members. In 2018-19, the number of schools represented at each meeting ranged between 18 and 25, totalling an average representation of 19 schools at the meetings—up slightly from the previous year. Looking ahead, the Division hopes to increase attendance to enhance


Opportunities for Growth

Although the Division is pleased with the feedback from its families about parental involvement, it's committed to continually improve and refine its engagement process. As such, it remains a growth area for the Division. Specifically, EIPS will ensure input from EIPS families and community members is considered as decisions about programs are implemented within schools and departments.





Priority Strategy for Education Plan


Fostering even more engagement with EIPS school families and enhancing the role of parents as partners is an ongoing priority for EIPS. Throughout the 2019-20 school year, strategies include:


 Engage stakeholders in discussions about space requirements in Sherwood Park and Fort Saskatchewan.


 Update Administrative Procedure 505: School and Administrative Fees to align with the new *Education Act*, including consulting school councils about fees.

 Offer a series of presentations about the new provincial curriculum.


 Continue to offer professional learning sessions to support families in engaging their child about health and wellness topics.

 Provide consultants to present to families about ways to support a child's growth in the areas of literacy and numeracy, if requested by a school.

 Continue to disseminate timely information internally, so everyone within EIPS is well-informed and aware.

 Continue to expand communication with EIPS families through updates, newsletters, news releases, and social media platforms.

 Continue to inform EIPS families about the initiatives and events taking place throughout EIPS.

 Establish a consistent experience for families to learn about each school's results and provide input into a School Education Plan.

GOAL 2: Supports and Services for Students and Families

Local Outcome: Community partnerships support the needs of our students

Provincial Outcome: Alberta's K-12 education system is well governed and managed

RESULTS IN PERCENTAGES

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
ACCOUNTABILITY PILLAR					
Percentage of teachers, parents and students satisfied with accessibility, effectiveness and efficiency of programs and services for students in their community	73.5	73.3	71.6	72.1	72.5
INTERNAL DATA					
Number of reported partnerships with EIPS	n/a	n/a	n/a	n/a	116

Analysis of Results

Background

Elk Island Public Schools (EIPS) believes partnerships with the community are essential to the success of students. While EIPS schools do everything possible to meet the needs of each student, schools can't do it all without the support from the community. The partnerships established with community agencies, businesses and post-secondary institutions play a significant role in the Division's ability to provide opportunities that ensure better outcomes for students.



Results

Throughout the 2018-19 school year, many formal and informal partnerships were established Divisionwide. In total, 116 reported partnerships were either maintained or established at the Division and school level. The number is significant and demonstrates EIPS communities are actively involved in supporting the Division. Furthermore, most of these partnerships focus on bringing programs directly into EIPS schools to enhance achievement, wellness, athletics, performing arts, library upgrades and more.

One of these partnerships is with The Learning Partnership. It's an ongoing relationship that has resulted in enhanced opportunities for stu-

dents to explore careers in science, technology, engineering and math (STEM) fields.

Within 2018-19, the following programs were offered as a direct result of the partnership:

Invention Convention: A program that allows students to demonstrate the skills they've mastered in class by inventing a new product or process. Students are introduced to The Learning Partnership's Investigate! Invent! Innovate! (I3) program, which integrates STEM with 21st-century competencies. Students are then asked to identify a problem in their daily lives and create a solution for it—using the skills they've learned in class. The program culminates with

the Invention Convention, an event similar to a trade show where students showcase their inventions.

Scratch Day/Jour du Scratch: A coding and computational thinking skills event for students in grades 4 to 9. Using the Scratch software, students create animations, simulations, computer games, interactive projects, graphic designs, music projects and stories.

Coding Quest: The program uses the provincial curriculum and critical-inquiry processes to teach fundamental coding skills to students in grades 4, 5 and 6 by challenging learners to create a video game. The program culminates in a regional arcade competition.

CAREER PATHWAYS

Another ongoing partnership is with the Educational Liaison Association of Alberta, which allows EIPS to host an annual Your Future: Post-Secondary and Career Fair. Every year, the event brings together colleges, universities, polytechnics, private schools and sector experts in one place. In the 2018-19 school year, more than 30 exhibitors attended, making it the largest event of its kind in Alberta. At the fair, students and family members met with some of the top post-secondary institutions in Canada, asked questions, talked to experts about various career sectors and learned about future career trends.

A longstanding partnership the Division has maintained over the years is with Dow Canada. The partnership allows EIPS to continue its Partners for Science program—more than 800 science kits are distributed to elementary schools Divisionwide and hands-on supplies and materials are provided to the junior high schools. Additional funding from the company also allows EIPS to support robotics programs in the senior high grades and various junior high STEM and Career and Technology programs.

Similarly, support from Shell Canada allows EIPS to continue its Shell Skills Centre at Fort Saskatchewan High. The centre enables Fort Saskatchewan High to introduce new courses and programming to students pursuing careers in the trades—particularly in welding and electro-technology. Students enrolled in the program also have ongoing access to trade experts from Shell Canada, such as welders, electricians, pipefitters and millwrights.

Work-experience courses and the Registered Apprenticeship Program (RAP) continued to grow—thanks to support from the business community. Throughout the year, 24,125 hours were earned by RAP students—up from 19,710 hours the year previous. EIPS also continued to support meaningful off-campus opportunities

for students. In 2018-19 students earned 3,364 credits, which equates to 84,100 hours worked. The Division was also able to continue offering its dual-credit fourth-class power-engineering program, supported by a three-way partnership with EIPS, Shell Canada and Northern Lakes College. Additionally, EIPS worked with the Alberta Council for Environmental Education to organize a planning session for teachers participating in the Alberta Green Schools initiative.

BUILDING CAPACITY

In terms of literacy, the Division implemented the Wee Read program with the Alberta Reads Network in all its schools—funded by the Supports for Students department. The program is an early literacy initiative meant to encourage a lifelong love of reading. Once a week, community volunteers came into the schools sharing their love of books by reading aloud, playing vocabulary games and offering stories about what inspired them when they were children.

New in the 2018-19 school year, the EIPS First Nations, Métis and Inuit education team joined forces with the Rupertsland Institute Métis Centre of Excellence. The two groups are developing Alberta-based resources for classrooms and teacher professional learning. The team also partnered with Métis Crossing, a cultural interpretive centre located 21-kilometre south of Andrew, Alta., to offer more land-based learning experiences for EIPS students and staff. Additionally, EIPS received a grant from Dow Canada. The money was used to purchase a Canadian Geographic Education giant floor map and supporting materials aimed at bringing land-based learning into schools.

PARENTS AS PARTNERS

Many service-delivery partnerships were also maintained or established. These partnerships are vital to EIPS operations as they assist with wrap-around supports for at-risk students.

Partnerships included:

- The Mental Health Capacity Building project in Vegreville, funded through a grant from Alberta Health Services.
- D.A.R.E. through the RCMP.
- The Regional Collaborative Service Delivery model, which EIPS is the banker board. The model enables collaboration and wrap-around supports at local and regional levels between Alberta Health Services (AHS), Alberta Human Services, school authorities and community partners to better meet the needs of children, youth and their families. In each area, regional partners work collaboratively and share available resources to address regionally identified needs, co-ordinate and leverage systems, build system capacity and plan for sustainability.
- The Violence Threat Risk Assessment Protocol, which includes the following community partners:
 - Primary Care Networks – Sherwood Park and Fort Saskatchewan
 - Children’s Services – Edmonton Zone and North Central Zone
 - AHS Addictions and Mental Health
 - Family and Community Services – Strathcona County, Fort Saskatchewan, Lamont County, Vegreville
 - RCMP – Sherwood Park, Fort Saskatchewan, Vegreville.
- Mental health caregiver sessions were offered to parents and community members in Sherwood Park, in partnership with EIPS, Elk Island Catholic Schools and AHS.
- Specialized Services Steering Committee, which the Division is part of through the Early Child Development Community Coalitions. The Committee includes AHS, Allied Health, Getting Ready for Inclusion Today, Family Supports for Children with Disabilities and multiple school divisions. The goal: To enhance supports in the early years.

Finally, the Division partnered with Strathcona County Family and Community Services and Elk Island Catholic Schools to host Future Fair. The event is an evening information session for families with children who have disabilities. Through the event, attendees have the opportunity to explore various options for transitioning from school to adulthood.

Agencies involved include:

- AdaptAbilities
- Assured Income for the Severely Handicapped
- Autism Edmonton
- EmployAbilities
- Excel Society
- Gateway Association
- Goodwill Alberta
- Inclusion Alberta
- King's University
- NorQuest College
- Office of the Public Guardian and Trustee
- Persons with Developmental Disabilities
- Robin Hood Association
- Saffron Centre
- Special Olympics Alberta
- Strathcona County
- The Good Samaritan Society
- Windsor Inclusive Communities Service

Through these partnerships, the Division is meeting its goal of providing for students and families—supported by the Accountability Pillar data where 72.5% of teachers, parents and students report being satisfied with the effectiveness and efficiency of programs and services offered to students in their community.

Opportunities for Growth

While the results around Priority 3, Goal 2 are positive, there is room for growth. Specifically, by being more intentional about the partnerships established and effectively communicating what exists. In doing so, the Division must also recognize the impact the valuable contributions have on student learning.



Priority Strategy for Education Plan

To ensure partnerships are maintained, and more are established, the Division will implement the following strategies throughout the 2019-20 school year:



Formally thank all partners recognizing their valuable contributions to EIPS.



Establish a partnership with Fort Saskatchewan Hospital, Alberta Health Services and NorQuest College to establish a health care aide accreditation program.



Continue involvement in the Strathcona County Social Framework and other community steering committees.



Maintain and enhance service-delivery partnerships to assist with wrap-around supports for at-risk students.

GOAL 3: Engaged and Effective Governance

Local Outcome: The Division is committed to ongoing advocacy to enhance public education

Provincial Outcome: Alberta's K-12 education system is well governed and managed

RESULTS

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
ADVOCACY					
Number of advocacy areas specifically identified and addressed by the Board of Trustees	n/a	n/a	5	9	3
Number of advocacy letters sent to the Minister of Education	n/a	n/a	7	10	4
Number of formal meetings with the Minister of Education or provincial ministers	n/a	n/a	8	6	3
Number of formal meetings with Alberta's members of the legislative assembly	n/a	n/a	7	6	2
Number of formal meetings with mayors in the EIPS jurisdiction	n/a	n/a	4	11	2
Number of media advocacy articles, radio and television interviews	n/a	n/a	9	23	21



Analysis of Results

Background

Advocating for students, in a manner that affects sustainable funding and shapes educational policy, plays a critical role in delivering a strong educational system. Elk Island Public Schools (EIPS) is committed to enhancing policy and practices that best support the learning needs of its students and their successes—from early learning through to high school completion, and beyond. Within EIPS, the Board of Trustees’ role as an education advocate often extends beyond the boundaries of the Division. The Board is active in ensuring local, provincial and federal governments understand the Division’s local issues and advocates strongly for excellence in public education. Each year, the Board develops and maintains an advocacy plan and strategically partners with other school boards and associations to strengthen its advocacy efforts.

Results

Throughout 2018-19, the EIPS Board worked diligently to ensure the Division’s voice was heard on topics such as predictable, sustainable funding; school board autonomy; and future school planning. To do this, trustees took an active role to increase awareness around these advocacy topics by engaging the media, government, industry associations, Division families and surrounding community.

It also continued with its Advocacy Committee, tasked with developing key messages for the Board’s three advocacy areas and refining and executing a strategic advocacy plan regarding education funding and autonomous school boards.

Board advocacy efforts resulted in a collective understanding of what the Division's needs are

In terms of media, various interviews were secured with both local and mainstream news organizations including *The Sherwood Park-Strathcona County News*, *The Fort Saskatchewan Record*, *The Lamont Leader*, *Vegreville News Advertiser*, *The Strathcona Bugle*, *Edmonton Journal*, Mix 107.9, FortSaskOnline.com, Country 106.5, CBC Television, CBC Radio, CTV and Global. To accompany these interviews, 11 sets of key messages were developed in relation to the Board’s advocacy efforts.

Ongoing Board columns were also published in four local newspapers.

Advocacy messaging was heard at association and education-based meetings with the Alberta School Boards Association, the Rural Caucus of Alberta School Boards, the Canadian School Boards Association and various provincial and national meetings. The Board shared its successes, challenges and concerns with government—federal, provincial and municipal. Thanks to these efforts, the Board has established an understanding with its stakeholders about EIPS’ needs and what the issues are facing education. The ongoing communication has also helped to foster respect and productive working relationship with other elected officials.

BUILDING CAPACITY

These efforts were complemented by various advocacy initiatives, including three advocacy letters to provincial ministers, four formal meetings with the provincial ministers, three formal meetings with members of the legislative assembly of Alberta and two formal meetings with mayors in the jurisdiction. Numerous informal meetings were also co-ordinated with municipal and provincial officials to share insight on a range of topics such as school fees, the *School Act*, the

Education Act, student transportation issues, school-site areas, the Three-Year Capital Plan, compensation for superintendents, red tape, and more.

Additionally, the Board worked hard to ensure good communication with its constituents, families and other community members. As such, trustees presented monthly Board Reports at school council meetings, the Committee of School Council meetings and at regular Board meetings. EIPS also developed a public engagement strategy that outlines the

tactics and tools to use in all consultation efforts. Using the strategy as a framework, the Board successfully reached out to Division families and key stakeholders on a wide range of topics, from programming to policies to school-capital projects. Because of these efforts, the Board, EIPS families and the community are better informed. And, in turn, there's a collective understanding of what the Division needs are and why making education a high priority is important within the province.

Opportunities for Growth

While the Board has developed strong and productive working relationships with various elected officials in the communities EIPS serves, the recent change in government requires additional collaboration and information sharing. As such, in the 2019-20 school year, the Board will continue to foster and build these relationships to ensure regular dialogue continues, and a consensus is maintained in the community about issues that require feedback to formulate workable solutions. Additionally, the Board developed an advocacy plan about the value of public school education in Alberta. The plan includes strategies, tactics and key messaging, which the Board will use to advocate for the Division. The Board will also identify opportunities to strengthen additional advocacy areas.



Priority Strategy for Education Plan

Identifying issues and advocating on behalf of EIPS and provincial education will continue to be a priority in the 2019-20 school year. Specific strategies include:



Promote effective communication and build relationships with elected officials.



Develop and maintain a focused advocacy plan for the 2019-20 school year.



Strategically partner with organizations and other school boards to enhance advocacy efforts for the 2019-20 plan.



Continue to meet with all levels of government to advocate, engage and participate in consultations to ensure EIPS' voice is heard.



Continue to work with media to ensure key messages and advocacy areas are strategically in the hands of the public and decision-makers.



Continue to use the Division's public engagement strategy to guide all public engagement efforts. It will also disseminate the strategy to all EIPS schools to use when engaging their school families.



Develop new initiatives to continue to engage and mobilize the Division's families and school communities.

financials and reports

Summary of Financial Results 2018-19

The EIPS budget provides stability for schools, maintains essential central services required for Division operations and supports the mission and values of the Division (see pg. 4, “Division Profile”).

Key Highlights from 2018-19

A year-end deficit of \$900,000 lowered the accumulated surplus to \$19.7 million. The accumulated surplus is the primary indicator of the financial resources EIPS has available to provide future services. Accumulated surplus includes investment in Board-funded tangible capital assets (\$6.2 million), unrestricted surplus, operating reserves (\$12.6 million) and capital reserves (\$900,000).

Operating reserves of \$7.2 million are designated for use by schools and departments to support future years and for specific initiatives approved by the Board. The unallocated Division reserve, which is \$5.4 million, or 3% of the EIPS budget, provides financial stability for the Division. The minimum level is 2%, or approximately \$4 million.

The balance of capital reserves is \$900,000, as of Aug. 31, 2019. These reserves are for the purchase of future unsupported capital assets.

Revenue was more than budgeted by \$700,000, primarily because of increased government support for costs related to the demolition of the old Ardrossan Elementary building and several Division modulars. Program Unit funding and secondment revenue from Alberta Education were also greater than budgeted. These changes were offset, somewhat, by a partial reclassification of the Infrastructure Maintenance and Renewal grant as capital revenue.

Expenses were \$1.7 million less than budgeted, primarily the result of adjusted spending on staffing, contracted services, and supplies, as well as the reclassification of expenses based on the above capital revenue changes. Instruction spending comprised 79% of the total budget and 81% when capital is excluded, which equates to \$9,527 per student. Also, Board and system administration spending was 3.5% of total expenses, which is below the 3.6% maximum imposed by Alberta Education.

School Generated Funds

The unexpended school generated funds (SGF) were \$1.7 million, as of Aug. 31, 2019. SGF revenues in the year were \$7.6 million and comprised of:

- fees of \$3.9 million—for example, field trips, athletics, noon-hour supervision;
- sales and services of \$2.6 million—for example, cafeteria and food programs, graduation;
- fundraising of \$400,000; and
- donations and grants of \$700,000.

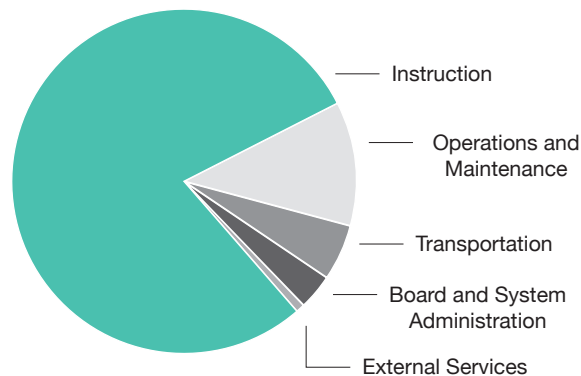
SGF expenses during the year totalled \$7.6 million.

More information about EIPS’ audited financial statements is available at eips.ca/about-us/financial-information/audited-financial-statements.

2018-19 Expenses by Program

Program	Amount	Percentage
Instruction	\$157,889	79%
Operations and Maintenance	\$23,272	11.6%
Transportation	\$10,623	5.3%
Board and System Administration	\$6,902	3.5%
External Services	\$1,229	0.6%
TOTAL	\$199,915	100%

All dollar amounts are expressed in thousands



Budget Summary 2019-20

The 2019-20 budget has an operating deficit of \$8 million, which is offset by operating reserves. Revenue decreased by \$4.2 million to \$191.4 million, while expenses increased by \$2.2 million to \$199.3 million from the 2019-20 spring budget.

Accumulated Surplus

The Division is projecting an \$11.8 million accumulated surplus, as of Aug. 31, 2020, comprised of:

- \$4.3 million in operating reserves
 - schools and Central Services – \$1.6 million
 - Division allocated – \$90,000
 - Division unallocated – \$2.6 million, or 1.3% of the EIPS operating expenses

NOTE: The balance is \$1.4 million below the minimum level set by EIPS, which is 2%, or approximately \$4 million.
- \$700,000 in capital reserves
- \$6.8 million investment in Board-funded tangible capital assets



Reserve Use

Capital item the Division is funding from operating reserves:

- \$1.2 million for completion of the Enterprise Resource Planning system

Capital item the Division is funding from capital reserves:

- \$200,000 for the purchase of land

Student Enrolment is 17,400 (as of Sept. 30, 2019)

- An increase of 119 students, 0.7%, from what was anticipated in the 2019-20 spring budget.
- An increase of 230 students, 1.3%, from Sept. 30, 2018.

Staff Increased to 1,383.8 FTE (certificated 890.3 FTE, classified 493.5 FTE)

- An increase of 11.9 FTE, (0.9%), from the 2019-20 spring budget
- A decrease of 53.6 FTE, (3.7%), from the 2018-19 fall budget

Compensation, Instructional and Administration Spending

- No economic increase is projected—all staff salaries have a 0% increase. Inflationary salary costs are related to grid movement and benefit costs.
- Instruction spending comprises 78.2% of the total budget and 80.5% when capital is excluded, which equates to \$9,321 per student.
- Board and system administration spending is 3.3% of total expenses, which is below the 3.6% maximum imposed by Alberta Education.

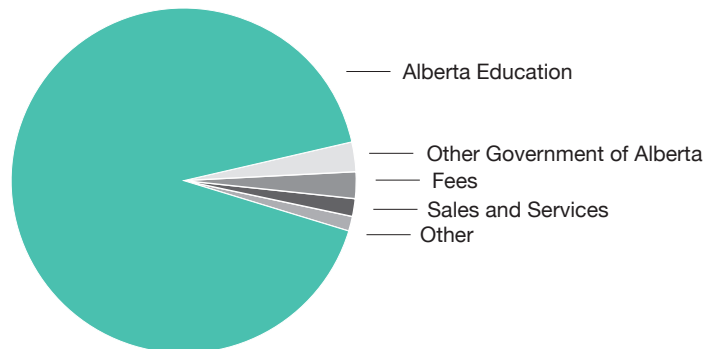
Revenues and Expenses 2019-20

Statement of Revenues and Expenses	2018-19 SPRING BUDGET	2018-19 FALL BUDGET	\$ CHANGE	% CHANGE
REVENUES				
Government of Alberta – Alberta Education	\$183,659	\$175,456	\$(8,203)	(4.5%)
Government of Alberta – Other	1,690	5,782	4,092	242.1%
Fees	5,185	4,835	(350)	(6.8%)
Other Sales and Services	2,745	2,996	251	9.1%
Other	2,279	2,304	25	1.1%
TOTAL	195,558	191,373	(4,185)	(2.1%)
EXPENSES				
Instruction	154,683	155,949	1,266	0.8%
Operations and Maintenance	24,000	24,735	735	3.1%
Transportation	11,050	11,252	202	1.8%
Board and System Administration	6,549	6,589	40	0.6%
External Services	809	806	(3)	(0.4%)
TOTAL	197,091	199,331	2,240	1.1%
OPERATING SURPLUS/(DEFICIT)	\$(1,533)	\$(7,958)	\$(6,425)	419.1%

All dollar amounts are expressed in thousands

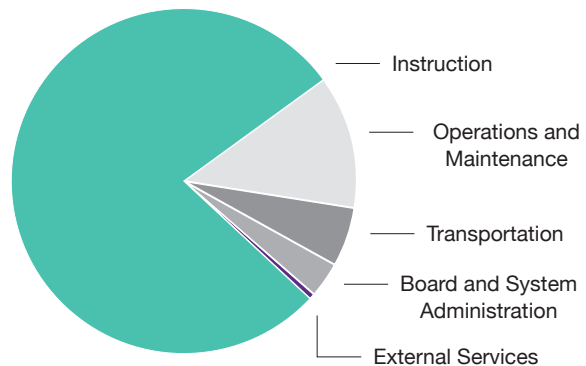
2019-20 Revenues by Source

Alberta Education	\$175,456	91.7%
Other Government of Alberta	\$5,782	3%
Fees	\$4,835	2.5%
Sales and Services	\$2,996	1.6%
Other	\$2,304	1.2%
TOTAL	\$191,373	100%



2019-20 Expenses by Program

Instruction	\$155,949	78.2%
Operations and Maintenance	\$24,735	12.5%
Transportation	\$11,252	5.6%
Board and System Administration	\$6,589	3.3%
External Services	\$806	0.4%
TOTAL	\$199,331	100%



All dollar amounts are expressed in thousands

Division Reports

Capital and Facility Projects

Throughout the 2018-19 school year, Facility Services was actively involved in several school-capital construction projects—totalling more than \$51.5 million. In all capital projects, EIPS follows Alberta Infrastructure processes and government bylaws—municipal, provincial and federal.

Projects completed or currently in progress include:

- The Ardrossan Elementary replacement school opened to students on Sept. 4, 2018.
- Davidson Creek Elementary officially opened to students on Sept. 4, 2018.
- Heritage Hills Elementary is scheduled for completion in early 2020.
- Modular unit work included six unit demolitions at Ardrossan Junior Senior High; one unit demolition at Uncas Elementary; one unit replacement at École Campbelltown; and three unit modular relocations, all to SouthPointe School from Mundare School.
- Custodial, maintenance and operations work included 127 summer projects; 8,656 closed maintenance work orders and 121 Infrastructure Maintenance and Renewal projects.

The EIPS Three-Year Capital Plan is available at eips.ca/about-us/planning-and-results.

Parent Involvement

The Division is sharing the 2018-19 diploma examination results, PAT results, five-year achievement trends, and *Combined Education Plan and Annual Education Results Report 2018-19* with the Committee of School Councils in January 2020. At the school level, achievement results were shared with school councils in November of 2018. School councils were also given the opportunity to provide input into their school education plans.

Timelines and Communication

EIPS strives to ensure families and communities can easily access the *Combined Education Plan and Annual Education Results Report 2018-19*. The report is available from any member of the Board of Trustees, the Office of the Superintendent, or online at eips.ca. Additional supplementary information is also posted online on the EIPS website, under Planning and Results.

Whistleblower Protection

Section 32 of the *Public Interest Disclosure Act (2013)* requires all school authorities to include an annual report of disclosures in its Annual Education Results Report. During the 2018-19 school year, there were no disclosures within EIPS. For a copy of the legislation or for more information and resources, visit the Public Interest Commissioner's website at yourvoiceprotected.ca.



appendixes

Appendix A

Accountability Pillar Measure Evaluation Reference (Provincial Achievement Tests)

Achievement evaluation is based on a comparison of current-year data to a set of standards that remain consistent over time. The standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the five, 25, 75 and 95 percentiles. Once calculated, these standards remain in place from year-to-year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement-evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Language Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

NOTES

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value and less than the higher value. For the "Very High" evaluation level values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation isn't calculated for courses that don't have sufficient data available, either because of too few jurisdictions offering the course or changes in tests.

Appendix B

Provincial Achievement Test Results Course-by-Course Summary with Measure Evaluation

COURSE AND MEASURE*		ELK ISLAND PUBLIC SCHOOLS								ALBERTA			
		ACHIEVEMENT	IMPROVEMENT	OVERALL	2019		PREV 3 YR AVG		2019		PREV 3 YR AVG		
					N	%	N	%	N	%	N	%	
English Language Arts 6	A	High	Improved	Good	88	89.8	61	80.8	4,109	71.6	3,635	68.8	
	E	Low	Maintained	Issue	88	10.2	61	13.6	4,109	6.3	3,635	6.4	
French Language Arts 6	A	Very High	Improved	Excellent	11	100.0	6	83.3	166	81.3	111	75.1	
	E	Very Low	Declined	Concern	11	0.0	6	16.7	166	6.6	111	6.2	
Français 6	A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15	80.0	6	100.0	
	E	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15	0.0	6	0.0	
Mathematics 6	A	Intermediate	Improved	Good	89	73.0	61	65.2	4,101	50.5	3,626	47.5	
	E	Intermediate	Maintained	Acceptable	89	12.4	61	8.3	4,101	4.2	3,626	3.3	
Science 6	A	Low	Maintained	Issue	89	73.0	61	74.8	4,096	59.2	3,629	58.4	
	E	Intermediate	Maintained	Acceptable	89	24.7	61	24.0	4,096	11.9	3,629	11.2	
Social Studies 6	A	Intermediate	Maintained	Acceptable	89	69.7	61	66.5	4,080	57.7	3,630	50.8	
	E	Low	Declined	Issue	89	12.4	61	20.2	4,080	8.9	3,630	7.2	
English Language Arts 9	A	Low	Maintained	Issue	71	71.8	59	69.8	3,259	55.0	3,185	55.8	
	E	Low	Maintained	Issue	71	8.5	59	12.4	3,259	4.2	3,185	4.7	
English Lang Arts 9 KAE	A	*	*	*	3	*	11	90.9	416	56.3	377	53.2	
	E	*	*	*	3	*	11	9.1	416	5.0	377	3.8	
French Language Arts 9	A	*	*	*	4	*	n/a	n/a	93	67.7	79	68.6	
	E	*	*	*	4	*	n/a	n/a	93	5.4	79	4.7	
Français 9	A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	77.8	10	100.0	
	E	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	11.1	10	30.0	
Mathematics 9	A	Intermediate	Maintained	Acceptable	66	63.6	56	57.8	3,128	31.5	3,119	37.2	
	E	High	Improved	Good	66	22.7	56	13.2	3,128	5.4	3,119	4.5	
Mathematics 9 KAE	A	High	Improved	Good	8	87.5	14	66.2	525	55.0	465	49.7	
	E	Low	Maintained	Issue	8	0.0	14	3.1	525	11.4	465	8.6	
Science 9	A	Very High	Improved	Excellent	70	80.0	59	71.6	3,245	52.8	3,190	50.9	
	E	Very High	Improved	Excellent	70	25.7	59	16.7	3,245	10.2	3,190	7.6	
Science 9 KAE	A	*	*	*	3	*	8	77.8	425	56.2	369	57.6	
	E	*	*	*	3	*	8	12.7	425	6.1	369	9.6	
Social Studies 9	A	High	Improved	Good	70	74.3	60	61.4	3,261	44.7	3,194	41.6	
	E	Very High	Maintained	Excellent	70	24.3	60	19.4	3,261	6.8	3,194	6.5	
Social Studies 9 KAE	A	*	*	*	4	*	8	77.8	388	53.9	364	48.4	
	E	*	*	*	4	*	8	34.1	388	12.9	364	9.2	

*Acceptable Standard (A), Standard of Excellence (E)

Notes

1. Achievement Evaluation isn't calculated for courses that don't have sufficient data available, either because of too few jurisdictions offering the course or changes in tests.
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016-17 and Mathematics 9 in 2017-18, respectively.

Appendix C

Accountability Pillar Measure Evaluation Reference (Diploma Examinations)

Achievement evaluation is based on a comparison of current-year data to a set of standards that remain consistent over time. The standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the five, 25, 75 and 95 percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement-evaluation levels for each measure.

COURSE	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Language Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Language Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Mathematics 30-1	Acceptable Standard	0.00 - 57.63	57.63 - 68.32	68.32 - 78.44	78.44 - 84.84	84.84 - 100.00
	Standard of Excellence	0.00 - 14.01	14.01 - 18.70	18.70 - 29.21	29.21 - 35.39	35.39 - 100.00
Mathematics 30-2	Acceptable Standard	0.00 - 44.98	44.98 - 61.19	61.19 - 73.82	73.82 - 82.40	82.40 - 100.00
	Standard of Excellence	0.00 - 1.59	1.59 - 6.06	6.06 - 13.68	13.68 - 17.02	17.02 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value and less than the higher value. For the "Very High" evaluation level values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation isn't calculated for courses that don't have sufficient data available, either because of too few jurisdictions offering the course or changes in examinations.

Appendix D

Diploma Examination Results Course-by-Course Summary with Measure Evaluation

COURSE AND MEASURE*		ELK ISLAND PUBLIC SCHOOLS						ALBERTA				
		ACHIEVEMENT	IMPROVEMENT	OVERALL	2019		PREV 3 YR AVG		2019		PREV 3 YR AVG	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	A	Very High	Maintained	Excellent	23	95.7	27	88.5	1,164	84.4	1,145	81.3
	E	High	Maintained	Good	23	13.0	27	6.0	1,164	5.4	1,145	5.8
English Lang Arts 30-2	A	Intermediate	Maintained	Acceptable	31	93.5	27	93.1	1,548	88.4	1,579	89.2
	E	Intermediate	Maintained	Acceptable	31	12.9	27	11.9	1,548	9.7	1,579	10.0
French Lang Arts 30-1	A	*	*	*	1	*	n/a	n/a	32	81.3	28	88.8
	E	*	*	*	1	*	n/a	n/a	32	0.0	28	6.1
Français 30-1	A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	E	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 30-1	A	n/a	n/a	n/a	19	78.9	14	69.1	467	61.7	494	58.2
	E	n/a	n/a	n/a	19	5.3	14	11.8	467	18.2	494	13.9
Mathematics 30-2	A	n/a	n/a	n/a	15	66.7	20	80.2	699	72.0	695	68.7
	E	n/a	n/a	n/a	15	20.0	20	16.7	699	12.0	695	10.0
Social Studies 30-1	A	Low	Declined	Issue	23	73.9	23	88.5	864	77.3	832	74.9
	E	Low	Maintained	Issue	23	4.3	23	8.7	864	7.6	832	7.0
Social Studies 30-2	A	Low	Maintained	Issue	34	76.5	27	78.6	1,647	70.1	1,709	73.0
	E	Intermediate	Maintained	Acceptable	34	8.8	27	3.7	1,647	5.8	1,709	5.8
Biology 30	A	Low	Maintained	Issue	25	76.0	21	84.9	821	72.6	834	73.9
	E	Low	Maintained	Issue	25	12.0	21	21.8	821	17.8	834	16.6
Chemistry 30	A	Intermediate	Maintained	Acceptable	17	70.6	14	74.0	527	72.9	475	72.2
	E	Low	Maintained	Issue	17	11.8	14	24.1	527	23.7	475	20.2
Physics 30	A	Intermediate	Maintained	Acceptable	11	81.8	8	75.7	216	74.1	220	78.3
	E	Intermediate	Maintained	Acceptable	11	18.2	8	22.2	216	25.9	220	25.1
Science 30	A	Very High	Improved	Excellent	7	100.0	9	81.3	471	84.1	429	79.7
	E	High	Maintained	Good	7	28.6	9	10.0	471	19.5	429	20.5

*Acceptable Standard (A), Standard of Excellence (E)

Notes

1. Achievement Evaluation isn't calculated for courses that don't have sufficient data available, either because of few jurisdictions offering the course or changes in examinations.
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating wasn't in place until the 2016-17 school year. Alberta Education doesn't comment on provincewide trends until it has five years of equated examination data.
3. Participation in diploma examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Appendix E

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the current-year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. The test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement-evaluation levels based on the chi-square result.

EVALUATION CATEGORY	CHI-SQUARE RANGE
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the achievement evaluation and improvement evaluation. The table below illustrates how the achievement and improvement evaluations are combined to get the overall evaluation.

IMPROVEMENT	ACHIEVEMENT				
	VERY HIGH	HIGH	INTERMEDIATE	LOW	VERY LOW
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Elk Island Public Schools Annual Education Results Report Overview 2018-19

Elk Island Public Schools (EIPS) publishes an Annual Education Results Report and Four-Year Education Plan, which outlines the Division's strategic direction, opportunities for growth and how it's supporting students to achieve the best possible outcomes. The report identifies EIPS' key priorities and goals, highlights data from the province's Accountability Pillar and incorporates

feedback from each of its school's education plans—developed in consultation with school staff and school councils. Overall, the 2018-19 AERR demonstrates EIPS is meeting both the priorities and goals set out in its Four-Year Education Plan, which is to enhance the growth and success of all students. Read the full report at eips.ca/about-us/planning-and-results.

EIPS Values

- Commitment to being a student-centred learning organization.
- Decisions are made in the best interests of all students.
- Integrity, honesty and respect are essential.
- Flexible and engaging learning opportunities are key to student achievement.
- Recognition that every student can learn and experience success.
- Partnerships play a valuable role in meeting the needs of students.



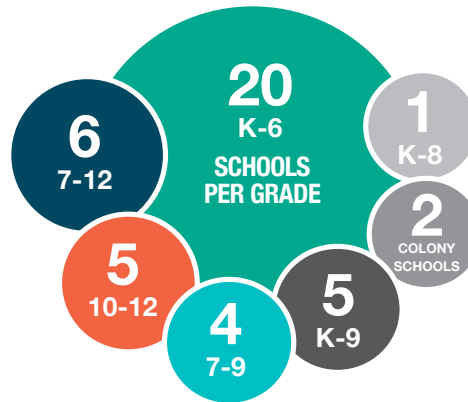
EIPS' mission is to provide high-quality student-centred education that builds strong, healthy communities

Overall Accountability Pillar Highlights

Areas EIPS improved or improved significantly:

- education quality
- overall diploma examination at the standard of excellence
- overall PAT at the acceptable level
- school improvement
- Rutherford Scholarship eligibility rate
- work preparation

Safe and Caring Schools	Excellent
Student Learning Opportunities	Excellent
Student Learning Achievement (K-9)	Good - Excellent
Student Learning Achievement (10-12)	Good
Preparation for Lifelong Learning, World of Work and Citizenship	Good
Parental Involvement	Acceptable
Continuous Improvement	Excellent



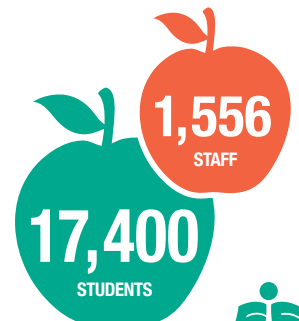
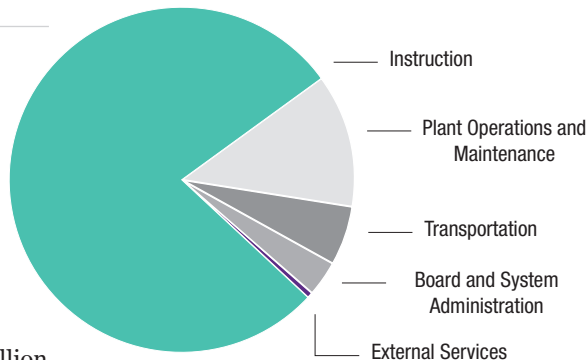
43 SCHOOLS TOTAL

Schools by location

- 18 Sherwood Park
- 6 Strathcona County
- 6 Lamont County
- 9 City of Fort Saskatchewan
- 4 Vegreville, County of Minburn

2019-20 Expenses by Program

Instruction	\$155,949,000	78.2%
Operations and Maintenance	\$24,735,000	12.5%
Transportation	\$11,252,000	5.6%
Board and System Administration	\$6,589,000	3.3%
External Services	\$806,000	0.4%
TOTAL	\$199,331,000	100%



Accumulated surplus, as of Aug. 31, 2020: \$11.8 million

Elk Island Public Schools Four-Year Education Plan 2018-22

Priority Summary



Priority 1: Promote Growth and Success for all Students

Goal 1: An Excellent Start to Learning

Results

- 1,422 children were enrolled in Early Childhood Services.
- 363 children were provided with ongoing speech-language services.
- 158 children were provided with ongoing occupational therapy.

Strategies 2019-20

- Implement a performance measure to assess early learners' progress meeting developmental milestones and early literacy outcomes.
- Use the performance measure to assess the impact of the Division's early learning programming and services.
- Build capacity for kindergarten teachers related to the new draft provincial curriculum.

Goal 2: Success for Every Student

Results

- Grades 6 and Grade 9 Provincial Achievement Test (PAT) results are higher than the province at both the acceptable and excellence categories—EIPS scored higher on 24 of the 28 PAT measures.
- Overall diploma examinations results are higher than the province at the acceptable category.
- The achievement gap is closing between self-identified First Nations, Métis and Inuit students and all other students. In some cases, self-identified First Nations, Métis and Inuit students outperformed all other students.

Strategies 2019-20

- Enhance teaching practice and expertise in literacy and numeracy.
- Address and close the gap between elementary and junior high results, and junior high and senior high results in literacy and numeracy.
- Continue to deepen student and staff understanding of First Nations, Métis and Inuit history, treaty rights and the impact of residential schools.
- Build capacity for grades 1-4 teachers related to the new draft provincial curriculum.

Goal 3: Success Beyond High School

Results

- The high school completion rate is "very high."
- The dropout rate decreased to 1.7%.
- The number of students who transition to post-secondary and apprenticeships within six years of entering Grade 10 is rated "high."
- 82% of parents feel their child's being taught the knowledge, skills and attitudes necessary to be successful in life.

Strategies 2019-20

- Continue to provide meaningful learning opportunities that teach students the attitudes and behaviours needed to be successful at work.
- Build awareness about career pathway opportunities.
- Build readiness in secondary teachers for the new provincial curriculum.

Priority 2: Enhance High-Quality Learning and Working Environments

Goal 1: A Focus on Well-Being Including Student Citizenship and Staff Engagement

Results

- 88% of teachers, parents and students agree students are safe at school, learning the importance of caring and respect for others, and treated fairly in school.
- 94% of staff feel they have the materials and equipment needed to do their work.
- 93% of staff are satisfied with their school or department as a place to work.

Strategies 2019-20

- Expand resources and offer professional learning on managing personal wellness.
- Continue efforts to create welcoming, caring, respectful and safe learning and working environments.

Goal 2: Quality Infrastructure for All

Results

- Ardrossan Elementary and Davidson Creek Elementary officially opened, and construction began on the Wye Elementary replacement school.
- EIPS moved its backup server storage to the Microsoft Azure cloud service and completed its fourth year of evergreening.
- 9,271 students were transported on 153 EIPS buses—the average ride was 28.58 minutes.

Strategies 2019-20

- Continue to build communication between Facility Services and schools and departments.
- Implement a records-management procedure and the new enterprise resource planning platform.
- System-wide transportation route optimization to provide safe and efficient transportation.

Goal 3: Build Capacity

Results

- 87% of certificated staff report professional learning is focused on the EIPS priorities.
- 94% of all staff feel professional learning is encouraged within the Division.

Strategies 2019-20

- Continue to provide professional learning related to student achievement results, analyzing data and the new provincial curriculum.
- Assist schools in the area of records management and digital student records.

Goal 4: A Culture of Excellence and Accountability

Results

- 90% of teachers, parents and students are satisfied with the overall quality of basic education.
- 89% of parents are satisfied with the quality of teaching at their child's school.

Strategies 2019-20

- Continue to focus on evidence-based decision-making using data and research based on best practices that have the greatest impact on student learning.

Priority 3: Enhance Public Education Through Effective Engagement, Partnerships and Communication

Goal 1: Parents as Partners

Results

- 78% of EIPS parents and teachers are satisfied with the parental involvement taking place within the Division.
- 88% of EIPS families report EIPS schools keep them informed about their child's progress and achievement.
- Topics discussed at Committee of School Councils meeting were shared with school council groups.
- The annual Results Review process offered school communities a more holistic understanding of how schools are doing.
- Parent engagement focused on four key areas: literacy, numeracy, health and wellness.

Strategies 2019-20

- Provide strategies to families on ways to support their child's growth in literacy and numeracy.
- Engage stakeholders as decisions are made and implemented within schools and departments.
- Continue to inform EIPS families about the initiatives and events taking place throughout EIPS.
- Enhance engagement with school councils and the Committee of School Councils.

Goal 2: Supports and Services for Students and Families

Results

- 116 partnerships exist within EIPS.
- 73% of teachers, parents and students are satisfied with the programs and services for students offered in their community.

Strategies 2019-20

- Maintain and enhance service-delivery and partnerships to ensure the success of all learners.

Goal 3: Engaged and Effective Governance

Results

- EIPS trustees took an active role in increasing public awareness around three advocacy topics: predictable, sustainable funding; school board autonomy; and future school planning.
- 32 advocacy efforts were organized with government officials and media.

Strategies 2019-20

- Continue to build relationships with elected government officials.
- Develop and maintain focused advocacy plans.
- Strategically partner with organizations, other levels of government, other school boards and media to advance advocacy efforts.
- Develop new initiatives to continue to engage families and school communities.
- Utilize the Division's public engagement strategy to guide all consultation efforts.



RECOMMENDATION REPORT

DATE: Dec. 19, 2019

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: EIPS Division Calendar 2021-22

ORIGINATOR: Dave Antymniuk, Division Principal

REFERENCE: Policy 2 - Role of The Board
Administrative Procedure 130, School Calendars

EIPS PRIORITY: Enhance high quality learning and working environments.

EIPS GOAL: Quality infrastructure for all.

EIPS OUTCOME: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

RECOMMENDATION:

That the Board of Trustees approve the 2021-22 EIPS Division Calendar, as presented.

BACKGROUND:

Policy 2 - Role of the Board, Selected Responsibilities #6, establishes that the Board of Trustees will approve the Division school year calendar.

At the Feb. 21, 2019 Board meeting the Board of Trustees approved the draft 2021-22 school year calendar in principle, subject to Alberta Education's release of the 2022 diploma exam schedule. The diploma exam schedule for that year has now been released. The only change from the draft 2021-22 school year calendar approved last February is the date of the final diploma exam in June is one day later than was anticipated.

2021-22 CALENDAR
Students return before Labour Day Weekend
Semester 1 - 90 instructional days Semester 2 - 91 instructional days
11 operational days
Semester 1 - three professional learning days Semester 2 - two professional learning days
November Break
One school closure day in Semester 2



RECOMMENDATION REPORT

COMMUNICATION PLAN:

Information regarding the 2021-22 school year calendar will be communicated through the jurisdiction and school websites, newsletters, a news release, and the Weekly Wrap-up.

ATTACHMENT(S):

1. 2021-22 School Calendar

ML:da

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

0 2

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

21 0

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19 1

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

17 1

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

15 0

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18 1

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

17 2

March 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 2

April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

18 0

May 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19 1

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

20 1

2021-22 CALENDAR

Start Before Labour Day / Unequal Semesters
November Break

PL Days: Aug 30, Oct 8, Jan 31, Mar 4, May 6

2021-22

	Schools Open - Instructional Days
	Schools Closed to Students - Operational / PL Days
	Schools Closed to Students - Day in Lieu
	First Instructional Day of Semester 1 & 2
	Statutory/Paid Holidays
	Schools Closed

Aug 30	Professional Learning Day
Aug 31	Operational Day
Sept 1	Classes Begin
Sept 6	Labour Day - Statutory Holiday
Oct 8	Professional Learning Day
Oct 11	Thanksgiving Day - Statutory Holiday
Nov 8-12	November Break
Nov 11	Remembrance Day - Statutory Holiday
Nov 12	Day-in-Lieu - Parent Teacher Interviews
Dec 22 - Jan 4	Christmas Break
Dec 24	Christmas Floater Day
Dec 27	Day-in-Lieu - Christmas Day
Dec 28	Day-in-Lieu - Boxing Day
Jan 3	Day-in-Lieu - New Year's Day
Jan 5	Classes Resume for Students
Jan 31	Professional Learning Day
Feb 1	Second Semester Begins
Feb 10 & 11	North Central Teachers' Convention
Feb 21	Family Day - Statutory Holiday
Mar 4	Professional Learning Day
Mar 25	Day-in-Lieu - Parent Teacher Interviews
Mar 28 - Apr 1	Spring Break
Apr 4	Classes Resume for Students
Apr 15	Good Friday - Statutory Holiday
Apr 18	Easter Monday - Paid Holiday
May 6	Professional Learning Day
May 20	School Closure Day
May 23	Victoria Day - Statutory Holiday
Jun 28	Last Instructional Day
Jun 29	Operational Day

1. School Instructional & Operational Days

Month	I	O
August	0	2
September	21	0
October	19	1
November	17	1
December	15	0
January	18	1
February	17	2
March	17	2
April	18	0
May	19	1
June	20	1
Total	181	11 192

Operational Days

- 5 Professional Learning
- 2 ATA Convention
- 2 Opening/Closing
- 2 Parent Teacher Interviews (days-in-lieu)
- 11

2. Instructional Day Minimum

<u>Elementary/Junior High</u>	Days	Min/Day	Hr/Year
Regular Day	171	320	912
Early Dismissal Day	10	260	43
	181	Total	955

<u>Senior High</u>	Days	Min/Day	Hr/Semester
Regular Day	85	336	476
Early Dismissal Day	5	276	23
Semester 1	90	Total	499

Regular Day	86	336	482
Early Dismissal Day	5	276	23
Semester 2	91	Total	505

Total 181 1004

3. Staff Meetings

One Per Month

4 10-Month Classified Staff Paid for 196 Days

185 School-Based Days (181 Instructional, 3 Professional Learning, 1 Operational)
11 Statutory/Paid Holidays



RECOMMENDATION REPORT

DATE: Dec. 19, 2019

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Alternative Christian Calendar

ORIGINATOR: Dave Antymniuk, Division Principal

REFERENCE: Policy 2 - Role of The Board
Administrative Procedure 130, School Calendars

EIPS PRIORITY: Enhance high quality learning and working environments.

EIPS GOAL: Quality infrastructure for all.

EIPS OUTCOME: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

RECOMMENDATION:

That the Board of Trustees approve the incorporation of the Alternative Christian Calendar professional learning days into the EIPS Division Calendar.

BACKGROUND:

Once Strathcona Christian Academy (1998) and Fort Saskatchewan Christian School (1999) became part of Elk Island Public Schools, an Alternative Christian Calendar was established which included two professional learning days on different dates than the rest of the Division. This was done so that teachers and administration from the three Christian schools could attend the Association of Christian Schools International (ACSI) conference each fall. This year the fall Division professional learning days were October 11 and November 29, and the Christian schools attended the ACSI conference on October 24 & 25.

Although the Strathcona Christian Academy and CHREDA Societies cover ACSI conference expenses for staff, the existence of an Alternative Christian Calendar to accommodate attendance at the conference is not without implications and costs for EIPS. These include:

- Total cost for busing on the two days when only the Christian schools are in session is \$14,000:
 - 22 buses to transport 600 students at a cost of \$6,400 per day;
 - 15 hours for Student Transportation to route Christian school only busing at a cost of \$600 per year; and
 - \$40 per driver to call the family of each “new” student to introduce themselves and provide pick-up/drop-off information.
- Contractors are having difficulty recruiting drivers for those two days:
 - drivers reluctant to do the call log as well as learn a new route with minimal additional compensation; and



RECOMMENDATION REPORT

- drivers are often a parent of an EIPS student who does not attend a Christian school, potentially creating childcare issues.
- Christian school staff absence for two out of the five professional learning days each year:
 - can limit opportunities for collaboration with division colleagues; and
 - necessitate that Central Services departments provide additional professional development because those staff were unavailable on a Division professional learning day.
- Adjusting professional learning days to accommodate attendance at the ACSI conference can result in significantly imbalanced semesters for the Christian schools (88/93 instructional days as compared to 90/91 in rest of the Division).

Recognizing the importance and uniqueness of Christian education, EIPS will incorporate the Alternative Christian Calendar into the Division Calendar by identifying one professional learning day per semester for the three Christian schools to provide dedicated Christian professional development opportunities for their staff.

COMMUNICATION PLAN:

Information regarding changes to the Alternative Christian Calendar for the 2020-21 school year will be communicated through the jurisdiction and school websites, newsletters, and the Weekly Wrap-up.

ATTACHMENT(S):

Nil.

ML:da



RECOMMENDATION REPORT

DATE: Dec. 19, 2019

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 15: Program Reduction and School Closure

ORIGINATOR: Annette Hubick, Chair, Policy Committee

RESOURCE STAFF: Mark Liguori, Superintendent

REFERENCE: Board Policy 10: Policy Making

EIPS PRIORITY: Enhance high-quality learning and working environments.

EIPS GOAL: Quality infrastructure for all.

EIPS OUTCOME: Student learning is supported through the use of effective planning, managing and investment in Division infrastructure.

RECOMMENDATION:

That the Board of Trustees approve the amendments to Board Policy 15: Program Reduction and School Closure, as presented.

BACKGROUND:

The Board is responsible for developing, approving and monitoring the implementation of policies to guide the Division, and to provide direction in those areas over which the Board wishes to retain authority.

The Policy Committee receives information from trustees/administration/stakeholders and discusses/develops policy positions as directed by the Board.

The Policy Committee reviews Board policies annually as per Board Policy 10: Policy Making and provides recommendations to the Board on required additions, amendments, and deletions.

The Policy Committee met on Dec. 10, 2019 and recommends amendments shown in Attachment 1 that:

- a) aligns the Policy with section 62 of the *Education Act* and the new Disposition of Property Regulation; and
- b) renames the Policy to read School Closure and Program Reduction.



RECOMMENDATION REPORT

COMMUNICATION PLAN:

The Board Policies and Administrative Procedures will be updated on the website, and stakeholders will be advised.

ATTACHMENT(S):

1. Board Policy 15: Program Reduction and School Closure (marked)
2. Board Policy 15: School Closure and Program Reduction (unmarked)



RECOMMENDATION REPORT

DATE: Dec. 19, 2019

TO: Board of Trustees

FROM: Policy Committee

SUBJECT: Board Policy 15: Program Reduction and School Closure

ORIGINATOR: Annette Hubick, Chair, Policy Committee

RESOURCE STAFF: Mark Liguori, Superintendent

REFERENCE: Board Policy 10: Policy Making

EIPS PRIORITY: Enhance high-quality learning and working environments.

EIPS GOAL: Quality infrastructure for all.

EIPS OUTCOME: Student learning is supported through the use of effective planning, managing and investment in Division infrastructure.

RECOMMENDATION:

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- a) aligns the Policy with section 62 of the Education Act and the new Disposition of Property Regulation; and
- b) renames the Policy to read School Closure and Program Reduction.



RECOMMENDATION REPORT

Page 2 of 2

COMMUNICATION PLAN:

The Board Policies and Administrative Procedures will be updated on the website, and stakeholders will be advised.

ATTACHMENT(S):

1. Board Policy 15: Program Reduction and School Closure (marked)
2. Board Policy 15: School Closure and Program Reduction (unmarked)

Policy 15

PROGRAM REDUCTION AND SCHOOL CLOSURE AND PROGRAM REDUCTION

The Board of Trustees recognizes that ~~from time to time~~, due to changes in enrolment, ~~demographic changes~~shifts in demographics, or fiscal constraints, it may be necessary to close a school or modify the programs offered in a school or schools under its jurisdiction.

Specifically

~~1.~~ The authority of the Board is derived from and must comply with section 62 of the School Education Act and the Alberta Closure Disposition of Schools Property Regulation, which ~~provide~~provides that ~~the~~ board may:

1. ~~Close a school, only by resolution,~~ permanently or ~~for a specified period of time; or~~ temporarily:
 - ~~1. Close entirely three or more consecutive grades in an elementary school; or~~
 - 1.1. ~~Close the entire junior high school program or the entire high school program in~~ close a school; or
 - 1.2. ~~Transfer all~~ transfer students from one school building to ~~one or more other schools~~ another school building.
2. The Board may review school programs and school operations to determine the future of such schools when:
 - 2.1. the Board believes such a review will improve the availability of programs or efficiency of operations;
 - 2.2. the school ~~and community~~ determines enrolments and consequent funding threaten the viability of the school program;
 - 2.3. operating/maintenance/renovation/transportation costs place excessive demands on the Division's budget; or
 - 2.4. recommended by the Superintendent.
- ~~3. Subject to~~ Where the Board ~~obtaining an exemption granted by the Minister in accordance with the Closure of Schools Regulation, before recommending~~ is considering the closure of a school, or transfer of students from one school building to another school building, the Board shall ~~follow~~:
 - 3.1. notify in writing the parents of every student enrolled in the school that may be affected;
 - 3.2. notify in writing any other person, municipality or community organization who may be significantly affected;
4. ~~F~~ for the purpose of school closure only, the Board shall:
 - ~~2.5.4.1.~~ provide adequate opportunity for ~~the Closure of Schools Regulation, Alberta Regulation 238/1997; 28/2018.~~ public to respond to the Board's proposal to close the school;
 - 4.2. establish a process for the Board to consider public feedback;
 - 4.3. request of administration a report which shall be presented at a public board meeting which sets out the following:
 - 4.3.1. how the closure would affect the attendance area defined for that school;
 - 4.3.2. how the closure would affect the attendance at other schools;

- 4.3.3. information on the Board's long-range capital plan;
- 4.3.4. the number of students who would need to be relocated as a result of the closure;
- 4.3.5. the need for, and extent of, busing;
- 4.3.6. program implications for other schools and for the students when they are attending other schools;
- 4.3.7. the educational and financial impact of closing the school, including the effect on operational costs and capital implications; and
- 4.3.8. the educational and financial impact if the school were to remain open.

3-5. The Board shall use the following process and criteria to determine whether it has use for a school building that has been closed:

3-1-5.1. The Board shall direct the administration to prepare a recommendation report that shall contain the following contents:

3-1-1-5.1.1. a review of demographic factors relating to the school in the context of the overall Division;

5.1.2. the length of time that the school building has been closed;

3-1-2-5.1.3. consideration of the potential for other public educational uses for the school building, and the estimated cost;

3-1-3-5.1.4. consideration of the potential for other levels of government or private entities to take ownership and operate the building for the public good; and

3-1-4-5.1.5. any other criteria or issues, that the administration considers relevant to the Board's decision.

6. When, in the opinion of the Minister, space is available in a school building, the Minister may direct the Board to make space available to another board.

4-7. The Board shall use the following process and criteria to determine for the purposes of the *Municipal Government Act* whether its interest in school reserve, municipal and school reserve or municipal reserve is surplus to the Board's needs:

4-1-7.1. The Board shall direct the administration to prepare a recommendation report that shall contain the following contents:

4-1-1-7.1.1. review of enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve;

4-1-2-7.1.2. consideration of student accommodation and transportation issues;

4-1-3-7.1.3. whether a school on the school reserve, municipal and school reserve or municipal reserve is included in the Board's capital plan;

7.1.4. the length of time the school reserve, municipal and school reserve or municipal reserve has existed and has not been needed by the Board;

4-1-4-7.1.5. a summary of the consultation, if any, with other boards with respect to their needs for the school reserve, municipal and school reserve or municipal reserve; and

4-1-5-7.1.6. any other criteria or issues that the administration considers relevant to the Board's decision.

Reference:

Sections 11, 33, 53, 62, 192, 194, 222, 248, 249 *Education Act*
Disposition of Property Regulation 86/2019

Last reviewed:

Dec. 14, 2015

Last updated:

Feb. 18, 2016

March 6, 2017

April 20, 2017

Jan. 25, 2018

Jan. 25, 2018

Jan. 29, 2019

Feb. 21, 2019

| [Dec. 10, 2019](#)

SCHOOL CLOSURE AND PROGRAM REDUCTION

The Board of Trustees recognizes that due to changes in enrolment, shifts in demographics, or fiscal constraints, it may be necessary to close a school or modify the programs offered in a school or schools under its jurisdiction.

Specifically

1. The authority of the Board is derived from and must comply with section 62 of the *Education Act* and the Disposition of Property Regulation, which provides that a board may, only by resolution, permanently or temporarily:
 - 1.1. close a school; or
 - 1.2. transfer students from one school building to another school building.
2. The Board may review school programs and school operations to determine the future of such schools when:
 - 2.1. the Board believes such a review will improve the availability of programs or efficiency of operations;
 - 2.2. the school determines enrolments and consequent funding threaten the viability of the school program;
 - 2.3. operating/maintenance/renovation/transportation costs place excessive demands on the Division's budget; or
 - 2.4. recommended by the Superintendent.
3. Where the Board is considering the closure of a school, or transfer of students from one school building to another school building, the Board shall:
 - 3.1. notify in writing the parents of every student enrolled in the school that may be affected;
 - 3.2. notify in writing any other person, municipality or community organization who may be significantly affected;
4. For the purpose of school closure only, the Board shall:
 - 4.1. provide adequate opportunity for the public to respond to the Board's proposal to close the school;
 - 4.2. establish a process for the Board to consider public feedback;
 - 4.3. request of administration a report which shall be presented at a public board meeting which sets out the following:
 - 4.3.1. how the closure would affect the attendance area defined for that school;
 - 4.3.2. how the closure would affect the attendance at other schools;
 - 4.3.3. information on the Board's long-range capital plan;
 - 4.3.4. the number of students who would need to be relocated as a result of the closure;
 - 4.3.5. the need for, and extent of, busing;
 - 4.3.6. program implications for other schools and for the students when they are attending other schools;
 - 4.3.7. the educational and financial impact of closing the school, including the effect on operational costs and capital implications; and
 - 4.3.8. the educational and financial impact if the school were to remain open.
5. The Board shall use the following process and criteria to determine whether it has use for a school building that has been closed:

- 5.1. The Board shall direct the administration to prepare a recommendation report that shall contain the following contents:
 - 5.1.1. a review of demographic factors relating to the school in the context of the overall Division;
 - 5.1.2. the length of time that the school building has been closed;
 - 5.1.3. consideration of the potential for other public educational uses for the school building, and the estimated cost;
 - 5.1.4. consideration of the potential for other levels of government or private entities to take ownership and operate the building for the public good; and
 - 5.1.5. any other criteria or issues, that the administration considers relevant to the Board's decision.
6. When, in the opinion of the Minister, space is available in a school building, the Minister may direct the Board to make space available to another board.
7. The Board shall use the following process and criteria to determine for the purposes of the *Municipal Government Act* whether its interest in school reserve, municipal and school reserve or municipal reserve is surplus to the Board's needs:
 - 7.1. The Board shall direct the administration to prepare a recommendation report that shall contain the following contents:
 - 7.1.1. review of enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve;
 - 7.1.2. consideration of student accommodation and transportation issues;
 - 7.1.3. whether a school on the school reserve, municipal and school reserve or municipal reserve is included in the Board's capital plan;
 - 7.1.4. the length of time the school reserve, municipal and school reserve or municipal reserve has existed and has not been needed by the Board;
 - 7.1.5. a summary of the consultation, if any, with other boards with respect to their needs for the school reserve, municipal and school reserve or municipal reserve; and
 - 7.1.6. any other criteria or issues that the administration considers relevant to the Board's decision.

Reference:

Sections 11, 33, 53, 62, 192, 194, 222, 248, 249 *Education Act*
Disposition of Property Regulation 86/2019

Last reviewed:	Last updated:
Dec. 14, 2015	Feb. 18, 2016
March 6, 2017	April 20, 2017
Jan. 25, 2018	Jan. 25, 2018
Jan. 29, 2019	Feb. 21, 2019
Dec. 10, 2019	

Policy 15**SCHOOL CLOSURE AND PROGRAM REDUCTION**

The Board of Trustees recognizes that due to changes in enrolment, shifts in demographics, or fiscal constraints, it may be necessary to close a school or modify the programs offered in a school or schools under its jurisdiction.

Specifically

1. The authority of the Board is derived from and must comply with section 62 of the *Education Act* and the Disposition of Property Regulation, which provides that a board may, only by resolution, permanently or temporarily:
 - 1.1. close a school; or
 - 1.2. transfer students from one school building to another school building.
2. The Board may review school programs and school operations to determine the future of such schools when:
 - 2.1. the Board believes such a review will improve the availability of programs or efficiency of operations;
 - 2.2. the school determines enrolments and consequent funding threaten the viability of the school program;
 - 2.3. operating/maintenance/renovation/transportation costs place excessive demands on the Division's budget; or
 - 2.4. recommended by the Superintendent.
3. Where the Board is considering the closure of a school, or transfer of students from one school building to another school building, the Board shall:
 - 3.1. notify in writing the parents of every student enrolled in the school that may be affected;
 - 3.2. notify in writing any other person, municipality or community organization who may be significantly affected;
4. For the purpose of school closure only, the Board shall:
 - 4.1. provide adequate opportunity for the public to respond to the Board's proposal to close the school;
 - 4.2. establish a process for the Board to consider public feedback;
 - 4.3. request of administration a report which shall be presented at a public board meeting which sets out the following:
 - 4.4. how the closure would affect the attendance area defined for that school;
 - 4.5. how the closure would affect the attendance at other schools;
 - 4.6. information on the Board's long-range capital plan;
 - 4.7. the number of students who would need to be relocated as a result of the closure;
 - 4.8. the need for, and extent of, busing;
 - 4.9. program implications for other schools and for the students when they are attending other schools;
 - 4.10. the educational and financial impact of closing the school, including the effect on operational costs and capital implications; and
 - 4.11. the educational and financial impact if the school were to remain open.
5. The Board shall use the following process and criteria to determine whether it has use for a school building that has been closed:

- 5.1. The Board shall direct the administration to prepare a recommendation report that shall contain the following contents:
 - 5.1.1. a review of demographic factors relating to the school in the context of the overall Division;
 - 5.1.2. the length of time that the school building has been closed;
 - 5.1.3. consideration of the potential for other public educational uses for the school building, and the estimated cost;
 - 5.1.4. consideration of the potential for other levels of government or private entities to take ownership and operate the building for the public good; and
 - 5.1.5. any other criteria or issues, that the administration considers relevant to the Board's decision.
6. When, in the opinion of the Minister, space is available in a school building, the Minister may direct the Board to make space available to another board.
7. The Board shall use the following process and criteria to determine for the purposes of the *Municipal Government Act* whether its interest in school reserve, municipal and school reserve or municipal reserve is surplus to the Board's needs:
 - 7.1. The Board shall direct the administration to prepare a recommendation report that shall contain the following contents:
 - 7.1.1. review of enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve;
 - 7.1.2. consideration of student accommodation and transportation issues;
 - 7.1.3. whether a school on the school reserve, municipal and school reserve or municipal reserve is included in the Board's capital plan;
 - 7.1.4. the length of time the school reserve, municipal and school reserve or municipal reserve has existed and has not been needed by the Board;
 - 7.1.5. a summary of the consultation, if any, with other boards with respect to their needs for the school reserve, municipal and school reserve or municipal reserve; and
 - 7.1.6. any other criteria or issues that the administration considers relevant to the Board's decision.

Reference:

Sections 11, 33, 53, 62, 192, 194, 222, 248, 249 *Education Act*
Disposition of Property Regulation 86/2019

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Dec. 10, 2019	



INFORMATION REPORT

DATE: December 19, 2019

TO: Board of Trustees

FROM: Mark Liguori, Superintendent of Schools

SUBJECT: National Bullying Awareness Week

ORIGINATOR: Tracy Muth, Director Specialized Supports, Supports for Students

RESOURCE STAFF: Corrie Fletcher, Communications, School Principals, Assistant Principals, Counsellors

REFERENCE: Policy 19 Welcoming, Caring, Respectful and Safe Learning and Working Environments
AP 311 Welcoming, Caring, Respectful and Safe Learning Environments for Students

EIPS PRIORITY: Enhance high quality learning and working environments

EIPS GOAL: A focus on wellbeing including student citizenship and staff engagement

EIPS OUTCOME: Our learning and working environments are welcoming, caring, respectful and safe.

ISSUE:

Bullying Awareness and Prevention Week is an annual event to promote awareness and understanding of bullying and its consequences in the school community.

BACKGROUND:

Responsibilities for students, parents and Boards to ensure schools offer welcoming, safe, caring and respectful environments to both students and staff are enacted in legislation. In accordance with Section 35 of the *Education Act*, schools recognize Bullying Awareness and Prevention Week during the third week of November each year.

CURRENT SITUATION OR KEY POINT:

- School staff, students, parents, and community partners all have a role in creating and maintaining welcoming, caring, respectful and safe learning environments in our schools.
- Awareness and adult intervention are keys to bullying prevention.
- Efforts to create welcoming, caring, respectful and safe school environments are ongoing at our schools, but by recognizing National Bullying Awareness Week we have opportunity to bring attention to the importance of positive and healthy relationships in our schools and communities.

ATTACHMENT(S):

1. Attached is a News Release prepared by Communications on November 18, 2019
2. Attached is a chart that highlights a variety of activities schools planned to promote National Bullying Awareness Week November 18 - 22, 2019.

Nov. 18, 2019

EIPS STUDENTS TAKE A STAND AGAINST BULLYING

Sherwood Park, AB. — Staff and students throughout Elk Island Public Schools (EIPS) are planning a variety of activities to promote kindness and healthy relationships in honour of this year’s National Bullying Awareness Week (NBAW), which takes place November 18-22.

Launched in 2002, NBAW is an annual event celebrated around the world to boost awareness among students, staff, families and community members about bullying and ways to prevent incidents of it in their schools. Within EIPS, students and staff will spend the week discussing how to foster healthy relationships, discourage intolerances and communicate through conflict.

“Promoting welcoming, caring, respectful and safe learning spaces for all students is a key priority for the Division,” says Trina Boymook, the Board Chair of EIPS. “Year-round, we try to find opportunities to teach students about healthy relationships and empower them to stand up, work together and do the right thing. And, that’s what this week is all about: Reminding learners about the importance of kindness and being compassionate citizens—both at school and in their daily lives.”

Throughout National Bullying Awareness Week, various activities are planned Divisionwide, including school assemblies, morning announcements, presentations, performances themed around healthy relationship building, lesson plans on conflict-resolution, deeds of kindness and much more. Additionally, all EIPS schools have ongoing projects and initiatives in place focused on building healthy relationships such as the Seven Sacred Teachings, Random Acts of Kindness, Bucket Fillers, Leader in Me and various community-service programs.

“Collectively, staff, students, families and community partners all play a role in creating and maintaining welcoming, caring, respectful and safe learning environments in our schools,” says Tracy Muth, the Director of Specialized Supports at EIPS. “Often, young people stay silent about bullying. They’re more likely to report it to their friends or family than a teacher. So, by working together, we have the power to change bullying behaviour and create better environments for all students. National Bullying Awareness Week is one of the ways we’re doing this by bringing attention to the importance of positive and healthy relationships.”

Members of the media, parents and community are invited to join EIPS students for the following NBAW events:

Bully Escape Room: A game where students work co-operatively to solve a set number of puzzles—all focused on kindness and healthy relationships—to ultimately unlock a code to win the game.

Date: Nov. 22, 2019

Time: 1 p.m. to 2 p.m.

Location: Fort Saskatchewan Elementary; 9802 101 St.; Fort Saskatchewan, main office

Campfire Tales: Students listen to oral stories, based on Seven Sacred Teachings, that focus on positive actions and strong character.

Date: Nov. 21, 2019

Time: 1:30 p.m. to 2:15 p.m.

Location: Lamont Elementary, 4723 50 Ave., Lamont

Posting Kindness: Every class is creating a Post-it note with a written accolade or positive comment. Once complete, students will place their note on a wall to create, in real-time, a schoolwide Post-it note mosaic.

Date: Nov. 19, 2019

Time: 1 p.m. to 1:20 p.m.

Location: Sherwood Heights Junior High; 241 Fir St.; Sherwood Park

EIPS is one of Alberta's largest school divisions, serving approximately 17,400 students in 43 schools. We are proud to be an integral part of our communities, including Sherwood Park, Fort Saskatchewan, Vegreville, Strathcona and Lamont counties, and the western portion of the County of Minburn.

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FOR MORE INFORMATION CONTACT:

Laura McNabb, Director, Communication Services, EIPS 780-417-8204 cell 780-405-4902

This email has been sent to you by:

Elk Island Public Schools

683 Wye Road, Sherwood Park AB T8B 1N2

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Summary of Bullying Awareness and Prevention Week Activities by School

School	Bullying Awareness and Prevention Week November 18-22, 2019
ALH	Bullying and healthy relationships presentations in classrooms Kindness Club - positive messaging throughout school Community Kindness Calendar and Challenge shared with all students
ADW	Bully Awareness Week quotes on morning announcements. Presentation on Friday for whole school from Ken Podoborzny, Vegreville Community Peace Officer
AEL	Used the book "The Lost Teachings" by Michael James Isaac; each class explored how the Seven Sacred Teachings relate to creating a safe and caring school environment Lessons designed at each grade level based on the specific teaching assigned to said grade level Daily announcements (student-directed) focused on one or two teachings and how it is related to a bully-free climate at school
AJS	All week: Display in the library, display in the front door case (GSA timeline), bulletin board by Student Services (mirrors): Rick Hansen diversity resources available to staff (these will be in the library) Monday: Announcement to introduce the week: How are you the 'I' in kind? Tuesday: Announcement: BAW activities today Concrete Theatre presentation to Grade 7s Block 1 in the theatre, blocks 2-4 in classrooms – See schedule below Lunch and Learn "Banter vs. bullying" hosted by Mitch in the library - link to website: https://www.ditchthelabel.org GSA: set up table to pass out ribbons, Grad Hall Wednesday: Announcement: Transgender Day of Remembrance, BAW activities today Concrete Theatre break-out workshops Blocks 1-4 Positive message movie with popcorn in the library at lunch GSA: set up table to pass out ribbons, Grad Hall Thursday: Announcement: movie in library Positive message movie with popcorn in the library (continues) lunch Student Council writes stickies for posting Friday. Friday: Announcement: movie in library Positive messages on stickies around the school on student lockers. Positive message movie with popcorn in the library at lunch (last day).
BFH	Random acts of kindness - cookie and hot chocolate day Positive messages on sticky notes around the school for students Transgender Day of Remembrance

	Cozy day - pink themes bake sale - proceeds going to the Stollery Mental Health Unit What is kind - photo and messaging
BWD	We approached this week from an Indigenous worldview and used the book <i>Seven Sacred Teachings</i> by David Bouchard. Each day we focused on one or two animals and the character quality they can teach us. Students interacted with each lesson with a variety of responses, all with the goal of building and promoting a safe and caring school community. We also had an oral storyteller booked for Monday, Nov. 18 to kick off our week.
BRU	We used the Seven Grandfather Teachings to talk about being a good person and treating people well (Humility, Bravery, Honesty, Wisdom, Truth, Respect, Love). Each day, we made a morning announcement about an animal that represents each teaching and gave a description about what this teaching tells us about how to walk well in the world. Then, we asked each teacher to use common videos and stories in their classroom that touch on that specific teaching each day. We also have included 7 Teachings Yoga each day that teachers are embedding into their recess and PE time. This plan coincides with our Bruderheim visit from Elder Wilson on November 22 nd to give us even more opportunities to explore the seven teachings and what it means to our students. We focused on positive action and strong character, rather than on a deficit-based model of “what not to do”, in an effort to teach children how to interact with the world around them using Indigenous wisdom.
CBN	Select students in Division 2 worked together to create a video of the book “Ta Voix Compte”, a book about making your voice heard. In each class, teachers showed the video to the students and had a discussion on how we can use our voices to encourage and model kindness. Each student then made a speech bubble with one thing they can say that will show kindness. The speech bubbles were collected to create a bulletin board. Students in Kindness Club created posters to be posted through the school encouraging kindness. As a focus in our school has been on sharing circles, staff have also been provided sharing circle lesson plans with question prompts that have the theme of kindness and friendship. On Friday, students will be encouraged to wear blue as a symbol of peace.
CLB	Health classes focused on lessons around anti-bullying information and prevention. Leadership classes hosted a Random Act of Kindness cookie giveaway on the Wednesday and created posters for display around the school with anti-bullying messages.
DCE	Gratefulness Tree, Mustangs Choose Kind assembly, hat and mitt drive, Thank You booth video creation, Roll Out the Kindness activity, Anti Bullying Contracts for older students, Crayon Box That Talked activity for younger grades.
EPE	We started off the week with presentations from Saffron focusing on positive relationships. Our school counsellor has put together “kits”, which include activities that will then be used by teachers to support the same type of messaging.

FRH	<p>-Throughout the year, our trained student facilitators will be implementing the Beyond the Hurt curriculum (which is a bullying prevention program developed by the Canadian Red Cross. Through lessons, activities and videos, this program engages all youth in efforts to prevent bullying, whether they are victims, bullies or bystanders, and focuses on building positive and respectful relationships)</p> <p>-Building on the work of Brene Brown and the concept “It is hard to hate people close up”, the homeroom classes will be focusing on circle activities to build empathy and connectivity.</p> <p>-Leadership class will be sharing positive sticky notes on lockers.</p> <p>-Put the “I” in KIND hallway photo booth.</p>
FSC	<p>FSC focused on a different aspect of Bullying Awareness and Prevention each day through morning announcements, classroom discussions and activities, and the creation of a whole school mural.</p> <p>Monday - What is Bullying?</p> <p>Tuesday - Stand up to Bullying</p> <p>Wednesday - WITS</p> <p>Thursday - Creating a Culture of Empathy</p> <p>Friday - Celebrating Uniqueness</p> <p>Whole school mural: Handprints of every student, arranged in the shape of a flower. “Alone we are unique. Together we are a masterpiece.”</p>
FSE	<p>“Kindness is my Superpower!” Be a HERO – Helping Everyone Respect Others.</p> <p>Whole school activity: Kindness Links Us Together - paper chain</p> <p>Other activities include a whole school assembly, classroom activities and read-alouds, daily fact on the announcements, positive affirmations on bathroom mirrors, and superhero dress up day.</p> <p>Classroom Activities:</p> <ul style="list-style-type: none"> • Bully Proof Shields (writing activity, health focus as well) • Making superhero masks • Make your own superhero • Read-alouds available in the library • Grade 4-6: Bully Escape Room Kit
FHS	<p>Anti-Bullying ad campaign throughout the school</p> <p>Different Bullying awareness facts in our announcements each day</p> <p>Bullying awareness facts in our digital announcements</p> <p>Anti-Bullying student artwork is displayed throughout the school</p> <p>School wide Art activity focused on togetherness (student handprints and student signatures, to signify they have a “hand” in stopping bullying).</p>
FTV	<p>The entire month of November at FTV is focused around healthy relationships and friendships. During Bully Awareness & Prevention Week, we had activities taking place every morning, during the lunch hour and throughout the day in the classrooms. Each day began with a kind quote/message included in the morning announcements by an administrator. During the lunch hour, in coordination with our Mental Health Capacity Builder, we had a different activity in our Gathering Space: on Monday, we had a family violence activity; on Tuesday, we played a ‘Family Feud’ game; on Wednesday, the GSA and Art students placed purple sticky notes of kindness on lockers; on Thursday, we created buttons with words of kindness; and on Friday, we held a school-wide picnic and played ‘healthy relationships’</p>

	<p>bingo. In the Staff room, during the lunch hour, staff completed both the Love Language and Apology quiz. Within the individual classrooms, teachers incorporated the topic of healthy relationships into their curricular lessons and had the option of facilitating/co-facilitating various activities related to bullying, identity, and relationships. In our library, we had a healthy relationships display and posters for students to colour. Finally, we provided bullying information and resources for parents on the school website.</p>
GLN	<p>At Glen Allan we focused our efforts for Bullying Awareness week around the positive behaviors we want to promote in our students. We kicked off the week with a school wide focus on the book "The Little Spot of Kindness" by Diane Alber with an emphasis on friendship, positive peer relationships and paying it forward. In our main hallway we created a bulletin board where we added pictures of our students participating in these actions during the week. Throughout Bullying Awareness week used the "We are a School of Dignity and Respect" message and talked about what that means on our daily announcements and in classroom conversations dealing with the golden rule of treating others as you would like to be treated. All staff also continued to promote our philosophy that "Glen Allan is a school of dignity and respect, so walk the talk and practice what you preach and show the world how great Glen Allan students are". This will continue to be reinforced as discipline issues arise at the school and we will also incorporate it into our catching students doing the right thing positive behavior program. The librarian also focused her class reads on promoting positive behavior and taking responsibility for your actions. Kindness spot stickers were distributed to all teachers and EAs so they could issue to students they see doing and promoting positive behavior around the school. Positive playground messaging was added to our announcements over the week. (http://www.edutopia.org/discussion/kindness-game-activity)</p>
JMW	<p><u>Art project</u> - Each student traced out their hand on coloured paper and then identified 5 ways (modify as needed for younger grades) they can Lend a Hand to support positive behaviour (stop bullying if you prefer) at our school. We put these up all together on a bulletin board by Friday.</p> <p><u>Phys. Ed.</u> – Cooperative games - you may find these websites helpful: https://thephysicaleducator.com/game_category/cooperation/ http://www.mrgym.com/CooperativeGames.htm http://www.teachhub.com/6-awesome-cooperative-classroom-games</p> <p><u>Writing</u> – Our monthly writing prompt supports the idea of "Being Uniquely You" What makes you unique? What are some things about you that make you an individual? How can you use your uniqueness to make the world a better place? What can you do to set a good example for others to be kind? How does it make you feel when you show kindness to others.</p> <p><u>Reading</u> – We featured some books with positive messaging for our shared reading period.</p> <p><u>Circles</u> – We featured the idea of Being Uniquely You, and how we should celebrate differences. https://www.youtube.com/watch?v=nwAYpLVyeFU – Kindness Boomerang https://www.youtube.com/watch?v=daDix4ne8a8 – Yes I Can- hockey spirit video</p>

	Friday Theme Day – “Be Someone’s Superhero” dress up as a Superhero day.
LLR	<p>Lakeland Ridge School had a Grade 8 Saffron Presentation on Internet Awareness leading up to Bullying Awareness & Prevention Week. The presentation focused on the topics such as cyber bullying and harassment. Resources on internet safety were shared with parents and/or guardians following the presentation.</p> <p>Lakeland Ridge School Grade 7 Leadership promoted “Kindness is Cool” campaign. Students created a balloon arch with positive affirmations that greeted students back to school on Monday morning. The Leadership group also created posters, writing positive affirmations, creating a Chain of Compassion, organizing a kindness photo booth and promoting a theme day.</p> <p>Daily activities and resources that focus on promoting Kindness were shared with teachers and students in all Grades https://docs.google.com/presentation/d/1qe9D-1LktrLuHVKCrRVbGm1Pf38Y4wj48U6SsYFuIbA/edit#slide=id.g46bd83ab2c_0_58</p>
LME	<p>We used the Seven Grandfather Teachings to talk about being a good person and treating people well (Humility, Bravery, Honesty, Wisdom, Truth, Respect, Love). Each day, we made a morning announcement about an animal that represents each teaching and gave a description about what this teaching tells us about how to walk well in the world. Then, we asked each teacher to use common videos and stories in their classroom that touch on that specific teaching each day. We also have included 7 Teachings Yoga each day that teachers are embedding into their recess and PE time. This plan coincides with our Literacy Day at Lamont Elementary on November 21st, when Cheryl Devin is coming in to run a “Campfire Tales” session where students are told oral stories about the 7 teachings. This gave us even more opportunities to explore the 7 teachings and what it means to our students. We focused on positive action and strong character, rather than on a deficit-based model of “what not to do”, in an effort to teach children how to interact with the world around them using Indigenous wisdom.</p>
LHS	<p>We did a flip on Random Acts of Kindness, by having students and teachers identify students who have done a kind act for them. The person receiving the kind act fills out a “Kindness Superstar” form which is displayed on a bulletin board identifying the kind person and the act of kindness. We had a very full board by the end of the week.</p>
MHV	<p>In classes, we read books throughout the week and discussed the differences between bullying and teasing. Discussed when to tell an adult about being teased and bullied. Brainstormed ways to prevent bullying.</p> <p>Daily announcements during bullying prevention week explaining the difference between bullying, conflict, and a mean moment.</p> <p>Social Studies curriculum- learning about uniqueness, accepting differences, learning to exist in groups- sharing, caring, empathy, etc.</p> <p>Reading visual texts, and discussions on different types of bullying, and steps to take to prevent or mitigate it.</p>

	<p>Reading books, acting out mini skits that show bullying vs. teasing and a paper activity that shows the lasting impacts of bullying.</p> <p>Author skype session about bullying, differences between bullying and teasing</p> <p>The students created a Hashtag Banner that we put up in the hall. We performed skits in the class on reacting to difficult people and discussed Bully Vs Teasing poster.</p> <p>Song: "Don't Laugh at Me" - Picture Book, Youtube video</p>
MUN	<p>Monday - Class brainstorming activity: <i>What makes me feel safe at school?</i> Creating criteria (post this learning) outside classroom in hallway Staff: Start ticketing students caught doing positive things with positive referrals</p> <p>Tuesday - Grade 4-8 Class discussion: <i>The importance of being an upstander vs a bystander</i> (encouraging, empathy, empowerment) – using the restorative circle model https://www.youtube.com/watch?v=Ufs8cKyzLvg&feature=youtu.be (background for teachers) <i>Art and education</i>: Grade 1-3 – Draw a picture to demonstrate how they can stop bullying on the playground (please post in student entrances)</p> <p>Wednesday - Div 1 - Constable Lappa meeting to check in with students about the lessons they are learning in the WITS program Div 2 and 3 - Ms. Moen to share a story and some strategies</p> <p>Thursday - <i>Class slogan</i>: All classes work on a slogan about being on our school team – not being a bully. Please post your classroom banner</p> <p>Friday - <i>Jersey Day</i>: <i>We are a team that takes care of one another</i> . If they don't have a jersey, they can wear purple.</p> <p>During the week: Toast a good friend/ a new friend</p> <p>Students get to have some toast with a friend while they do some reading in the school canteen area</p> <p>Tuesday (ECS and Grade 1 AM / Grade 7-8 – PM) Wednesday (Grade 4/5) Thursday (Grade 5/6) Friday (Grade 3)</p> <p>The bread was donated by COBBS. Please check for allergies, etc. You can do this activity at your leisure. Bill will assist. You can move within this framework to meet your needs.</p> <p>Background information: https://www.prevnet.ca/bullying/educators</p>
NSO	<p>Monday: Positive sticky notes and quotes throughout the school.</p> <p>Tuesday: Spreading kindness - handed out hot chocolate with a message of kindness on the cups (borrowing this idea from BFH)</p>

	<p>Wednesday: Recognized Transgender Day of Remembrance.</p> <p>Thursday: Round table discussions regarding school culture/kindness as bully prevention, poster display, sharing circle. Hot lunch shared together</p>
PNE	<p>Pine Street School is fostering a school climate on the Seven Sacred Teachings. School climate is developed throughout the year. For example, our administrator, Principal Shelby Hines read a book focusing on the Seven Sacred Teachings to all classes.</p> <p>For Bully Prevention week, we continued to foster our school climate. We invited our Parents As Partners to write about the things Pine Street does well in the front foyer of our school.</p> <p>Students were invited to participate in an activity in their classroom, “We are.....” focusing on the things they see every day in the building that help them recognize all the good things that happen at Pine Street.</p> <p>A wall in the main hallway is dedicated to post each classes’ ideas.</p> <p>Bulletin boards have been made to emphasize who we are and what we collectively are responsible for.</p> <p>Daily announcements occurred with a kindness quote, where classrooms were invited to discuss what the quote means in relation to Pine Street.</p> <p>The article, The best ways to prevent bullying in schools, sent by Tracy Muth was shared at the staff meeting, along with two other Canadian articles. All articles support social climate as the key for building a strong, resilient, kind environment.</p>
RHJ	<p>This is Kindness Matters week at RHJ. Digital Media Elective students made some posters to put up around the school and the daily announcement and quotes were attached to the posters, so they are visible at all times.</p> <p>Students were asked to share their stories of kindness in action (either by them, something they witnessed or a kindness shown to them). These were shared on the posters and some were shared on the announcements.</p> <p>Before the November break, our Me To We group spread positive affirmations and messages on post it notes around the school and on student lockers.</p> <p>Later in the week, we challenged students to share who inspires them to be a better human being and why.</p> <p>We hosted two Saffron Sessions, one for our grade 8’s and one for the 9’s, the 9th of December.</p>
SAL	<p>Announcements and activities for each day.</p> <p>We believe.... Banner signed by students and staff throughout the week. Short video(s) for all classes to introduce the week. Transgender Day of Remembrance. Positive sticky notes on every student’s locker. Culminating day of Pink on last day. Photos with We Believe banner.</p>
SWH	<p>Throughout the week:</p> <ul style="list-style-type: none"> · A display in the library with fiction and non-fiction literature that relate to the topic of bullying · Themed videos during block 3

	<ul style="list-style-type: none"> · Exceptionally Kind Students nominations- Teachers nominated students for a prize. Students made recommendations of peers to their teachers. · Class discussions <p>Monday: Leadership 8 students toured classrooms to present about what is happening this week.</p> <p>Tuesday: Kind statement and compliments on hallway bulletin boards</p> <p>Wednesday: Hats and Team Wear Day</p> <p>Thursday: Prizes for Exceptionally Kind Students</p> <p>Friday: School-wide Art Project</p>
SCE	<p>Safe and Caring Schools Presentations to each classroom throughout the week. Each grade had a unique presentation that builds on what was discussed the previous year. We emphasize 'The Golden Rule', how to be resilient in the face of teasing, we define what bullying is and what bullying isn't, and what to do when a student is facing bullying. Various object lessons are used throughout the presentations to make the central message memorable.</p>
SCS	<p><u>Monday</u></p> <ol style="list-style-type: none"> 1. You Tube Video - Safe Schools Alert: What Is Bullying? (?) https://www.youtube.com/watch?v=zUAbAKee0Cw 2. With students, go over what is Bullying? <ol style="list-style-type: none"> a. Bullying is Repetitive, Intentional and Mean 3. In small groups or as a class, brainstorm ways you can make bullying stop Talk about bullying happening when there is an imbalance of power. <ol style="list-style-type: none"> a. If you have a lot of power in the group, you can tell the bully to stop. b. If you have less power, you can just say something nice about the victim (if the group is talking about them). c. Another move for the less powerful person, would be to change the subject. d. If you have very little power in the group, you can tell a trusted Adult, privately. 4. Watch Anna's Video (Anna Radford made a short film last year and we have her permission to show it to your classes) https://drive.google.com/file/d/1qdpniCAgAyyAZfBR0IFNOjInLeXs9Ez6/view <p><u>Tuesday</u></p> <p>What is Empathy: If we can know how someone else feels, we are less likely to bully.</p> <ol style="list-style-type: none"> 1. Watch a video on Empathy - YouTube - Empathy: The Human Connection to Patient Care https://www.youtube.com/watch?v=cDDWvj_q-o8 2. Talk about what it's like to put yourself in someone's shoes. Discuss how we don't know what people are going through and showing some understanding is key.



<https://www.flickr.com/photos/123889886@N02/15071711355>

Wednesday

Creating a positive environment in our school

1. Watch the video Senior High: You Tube - What is Kindness? Teens Respond
https://www.youtube.com/watch?v=QO7_WX-gyVU
Junior High: You Tube- Kid president's: 20 Things We should Say more often
<https://www.youtube.com/watch?v=m5yCOSHeYn4>
2. Have students do a web on your white board, suggesting things we can say to each other to lift people up. Talk about how Jesus sees us, even when we may not be feeling it, we need to know that His truth about us is always the same.
3. Please keep the words up for the remainder of this week, or for the day.

Thursday

Positive Comments

1. Symond's Lead 9 students visited each classroom and lead an activity on encouraging each other. Teachers were to help them lead this.
Check out this link to see who will be leading your class.
<https://docs.google.com/document/d/1giu4Q2zFBMh-88Gt6SuUveKCq-0gf-WN9rSyCDOmvs/edit>
2. Lead 9 read through each piece of paper and returned them to homeroom teachers. Teachers then distributed them back to the student it belongs to.

Friday

Bullying Supports

1. Reach Out - Speak Out - Encourage students to reach out to an adult they trust. Feel free to discuss any personal stories (teachers).
2. Bullying Helping (24 hr) 1-888-456-2323
3. Watch You Tube - How to Stop a Bully
<https://www.youtube.com/watch?v=7oKjW1Oljuw>

SPS	Classroom visits - focus on bystanders in Middle School; Cyberbullying information distributed. Youtube videos shared.
UNC	Kindness is Catchy: <i>Change Starts With Us</i> . Below is the link to the Anti-Bullying Alliance resource that has complete lesson plans for elementary and a good video.

	<p>https://www.anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2019-change-starts-us</p> <p>Teachers shared the following video as a good way to start the week on Tuesday by showing students how they can use kindness to help others and reduce bullying: https://www.anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2019-change-starts-us</p> <p>On Wednesday and Friday, School Counsellor, Mrs. Graziano, visited classrooms and read the following book: <i>Each Kindness</i> by Jacqueline Woodson. Classroom discussions focused on what the students in the storybook could have done differently to show kindness to the new student. Students wrote on a heart an act of kindness they have experienced (either giving or receiving). Teachers collected these hearts in a jar or box (it can be called a Kindness jar/box) over the week. Hearts were reviewed throughout the week by reflecting on the “ripple effects” of kind acts and to celebrate the kindness expressed by our students. The importance of kindness and creating a safe and caring school continues to be emphasized throughout the school year.</p> <p>Friday was ODD SOCK Day to encourage students/staff to express themselves and celebrate their individuality and what makes us all unique!</p>
VJS	<p>Monday: Leadership 9 students doing 10-minute presentations in Block 3 & 4 classes</p> <p>Tuesday: Anti-bullying Awareness Quiz for all students in Block 1. Students with 100% get a prize from the Wellness Corner</p> <p>Wednesday: Pajama and ODD SOCK day. Students wearing 2 different socks got a prize from the Wellness Corner.</p> <p>Thursday: Positive Affirmations and Hot Chocolate from the Wellness Corner.</p> <p>Friday: Board Games Cafe in the Art room at lunch.</p> <p>Teachers nominated kind students throughout the week for recognition and a prize.</p>
WHF	<p>We approached this week from an Indigenous worldview and used the book <i>Seven Sacred Teachings</i> by David Bouchard. Each day we focused on one or two animals and the character quality they can teach us. Students interacted with each lesson with a variety of responses, all with the goal of building and promoting a safe and caring school community.</p>
WBO	<p>At Westboro, our goal is to create a safe and caring school throughout the school year by building and celebrating our school community. On Monday, teachers reminded students of how proud we are of the hard work and determination students accomplished in order to fill our November <i>Westboro Warrior Challenge</i>. The entire school filled a Marble Jar by receiving a marble for every act of kindness they performed. Following the challenge, students celebrated teamwork, community work, and compassion by participating in a Hockey Hooky fieldtrip. Similar challenges will continue throughout the year.</p> <p><i>Kindness is Catchy</i> classroom presentations were conducted over the next 2 weeks. Students completed hearts for every act of kindness they receive or initiate. A bulletin board displayed the rippling effect of showing kindness.</p>

	<p>On Thursday, WBO students participated in cross-grade community building circles. Older students guided younger grades in team building games and to promote positive relationships.</p> <p>Teachers created a writing lesson on how to foster resiliency.</p> <p>Buddy program during recess: older grades guide younger grades through games to create a connected school community.</p>
WFG	<p>To recognize and celebrate being kind in our school we contributed to a "Lending a Hand" wall. Every student will complete one, they will write kind messages on the hands as they will be displayed in the hall.</p> <p>Kindness quotes will be posted on the tv as well as books will be on display and available to take out in the library.</p> <p>Daily announcements will feature kindness.</p>
WBF	<p>Saffron Presentations - Nov.19 Health Lessons focused on Seven Sacred Teachings Administrator Drop in Reading - focus on literacy dealing with friendship and making good choices Announcements - Seven Sacred Teachings Put a Cap on Bullying - Nov.22</p>
WYE	<p>Focus on Kindness - Kindness books available in the classrooms and Learning Commons. Build Others Up by Being Kind. Leader In Me - Focus on Kindness Health Lessons - Focus on Kindness Daily Announcements on Kindness</p>



INFORMATION REPORT

DATE: Dec. 19, 2019

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Unaudited Financial Report for Sept. 1, 2019 to Nov. 30, 2019

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Shirley Hagen, Director, Financial Services
Leah Lewis, Assistant Director, Financial Services
Sandy Vallee, Accountant, Financial Services

REFERENCE: Policy 2, Role of the Board

EIPS PRIORITY: Enhance high quality learning and working environments.

EIPS GOAL: Quality infrastructure for all.

EIPS OUTCOME: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

ISSUE:

That the Board of Trustees receive for information the Unaudited Financial Report for the period Sept. 1, 2019 to Nov. 30, 2019 for Elk Island Public Schools.

BACKGROUND:

Policy 2, Role of the Board, Section 8, Fiscal Accountability, establishes that the Board of Trustees will monitor the fiscal management of the Division through receipt of quarterly variance analysis.

CURRENT SITUATION OR KEY POINT:

Financial Services has prepared an unaudited financial report for the three-month period ended Nov. 30, 2019. This report compares current results to the fall budget, and does not include School Generated Funds. Notes are provided for any year-to-date variances exceeding five per cent of budget and \$75,000.

As of Nov. 30, 2019, the Division has an overall operating deficit of \$336,000. Revenue and expense variances are detailed in the First Quarter Report 2019-20.

ATTACHMENT:

1. First Quarter Report 2019-20



Your Future in **MIND** ●

**First
Quarter
Report**

2019-20

This document includes the Financial Statements of Elk Island Public Schools for the period September 1, 2019 to November 30, 2019 and variance notes to these statements.

**Report to the
Board of Trustees**

December 19, 2019

This information has not been audited.

Elk Island Public Schools
Highlights
For The Three Month Period Ended November 30, 2019
(excluding School Generated Funds)

CURRENT RESULTS

\$336,000 DEFICIT

\$7,958,000 deficit budgeted for year end, resulting in:

\$2,450,000 Year to Date Variance

The variance is comprised of:

Revenue less than budget	\$ (559,000)
Spending less than budget	
Schools	\$ 1,781,000
Central Services	\$ 638,000
Infrastructure, Maintenance, and Renewal	<u>\$ 590,000</u>
Year to Date Variance	<u>\$ 2,450,000</u>

First Quarter Results for Prior Year 2018-19:

\$273,000 surplus

\$1,792,000 budget variance

REVENUES ARE

1% ↓ \$559,000
below Budget

Significant Variances:

Infrastructure Maintenance and Renewal spending is \$590,000 below budget. These projects do not follow a uniform spending pattern over the year and typically have significant costs incurred when schools are not open to students. This grant revenue is recognized to match expenses as they are incurred.

There are no other significant revenue variances for the first quarter.

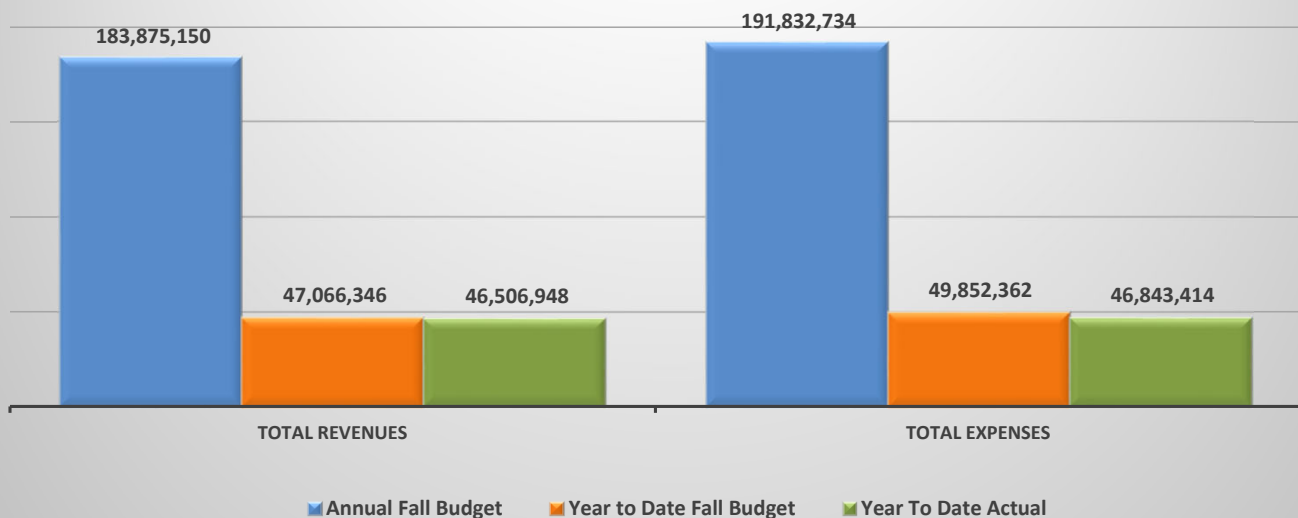
EXPENSES ARE

6% ↓ \$3,009,000
below Budget

Significant Variances:

Standard Cost Conversion is showing a significant surplus. Based on historical results, this surplus will lower throughout the year as salary costs stabilize.

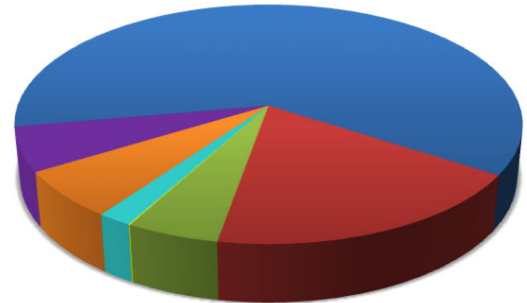
EIPS Revenue & Expenses (excluding SGF)



Elk Island Public Schools
Revenue & Expense Analysis (excluding SGF)
For The Three Month Period Ended November 30, 2019

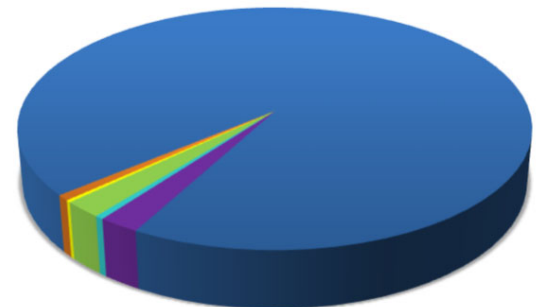
Revenues by Object

	\$	%
Base Funding	28,826,280	62.0%
Differential Cost Funding	8,633,967	18.5%
Transportation	2,389,305	5.1%
IMR	28,449	0.1%
Other AB ED	889,427	1.9%
Teacher Pensions	2,955,648	6.4%
Other (not AB ED)	2,783,872	6.0%
\$	46,506,948	100.0%



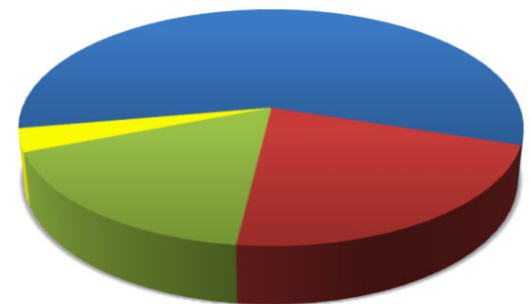
Revenues by Source

	\$	%
Alberta Education	43,723,076	94.0%
Alberta Infrastructure	1,065,285	2.3%
Other Govt of Alberta	221,633	0.5%
Fees	1,024,238	2.2%
Sales and Services	130,361	0.3%
Other	342,355	0.7%
\$	46,506,948	100.0%



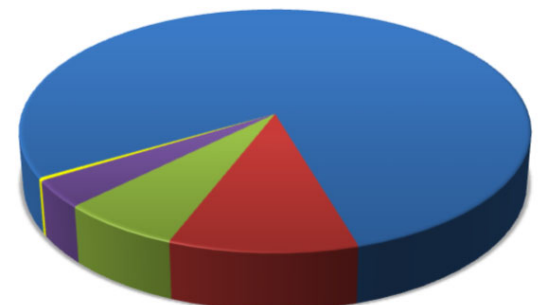
Expenses by Object

	\$	%
Certificated Salaries & Benefits	27,068,980	57.7%
Classified Salaries & Benefits	10,246,105	21.9%
Services, Contracts & Supplies	8,051,208	17.2%
Capital & Debt Services	1,477,121	3.2%
\$	46,843,414	100.0%



Expenses by Program

	\$	%
Instruction (excluding SGF)	36,878,420	78.8%
Plant Operations & Maintenance	4,939,520	10.5%
Transportation	3,150,202	6.7%
Board and System Administration	1,707,525	3.6%
External Services	167,747	0.4%
\$	46,843,414	100.0%



Elk Island Public Schools
Statement of Revenues and Expenses
For The Three Month Period Ended November 30, 2019

Annual Budget		Year to Date		
Spring	Fall	Fall Budget	Actual	Variance

REVENUES

Alberta Education	\$ 183,658,716	\$ 175,456,242	\$ 44,270,700	\$ 43,723,076	\$ (547,624)
Alberta Infrastructure	-	4,931,362	1,065,285	1,065,285	-
Other Government of Alberta	1,690,029	850,364	225,138	221,633	(3,505)
Other Alberta School Authorities	155,684	155,684	121,718	53,263	(68,455)
Fees	1,089,000	1,103,000	1,020,250	1,024,238	3,988
Other Sales and Services	466,703	460,958	118,983	130,361	11,378
Investment Income	325,000	299,000	74,748	115,319	40,571
Gifts and Donations	404,820	381,082	110,160	117,427	7,267
Rental of Facilities	240,857	237,458	59,364	56,346	(3,018)
Sub-Total (excluding SGF)	188,030,809	183,875,150	47,066,346	46,506,948	(559,398)
School Generated Funds (SGF)	7,527,117	7,497,765			
	<u>195,557,926</u>	<u>191,372,915</u>			

EXPENSES BY OBJECT

Certificated Salaries & Benefits	109,328,464	109,753,864	27,925,903	27,068,980	856,923
Classified Salaries & Benefits	37,426,182	37,831,243	10,793,535	10,246,105	547,430
Services, Contracts & Supplies	35,601,940	37,086,853	9,640,583	8,051,208	1,589,375
Capital & Debt Services	7,207,091	7,160,774	1,492,341	1,477,121	15,220
Sub-Total (excluding SGF)	189,563,677	191,832,734	49,852,362	46,843,414	3,008,948
School Generated Funds (SGF)	7,527,117	7,497,765			
	<u>197,090,794</u>	<u>199,330,499</u>			

Operations Surplus/(Deficit)	<u>\$ (1,532,868)</u>	<u>\$ (7,957,584)</u>	<u>\$ (2,786,016)</u>	<u>\$ (336,466)</u>	<u>\$ 2,449,550</u>
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EXPENSES BY DECISION UNIT					
Schools (Pages 6 and 7)	\$ 132,451,963	\$ 133,677,198	\$ 35,246,764	\$ 33,465,142	\$ 1,781,622
Central Services (Page 9)	57,111,714	58,155,536	14,605,598	13,378,272	1,227,326
	<u>189,563,677</u>	<u>191,832,734</u>	<u>\$ 49,852,362</u>	<u>\$ 46,843,414</u>	<u>\$ 3,008,948</u>
School Generated Funds (SGF)	7,527,117	7,497,765			
	<u>\$ 197,090,794</u>	<u>\$ 199,330,499</u>			

EXPENSES BY PROGRAM					
Instruction (excluding SGF)	\$ 147,155,961	\$ 148,451,525	\$ 38,839,716	\$ 36,878,420	\$ 1,961,296
Operations & Maintenance	23,999,514	24,734,991	5,922,945	4,939,520	983,425
Transportation	11,050,285	11,251,918	3,264,615	3,150,202	114,413
Board and System Administration	6,548,850	6,588,628	1,590,612	1,707,525	(116,913)
External Services	809,067	805,672	234,474	167,747	66,727
	<u>189,563,677</u>	<u>191,832,734</u>	<u>\$ 49,852,362</u>	<u>\$ 46,843,414</u>	<u>\$ 3,008,948</u>
School Generated Funds (SGF)	7,527,117	7,497,765			
	<u>\$ 197,090,794</u>	<u>\$ 199,330,499</u>			

Elk Island Public Schools
Statement of Revenues (excluding SGF)
For The Three Month Period Ended November 30, 2019

	Annual Fall Budget	Year to Date				Note Reference
		Fall Budget*	Actual	Variance (\$)	Variance (%)	
ALBERTA EDUCATION						
Base Funding						
Early Childhood Services	\$ 4,786,076	\$ 1,196,517	\$ 1,196,517	\$ -	-	
Base Instruction (Gr 1-9)	79,709,934	19,927,482	19,927,755	273	0%	
Base Instruction (Gr 10-12)	28,946,396	7,236,600	7,194,159	(42,441)	(1%)	
Home Education	33,416	8,355	8,355	-	-	
One-Time Transition Funding	3,369,800	842,451	842,451	-	-	
System Administration Reduction	(800,236)	(342,957)	(342,957)	-	-	
	<u>116,045,386</u>	<u>28,868,448</u>	<u>28,826,280</u>	<u>(42,168)</u>	<u>(0%)</u>	
Differential Cost Funding						
Plant Operations & Maintenance	13,322,622	3,330,657	3,330,657	-	-	
Inclusive Education	10,261,631	2,565,408	2,565,408	-	-	
Program Unit Funding	4,972,621	1,412,388	1,412,388	-	-	
Equity of Opportunity	1,914,203	478,551	478,551	-	-	
Socio-Economic Status	1,374,189	343,548	343,548	-	-	
Small School by Necessity	172,928	43,233	43,233	-	-	
First Nations, Métis and Inuit	1,242,896	310,725	310,725	-	-	
English as a Second Language	385,828	96,456	96,456	-	-	
Outreach Programs	188,918	47,229	47,229	-	-	
Hutterite Colony Funding	23,083	5,772	5,772	-	-	
	<u>33,858,919</u>	<u>8,633,967</u>	<u>8,633,967</u>	<u>-</u>	<u>-</u>	
Transportation Funding	9,653,309	2,413,326	2,389,305	(24,021)	(1%)	
Infrastructure Maintenance and Renewal	2,474,316	618,579	28,449	(590,130)	(95%)	A
Other						
Regional Collaborative Service Delivery	1,073,531	268,383	294,417	26,034	10%	
Lease Support	651,746	162,936	162,936	-	-	
Secondments	1,118,152	321,051	321,051	-	-	
SuperNet	393,600	98,400	98,400	-	-	
Institutional Programs	365,565	91,392	83,964	(7,428)	(8%)	
French Language Funding	126,895	31,725	31,725	-	-	
CTS Bridge to Certification	34,251	10,275	1,891	(8,384)	(82%)	
Odyssey Languages Assistant Program	25,000	6,249	9,625	3,376	54%	
School Nutrition Program	166,000	49,800	28,617	(21,183)	(43%)	
Dual Credit Programming	52,035	13,008	-	(13,008)	(100%)	
LAPP Adjustment	(416,784)	(178,623)	(178,623)	-	-	
	<u>3,589,991</u>	<u>874,596</u>	<u>854,003</u>	<u>(20,593)</u>	<u>(2%)</u>	
Supported Amortization	334,321	35,424	35,424	-	-	
Teacher Pensions	9,500,000	2,826,360	2,955,648	129,288	5%	
TOTAL ALBERTA EDUCATION	<u>175,456,242</u>	<u>44,270,700</u>	<u>43,723,076</u>	<u>(547,624)</u>	<u>(1%)</u>	
Alberta Infrastructure	4,931,362	1,065,285	1,065,285	-	-	
Other Government of Alberta	850,364	225,138	221,633	(3,505)	(2%)	
Other Alberta School Authorities	155,684	121,718	53,263	(68,455)	(56%)	
Fees	1,103,000	1,020,250	1,024,238	3,988	0%	
Other Sales and Services	460,958	118,983	130,361	11,378	10%	
Investment Income	299,000	74,748	115,319	40,571	54%	
Gifts and Donations	381,082	110,160	117,427	7,267	7%	
Rental of Facilities	237,458	59,364	56,346	(3,018)	(5%)	
	<u>8,418,908</u>	<u>2,795,646</u>	<u>2,783,872</u>	<u>(11,774)</u>	<u>(0%)</u>	
TOTAL REVENUES	<u>\$ 183,875,150</u>	<u>\$ 47,066,346</u>	<u>\$ 46,506,948</u>	<u>\$ (559,398)</u>	<u>(1%)</u>	

*Year to Date Fall Budget is allocated by month to match expected revenue patterns.

**Elk Island Public Schools
Revenue Notes
For the 3 Month Period Ended November 30, 2019**

A. Infrastructure Maintenance Renewal (IMR)

Revenue has been recognized to match IMR project expenses incurred to November 30, 2019.

IMR expenses do not follow a uniform spending pattern as projects at schools are scheduled at different times throughout the year. Also, due to the late budget announcement, work on IMR projects did not begin until early November.

The revenue variance is offset by an equal variance in expenses, resulting in no impact to the bottom line.

Elk Island Public Schools
Detailed Expenditures - Schools (Page 1)
For The Three Month Period Ended November 30, 2019

	Annual Fall Budget	Year to Date				<i>Note Reference</i>
		Fall Budget*	Actual	Variance (\$)	Variance (%)	
Sector 1 - Sherwood Park						
Bev Facey Community High	\$ 7,420,302	\$ 2,217,708	\$ 2,220,994	\$ (3,286)	(0%)	
Brentwood Elementary	3,165,169	947,503	919,308	28,195	3%	
Clover Bar Junior High	2,479,338	743,394	730,067	13,327	2%	
Davidson Creek Elementary	3,443,921	1,030,847	1,007,002	23,845	2%	
École Campbelltown	3,218,563	961,965	935,189	26,776	3%	
F.R. Haythorne Junior High	4,263,115	1,277,664	1,257,498	20,166	2%	
Glen Allan Elementary	2,536,882	758,363	745,853	12,510	2%	
Lakeland Ridge	4,577,957	1,362,458	1,303,241	59,217	4%	
Mills Haven Elementary	3,004,910	899,788	847,161	52,627	6%	
Pine Street Elementary	2,872,531	862,665	794,100	68,565	8%	
Salisbury Composite High	7,179,071	2,155,418	2,181,610	(26,192)	(1%)	
Sherwood Heights Junior High	3,637,827	1,088,115	1,063,239	24,876	2%	
Strathcona Christian Academy Elementary	3,557,449	1,067,636	1,041,008	26,628	2%	
Strathcona Christian Academy Secondary	3,831,937	1,146,517	1,136,555	9,962	1%	
Wes Hosford Elementary	2,880,030	865,208	840,301	24,907	3%	
Westboro Elementary	2,913,952	876,008	841,822	34,186	4%	
Woodbridge Farms Elementary	2,439,689	730,753	704,352	26,401	4%	
	<u>63,422,643</u>	<u>18,992,010</u>	<u>18,569,300</u>	<u>422,710</u>	<u>2%</u>	
Sector 2 - Strathcona County						
Ardrossan Elementary	3,391,758	1,018,586	991,030	27,556	3%	
Ardrossan Junior Senior High	5,053,867	1,511,949	1,528,515	(16,566)	(1%)	
Fultonvale Elementary Junior High	3,166,970	949,521	942,451	7,070	1%	
Uncas Elementary	1,472,764	440,952	388,636	52,316	12%	
Wye Elementary	2,358,364	705,300	672,917	32,383	5%	
	<u>15,443,723</u>	<u>4,626,308</u>	<u>4,523,549</u>	<u>102,759</u>	<u>2%</u>	
Sector 3 - Fort Saskatchewan						
Castle (Scotford Colony)	207,225	61,530	59,376	2,154	4%	
École Parc Élémentaire	2,292,892	687,752	676,200	11,552	2%	
Fort Saskatchewan Christian	2,792,899	838,661	815,375	23,286	3%	
Fort Saskatchewan Elementary	2,494,855	746,600	702,845	43,755	6%	
Fort Saskatchewan High	3,178,690	946,840	896,933	49,907	5%	
James Mowat Elementary	2,482,051	741,722	708,907	32,815	4%	
Rudolph Hennig Junior High	3,087,449	923,855	909,523	14,332	2%	
SouthPointe School	3,287,602	986,077	937,215	48,862	5%	
Win Ferguson Elementary	2,846,809	854,776	813,804	40,972	5%	
	<u>22,670,472</u>	<u>6,787,813</u>	<u>6,520,178</u>	<u>267,635</u>	<u>4%</u>	
Sector 4 - Lamont County						
Andrew School	961,553	289,370	285,726	3,644	1%	
Bruderheim School	1,198,722	361,123	349,834	11,289	3%	
Lamont Elementary	2,450,064	730,055	703,879	26,176	4%	
Lamont High	2,304,306	691,009	678,375	12,634	2%	
Mundare School	1,480,572	446,295	415,816	30,479	7%	
	<u>8,395,217</u>	<u>2,517,852</u>	<u>2,433,630</u>	<u>84,222</u>	<u>3%</u>	
Sector 5 - County of Minburn						
A.L. Horton Elementary	2,420,963	723,890	696,143	27,747	4%	
Pleasant Ridge Colony	95,003	28,164	27,377	787	3%	
Vegreville Composite High	2,875,309	858,664	848,698	9,966	1%	
	<u>5,391,275</u>	<u>1,610,718</u>	<u>1,572,218</u>	<u>38,500</u>	<u>2%</u>	

Elk Island Public Schools
Detailed Expenditures - Schools (Page 2)
For The Three Month Period Ended November 30, 2019

	Annual Fall Budget	Year to Date				Note Reference
		Fall Budget*	Actual	Variance (\$)	Variance (%)	
Supports For Students - Schools						
Early Learning	3,321,296	879,324	609,530	269,794	31%	A
Mental Health Capacity Building	225,061	56,265	56,991	(726)	(1%)	
Regional Collaborative Service Delivery	1,015,214	253,812	279,837	(26,025)	(10%)	
Specialized Supports	366,409	91,602	75,360	16,242	18%	
School Nutrition Program	166,000	49,800	28,617	21,183	43%	
Partners 4 Science	164,284	49,287	53,379	(4,092)	(8%)	
	<u>5,258,264</u>	<u>1,380,090</u>	<u>1,103,714</u>	<u>276,376</u>	<u>20%</u>	
Other						
Elk Island Youth Ranch Learning Centre	340,807	101,346	99,191	2,155	2%	
Next Step Continuing Education - Credit	510,231	150,807	82,389	68,418	45%	
Next Step Home Education/Centre for Education	145,357	40,371	35,228	5,143	13%	
Next Step Outreach	2,306,010	668,112	646,162	21,950	3%	
Ardrossan Elementary - Replacement	10,437	2,610	719	1,891	72%	
Davidson Creek Elementary- Start Up	30,944	7,737	19,657	(11,920)	(154%)	
Heritage Hills Elementary - Start Up	335,717	85,059	-	85,059	100%	B
Other School Allocations	(211,099)	(47,757)	261,532	(309,289)	648%	C
Conversion (10 mo. To 12 mo.)	-	(4,564,472)	(4,393,449)	(171,023)	4%	
Standard Cost Conversion	600,000	180,000	(840,917)	1,020,917	567%	D
Teacher Pensions	9,027,200	2,708,160	2,832,041	(123,881)	(5%)	
	<u>13,095,604</u>	<u>(668,027)</u>	<u>(1,257,447)</u>	<u>589,420</u>	<u>(88%)</u>	
Total School Sites	<u>\$ 133,677,198</u>	<u>\$ 35,246,764</u>	<u>\$ 33,465,142</u>	<u>\$ 1,781,622</u>	<u>5%</u>	

*The Year to Date Fall Budget is allocated by month based on the particular school, typically with even spending over ten or twelve months.

**Elk Island Public Schools
Expense Notes – Schools
For the 3 Month Period Ended November 30, 2019**

A. Supports for Students (Schools) – Early Learning

This budget consists of the Program Unit Funding (PUF), Early Childhood Services Mild Moderate and Enhanced Kindergarten programs.

Expenses are below year to date budget for the PUF program and the Mild Moderate program as ongoing assessments will continue to result in additional allocations, and spending will be adjusted correspondingly.

B. Other – Heritage Hills Elementary – Start Up

These expenses reflect school opening costs not covered by Provincial capital funding. Expenses are expected to be incurred over the remaining months of the year.

C. Other – Other School Allocations

The variance relates to the accrual of salaries to the end of November. When salaries are paid in December the individual schools will be charged and the accrual cleared.

D. Other – Standard Cost Conversion

This is comprised of the net conversion between standard costs charged to schools and actual salaries and benefits for school employees. Based on historical results, this surplus will lower throughout the year as salaries stabilize.

Elk Island Public Schools
Detailed Expenditures - Central Services
For The Three Month Period Ended November 30, 2019

	Annual Fall Budget	Year to Date				Note Reference
		Fall Budget*	Actual	Variance (\$)	Variance (%)	
Governance						
Board of Trustees	\$ 539,964	\$ 135,000	\$ 137,790	\$ (2,790)	(2%)	
Education Executive						
Superintendent	769,461	192,372	174,824	17,548	9%	
Communications	544,902	136,227	138,346	(2,119)	(2%)	
	<u>1,314,363</u>	<u>328,599</u>	<u>313,170</u>	<u>15,429</u>	<u>5%</u>	
Supports For Students - Central						
Associate Superintendent	1,185,214	296,307	182,177	114,130	39%	A
Elementary Education	930,805	232,701	194,155	38,546	17%	
Secondary Education	987,137	202,577	170,157	32,420	16%	
Specialized Supports	1,502,041	375,513	364,814	10,699	3%	
	<u>4,605,197</u>	<u>1,107,098</u>	<u>911,303</u>	<u>195,795</u>	<u>18%</u>	
Human Resources						
Associate Superintendent	2,501,784	616,191	591,502	24,689	4%	
Staff Relations & Training	820,421	206,829	143,301	63,528	31%	
Recruitment & Staffing	2,786,222	694,464	682,408	12,056	2%	
	<u>6,108,427</u>	<u>1,517,484</u>	<u>1,417,211</u>	<u>100,273</u>	<u>7%</u>	
Business Services						
Secretary-Treasurer	782,074	195,522	170,846	24,676	13%	
Financial Services	1,746,408	426,849	398,351	28,498	7%	
	<u>2,528,482</u>	<u>622,371</u>	<u>569,197</u>	<u>53,174</u>	<u>9%</u>	
Facility Services						
Facilities	16,319,777	4,056,429	3,742,905	313,524	8%	B
Infrastructure Maintenance and Renewal	2,474,316	618,579	28,449	590,130	95%	C
	<u>18,794,093</u>	<u>4,675,008</u>	<u>3,771,354</u>	<u>903,654</u>	<u>19%</u>	
Information Technologies	5,329,410	1,332,354	1,330,913	1,441	0%	
Student Transportation	11,185,645	3,248,049	3,139,205	108,844	3%	
Next Step Continuing Education - Non-Credit	422,447	105,612	79,884	25,728	24%	
Fiscal Services						
Capital and Debt Services	6,764,417	1,393,254	1,453,253	(59,999)	(4%)	
Teacher Pensions	472,800	118,200	123,607	(5,407)	(5%)	
Other Central Allocations	90,291	22,569	131,385	(108,816)	(482%)	D
	<u>7,327,508</u>	<u>1,534,023</u>	<u>1,708,245</u>	<u>(174,222)</u>	<u>(11%)</u>	
TOTAL CENTRAL SERVICES	<u>\$ 58,155,536</u>	<u>\$ 14,605,598</u>	<u>\$ 13,378,272</u>	<u>\$ 1,227,326</u>	<u>8%</u>	

*The Year to Date Fall Budget is allocated by month based on the particular department, typically with even spending over ten or twelve months.

Elk Island Public Schools
Expense Notes – Central Services
For the 3 Month Period Ended November 30, 2019

A. Supports for Students (Central) – Associate Superintendent

Expenses are below year to date budget within the First Nations Métis Inuit program. Funds are expected to be spent over the remaining months of the year.

B. Facility Services – Facilities

Expenses are below year to date budget primarily due to expenses that do not follow a uniform spending pattern over the course of the year, including snow removal and utility costs. In addition, insurance costs are expected to be higher over the remainder of the year as new coverage premiums came into effect in November.

C. Facility Services – Infrastructure Maintenance & Renewal (IMR)

IMR expenses do not follow a uniform spending pattern as projects at schools are scheduled at different times throughout the year. Also, due to the late budget announcement, work on IMR projects did not begin until early November.

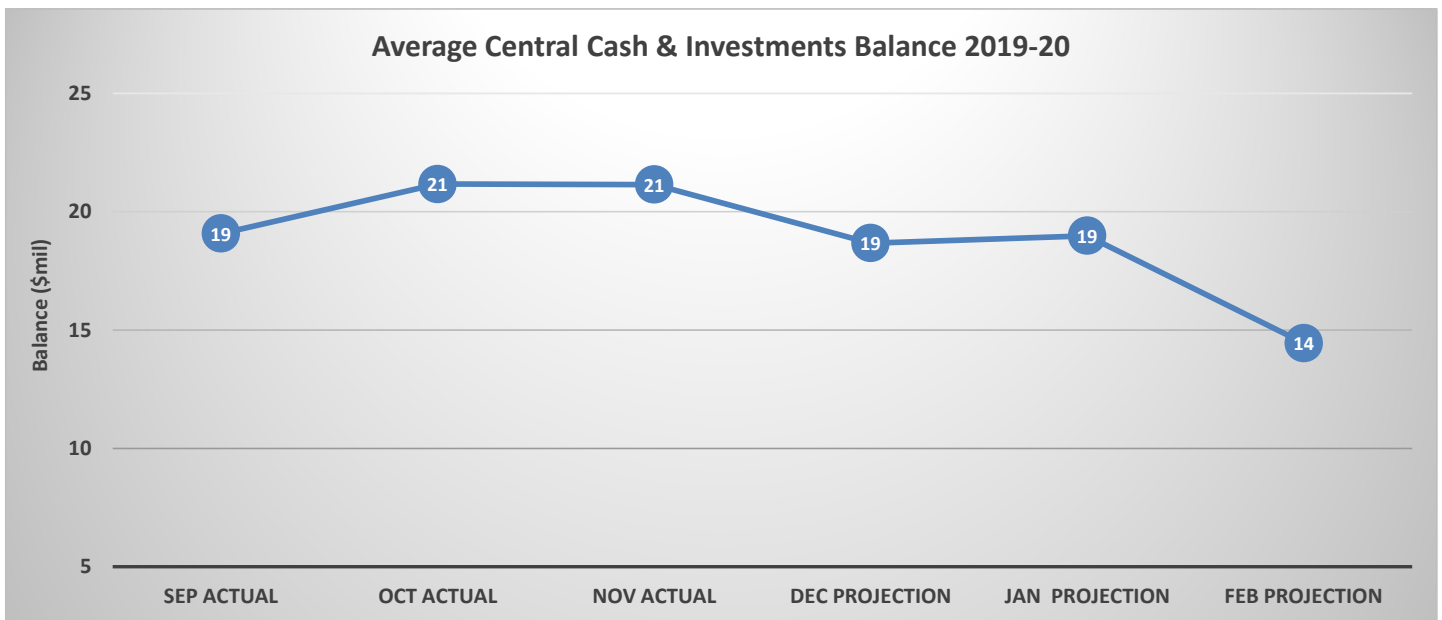
The expense variance is offset by an equal variance in revenue, resulting in no impact to the bottom line.

D. Fiscal Services – Other Central Allocations

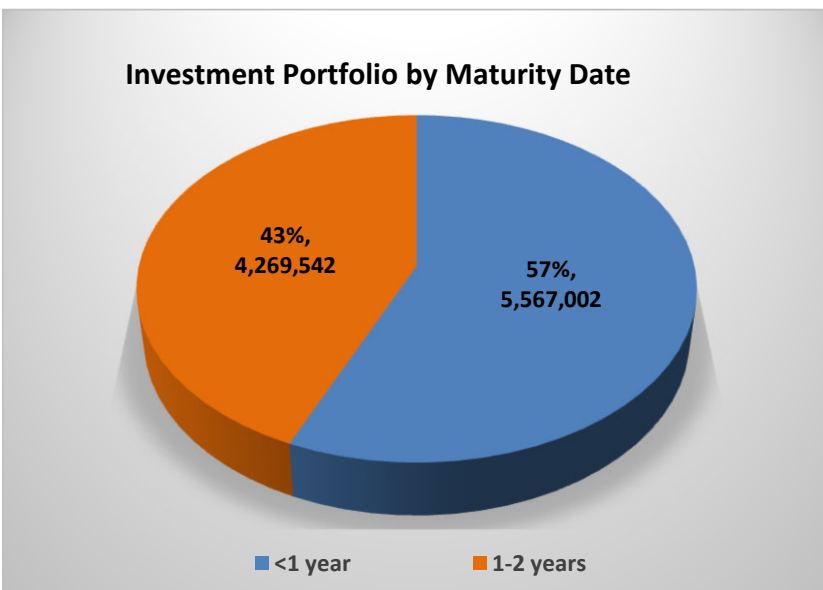
The variance relates to the accrual of salaries to the end of November. When salaries are paid in December the individual departments will be charged and the accrual cleared.

Elk Island Public Schools
Statement of Cash and Investments
As At November 30, 2019

	<u>November 30, 2019</u>	<u>November 30, 2018</u>
Cash Account Balances	\$ 8,727,519	\$ 7,881,982
Guaranteed Investment Certificates	9,836,544	15,363,216
Total Central Cash and Investments	<u>18,564,063</u>	<u>23,245,198</u>
Less Restricted Funds (Trusts)	(2,899,153)	(2,622,409)
Total Available Central Cash and Investments	<u>\$ 15,664,910</u>	<u>\$ 20,622,789</u>



Cash and investment balances are expected to fall over the 2019-20 year as the Division has planned a \$7.96 million budget deficit. In order to accommodate this spending, the Division does not anticipate reinvesting current Guaranteed Investment Certificates as they mature.



Investment Return by Year of Purchase	
Year of Purchase	Average Return
2016-17	1.79%
2017-18	2.33%
2018-19	2.78%